

Name: \_\_\_\_\_

**2017**  
**WSU Challenge Ropes Course**  
**Math Edition**



**Evaluation of Rope Course Packet and Activity Day**

Use the following below to evaluate yourself. Fill in the blanks below as you do each section throughout the activity.

Field Experience Behavior Rubric is attached for reference and self-evaluation.

_____	“Before” Journal Entries
_____	Sketch of a Ropes Course Challenge from a picture
_____	Documented and calculated a $\Delta$ with a sketch diagram of the situation.
_____	Journal entry of personal challenge & “After” Journal Entries
_____	Self-Evaluation & Explanation
_____	Behavior on the way to WSU Rope Course
_____	Behavior during activities at WSU Rope Course
_____	Behavior at lunchtime
_____	Behavior on the way back
_____	Overall Grade

Self-Evaluation: There are 99 points possible on this assignment. I think I have earned a/an \_\_\_\_\_ . (Refer to the attached rubric for self-evaluation)

Here are some other things I believe you should consider before you assign me a final grade on this packet and the Ropes Challenge Course:

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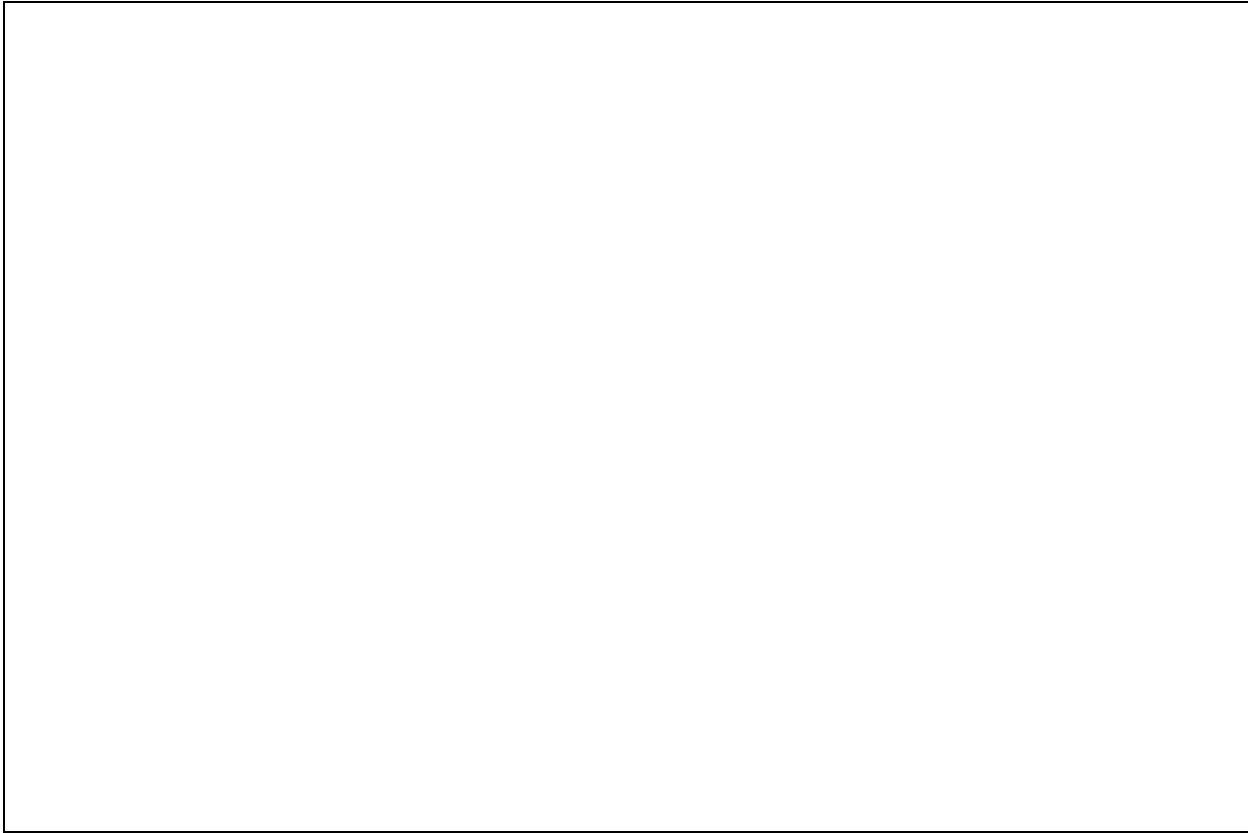
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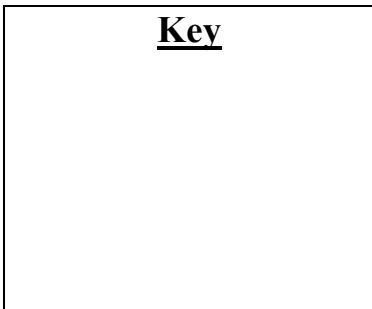


**Part 2: Sketch a Ropes Challenge Course**

In the space provided below, sketch your favorite Challenge Course. Label the different parts of it to make it clear to a person that has never seen a Ropes Challenge Course before. Use the key for different symbols to represent a change in materials. (Wood, rope, metal, etc) *Short descriptions may even be necessary for complex sketches.*



**Key**



**Description:**



### **Part 3: Calculating and Diagraming a $\Delta$**

In the sciences, the symbol for change is a  $\Delta$  (“delta”). In math, change is usually talked about in the speed at which something is changing from an *initial value* to a *final value* (or just the value of the change).

