

Partner Pattern Critique

Standard: Students can describe a pattern and predict future entry.
Students will remain on-task while working with others.
Students will effectively critique the reasoning of others.

Task: You will create a visual pattern that your partner will use to predict the next steps in the pattern. At the end of this task, you will turn in three sheets of paper:

The first will have your final pattern with at least 4 stages.

The second will have your partner's pattern copied with 2 more stages you have predicted as well as a written explanation of your reasoning.

The third will have a paragraph that describes your pattern and answers the following questions:

- What changes at each stage?
- Why did you create your pattern this way?
- Do you think it will be easy or hard for your partner to predict the next stages?
- What about your pattern makes it difficult or hard?

As well a paragraph that critiques your partner's prediction and answers the following questions:

- Was your partner accurate?
- Was his or her thought process logical?
- Did he or she do anything that surprised you?
- What would you suggest to your partner so he or she could improve?

As you are working, I will walk around to answer questions and observe whether you are remaining on-task or not.

Your work will be graded using the following rubric:

	Unsatisfactory 0-1pt.	Fair. 2 pts.	Satisfactory 3 pts.	Excellent 4 pts.
Pattern	Pattern has no logical progression.	Pattern is follows logical progression, but has many flaws.	Pattern is follows logical progression, but has a few flaws.	Pattern has multiple facets that change in a flawless logical manner.
Description	Description is missing or only one question is answered effectively	Two questions are answered effectively .	Three questions are answered effectively .	All four questions are answered effectively .
Critique	Critique is missing or only one question is answered effectively	Two questions are answered effectively .	Three questions are answered effectively .	All four questions are answered effectively .
on-task	Student was seen off-task 4+ times.	Student was seen off-task 2 – 3 times.	Student was seen off-task 1 time.	Student was on task entire time.