

Effectively Critiquing Work

Task: As a class students will effectively critique completed math problems. These math problems will be completed by the teacher on the board, and the students will then work together in their groups to develop an effective critique. Groups will then be asked to share out their critiques to the entire class. At the end of the period group members will also be asked to evaluate themselves and their group members on their ability to contribute to the group.

Group Evaluation

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values

Values: 3=Superior 2= fair 1=weak

Criteria	Myself	1.	2.
Participated in Group Discussions			
Contributed Useful Ideas			
Total			

Effectively Critiquing Work

Standard: N.CN.1 - Perform arithmetic operations with complex numbers.

N.CN.8 - Extend polynomial identities to the complex numbers. *For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.*

A.APR.6 - Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Students will effectively contribute to the group.

Criteria:

- Identify if the given problem was done correctly
- If the problem was done correctly explain in detail the process used to solve the problem
- If the problem was done incorrectly point out the area that was incorrect and correct the problem with explanation
- The corrections/explanation were done orderly and tactfully

Rubric: (for each problem)

Criteria	No Effort Given	Not Proficient	Proficient
Identify if the given problem was done correctly	Not identified correctly		Identified correctly
If the problem was done correctly explain in detail the process used to solve the problem	No Explanation given	Explanation given but not correct	Explanation given correctly
If the problem was done incorrectly point out the area that was incorrect and correct the problem with explanation	No correction made nor explanation given	Correction and/or explanation given but incorrectly	Explanation and correction done correctly
The explanation and or corrections was done orderly and tactfully	No order or tact in explanation/correction	Lacking in either or both the order and tact of the explanation/correction	Explanation/correction done in an orderly and tactful way

Problem 3 will be for me to gain a better understanding of my student's ability to effectively contribute to the group.