

### Introduction

As you are aware, the 30% summative portion of your course evaluation is now being comprised of a culminating project OR examination.

The decision about project or exam, for the most part, is up to you, but be aware that you must demonstrate a sufficient understanding of the expectations of the course to utilize your project for the full 30% summative evaluation.

To help you in determining the adequacy of your project, there will be two **checkpoints—June 2<sup>nd</sup> and 9<sup>th</sup>**. The **completion date will be June 15<sup>th</sup>**. Both June 9<sup>th</sup> and June 16<sup>th</sup> are mandatory for your project to be considered for evaluation.

Shortly following June 16<sup>th</sup>, you will be informed if your project **qualifies for student-teacher conference**. The conference will be the place where you will present the details of your project for evaluation...what you have learned in the course.

**Student-teacher conferences will be held over June 16<sup>th</sup>, 17<sup>th</sup>, and 20<sup>th</sup>**. Attached is a table that we will use for assigning conference dates. The assignment of conference dates will be done by lottery, unless students would like to and are able to self-arrange themselves on these dates (we would meet as a group to determine this). Specific times and locations will be determined closer to each student's conference.

**Conferences will have a time limit of 15 min per student.**

### Putting the Project Together

For the culminating project, it is to be just that—a project. A project can play to an individual's strengths, allowing them to bring their own creativity to demonstrating their learning. Because of this, no two projects should be the same, as they are developed and completed by the individual student.

With this in mind, you have an awesome opportunity to demonstrate your learning in a variety of ways. How you demonstrate your learning is up to you.

Below is a listing of a variety of forms you can use. I would suggest that you focus on developing and completing no more than two forms—i.e., if they are large in scope and require a significant amount of time. Forms that are smaller in scope might mean that you'll need to consider expanding beyond choosing two forms, as you might find it more challenging to incorporate many expectations into some forms.

### **Possible Forms:**

Foldable	Letter	Diorama	Board Game
Slideshow	Poster	Step-by-Step	Study Guide
Job Application (and Description)	Story	Concept Web	Poem
Song	Video	Model	??? (Sky's the limit!)

As far as other non-negotiables, here's a list of items that you'll need to work with.

1. The mathematics to be demonstrated

- Check the "Overall Expectations-Project Planner" sheet provided in class. It lists all of the overall expectations you've encountered for the course.
- For each of the expectations, it is expected that you...
  - Describe the concept
  - Provide an example and solution (i.e., with an emphasis on assigned problems, tasks, assignments) that have not necessarily been previously-collected

2. Your project will be evaluated according to the criteria in the "Evaluation Rating and Comment Sheet" provided in class.