Example:

$$\Delta \text{ Value} = | \text{Final Value} - \text{Initial Value} |$$

1. Find an example of something changing in the local area.

*Is something moving quickly from rest (0) “zero” to faster speed? Is there change in elevation or height from ground level to a higher point?*

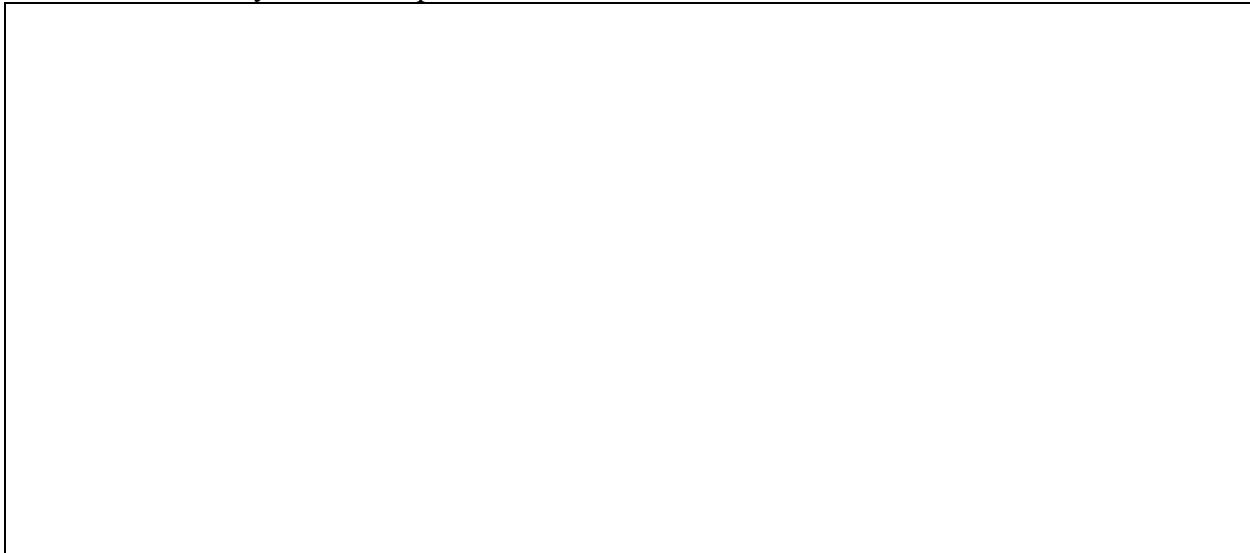
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2. Draw a sketch of your  $\Delta$  example.



3. Find the  $\Delta$  Value of your example. (Use the space below)

**Part 4: Journal Entries to complete AFTER your time at the Challenge Course**

1. What was the hardest part of the Ropes Challenge Course? Did you meet your goal(s)? Explain.

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2. Who were a few supportive people who helped you? (Name them.) How did they help? For whom (names) were you able to offer support? How did you offer/provide support?

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3. How did this experience help or hinder your confidence, abilities, and performance? Why do you think this was planned at the beginning of the year as opposed to the end of the year?

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4. How can this experience on the Ropes Course be related to your upcoming cycle of study on Change?

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Check in your “After” Journal entries with our House Advisor.



NAME \_\_\_\_\_ DATE \_\_\_\_\_

### Field Trip Rubric

	Mastered or Proficient (33 points)	Approaching Proficiency (22 Points)	Developing Proficiency (11 Points)
Preparation	Brings permission slip early, finds a car pool if needed with someone else two days before trip. Has all necessary materials with you the day of the trip.	Does not have permission slip until the morning of the trip, needs to be reminded about car pool or does not have one the day before. Arrives without all necessary materials day of the trip.	Does not take initiative in organizing car pool. Does not have permission slip, and is unprepared and without materials.
Responsibility	Does not have to be redirected, and demonstrates ability to be an independent learner. Initiates own learning outcome. Restores environment without reminders, and shows respect for self, environment, and others.	Needs to be redirected once or twice, and sometimes shows they can be an independent learner. Has to be reminded to restore their environment. Shows respect in some areas but not all for self, environment, and others.	Is constantly in need of redirection from multiple sources. Is working to become an independent learner. Needs direction and guidance to restore the environment. Is developing respect for self, others, and environment.
Grace & Courtesy	Shows gratitude for all others on the trip. Represents the Montessori values on the trip. Shows grace and courtesy in and out of the environment, and stays with the group.	Shows gratitude in some areas, such as with car pool driver and or instructors. Is trying to represent Montessori with all of values and behaviors. Needs to be reminded to show grace and courtesy for the environment.	Is working on showing gratitude to those around them, such as drivers and instructors. Needs to be reminded to show Montessori values during the trip. Is developing grace and courtesy in every aspect of the trip but needs reminders consistently.

**Student comments:** \_\_\_\_\_

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**Teacher Comments:** \_\_\_\_\_

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