
Evaluating Cooperative Groups

Evaluating an individual in a cooperative group setting is sometimes tricky. You must choose a coherent assessment plan that best suits you and your class.

According to one evaluation plan, you assign three grades per student. This includes a grade for the group project, a grade for an individual, independent project and a grade calculated as the average grade for all group members' individual projects.

By including this third grade, the group becomes more responsible for helping members who are having trouble. One student may receive a "B" for the group project, a "C" for his or her individual project and a "B" for the average of the grades for all independent projects. If you do not weigh these grades, this student would have an overall "B-" grade for the assignment.

The chart below provides a valuable checklist for evaluating group participation. Both groups providing feedback to other group members or teachers evaluating the class can use this chart. The chart on the next page addresses the following points:

- | | |
|----------------------------|--|
| • On Task | --cooperates by staying on task |
| • Inputs Ideas | --gives input to the group |
| • Encourages | --encourages and supports other group members |
| • Solves Problems | --suggests and compromises solutions for disagreements |
| • Seeks Help When Needed | --asks for help from the group |
| • Checks for Understanding | --checks for understanding with other group members when necessary |

Group _____

Evaluation: + =very good
 = satisfactory
 - =not satisfactory

Names				
On Task				
Inputs Ideas				
Encourages				
Solves Problems				
Seeks Help				
Checks for Understanding				

Evaluation scheme developed by Alma Casey Allen, Technology Curriculum Specialist, ABC Unified School District, Cerritos, California

Cooperative Evaluation Sheet (for student use)

Name _____

Class _____

	Yes	No
Today, as a group, we:		
1. Accomplished our goal	_____	_____
2. Helped each other add or clear up ideas	_____	_____
3. Felt good about working together	_____	_____

As a group member, I acted as:

1. Idea generator	_____	_____
2. Encourager of others	_____	_____
3. Clarifier of ideas	_____	_____
4. Summarizer	_____	_____
5. Record Keeper	_____	_____

Something I did to make the group feel better about working together:

Something I did to make the group more successful in doing its work:

Something I'll work on next time: _____

Other members who:

- Added ideas _____
- Encouraged others _____
- Summarized or clarified _____
- Kept Records _____
- Were very quiet _____

Developed by Judith A. Hay, St. Clair, Michigan. Appears in "Structuring Cooperative Learning Experiences in the Classroom," 1982.