Assessing Students During Cooperative Learning

Transcript

Introduction

Chapter 1: Introduction

Agreement

Transcript:

Welcome to Assessing Students During Cooperative Learning. This is the third module in a series of modules on cooperative learning. It is highly suggested that you go through the modules Developing Behaviors for Cooperative Learning and Structuring Cooperative Learning before beginning this one.

During cooperative learning, students work together to learn content and develop prosocial skills. It is the teacher’s job to assess both individual and group growth in these areas. Assessment helps teachers gather meaningful data to plan future instruction that is targeted to students’ needs.

But, assessing students during cooperative learning can seem difficult at times. It can be challenging to effectively assess both whole groups, and individuals in those groups.

That is the purpose of this module. You will learn best practices for assessing individuals and groups during cooperative learning.
Purpose of Assessment

- Verifies learning is taking place
- Improves the effectiveness of instruction
- Measures individual competence
- Gauges group productivity

(Bosold, 1998)

Transcript:

Before we look at how to assess students during cooperative learning, it is important to grasp why we assess students during cooperative learning.

When it comes to cooperative learning, the teacher hands the reins of the learning process over to the students. It becomes important for the teacher to take note of how students assert themselves as individual learners and interact as part of a group. When a teacher uses assessment effectively, he or she is able to identify the academic and behavioral needs of his or her students (Bosold, 1998).

Summative

Types of Assessment

- **Formative**: Takes place while the learning is occurring
- **Summative**: Takes place once the instructional period has ended

(Johnson & Johnson, 1996)

Transcript:

There are two types of assessment that we are going to focus on: formative and summative. Formative assessment takes place while the learning is occurring, and summative takes place once the instructional period has ended (Johnson & Johnson, 1996). We are going to briefly discuss summative assessment, and then delve more deeply into formative assessment a little later in the module.

Summative assessments should be planned well ahead of instruction. This helps teachers and students stay accountable to the challenging goals set in advance (Jones, Vermette, & Jones, 2009).
**Purpose of Summative**

Cooperative learning scholars David and Roger Johnson state that the purpose of summative assessment is to “judge the final quality and quantity of student achievement and/or the success of the instructional program” (Johnson & Johnson, 1999, p.165). The data gathered from summative assessments is used to determine future instructional goals. Effective teachers use data from these assessments to determine what they may need to reteach, and to whom. A teacher who does not effectively use assessment may move on to new content even when his or her students are not ready for it.

**Grading**

**Differences Between Summative Assessment and Grading**

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>Grading</th>
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<tbody>
<tr>
<td>• Verifies learning is taking place</td>
<td>• Informs stakeholders (students, parents, administration, and the community) of student learning</td>
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<tr>
<td>• Used to improve the effectiveness of instruction</td>
<td>• Used to motivate students</td>
</tr>
<tr>
<td>• Can take place without grading</td>
<td>• Cannot take place without assessment</td>
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(Johnson & Johnson, 1999)

**Transcript:**

Let’s make one quick clarification. Although important, grading is *not* the purpose of summative assessment. It is possible to assess student achievement without giving grades. Grading is used as a way to inform stakeholders (students, parents, administration, and the community) of student learning.
Chapter 2: Designing Assessments

Considerations

How to Design an Effective Summative Assessment

Positive Interdependence
Individual Accountability

Transcript:

Let’s take a look at how to design an effective summative assessment. There are two key components of cooperative learning: positive interdependence and individual accountability. Both need to be present in summative assessments.

Positive interdependence is when students believe that the group cannot succeed unless every individual succeeds, and vice-versa. If students believe that they can do well on an assessment without the help of their team, they may not try to interact with their team members (Kagan, 1994).

Individual accountability refers to the student belief they are responsible for their own learning. Without the presence of individual accountability in assessments, some students may choose not to work as hard (Johnson & Johnson, 1999). These students may believe that their group can carry them through the assignment and they can still get a good grade.

Example

Summative Assessment Example

- Groups study together for a test.
- Students take the test as individuals.
- The next day the test is retaken as a group.
- Students receive a grade based on the average score between both assessments.

(Johnson & Johnson, 1996)

Transcript:

Let’s look at the structure of an assessment that addresses both positive interdependence and individual accountability. Students are assessed based on what they have learned as individuals and what they have
learned as a group. Individuals depend on the group to perform well, and the group depends on individuals to perform well.

Chapter 3: Formative Assessment

Formative Assessment

Transcript:

Using summative assessment effectively is only one piece of the puzzle. It is important to assess student learning during cooperative learning, as well as afterwards. That is where formative assessment comes in to play.

In the context of cooperative learning, formative assessment is done while students are working together. This form of assessment is used to gather evidence of student learning and modify instruction in the moment. This can be tricky because with cooperative learning it is important for the teacher to allow groups to work through problems as a team with as little teacher intervention as possible. Formative assessment can be used to help teachers determine when and how to intervene to provide support to students and groups.

Why Monitor?

Transcript:
Quality formative assessments for cooperative learning consist of two key components. The first component involves monitoring and tracking student and group progress. The second is intervening when necessary to help groups master the instructional and behavioral objectives (Johnson & Johnson, 1996).

The best way to decide if intervention is needed is by circulating through the room and monitoring student and group progress towards reaching the activity’s objectives.

**How to Monitor**

**How to Monitor Progress**

Transcript:

There are many ways to effectively monitor student progress. We are going to look at three of them.

First, it is important to keep moving. It is hard for a teacher to monitor groups if she is sitting at her desk grading papers. Also, try not to stay with one group for too long. Time will pass quickly, and it is important to observe each group.

Next, focus on positive actions. Look for what is going right; not for what is going wrong. You are trying to track students as they achieve the set objectives, and use that information to make instructional decisions.

Finally, be sure to track all of your observations on a formal observation form. Creating an observation form ahead of instruction, in which you highlight the specific behaviors and actions you will be tracking, can help you stay organized.

It is important to track various aspects of the learning process. For example, take note of who understands the content, how students are working together to complete the task, and the quality of the work the group is completing in the allotted time.
Obervation Forms

Transcript:

When creating an observation form, do so in a way that best fits your organizational style and focuses on the needs of the learning activity and students.

It is a good idea to only observe a few actions per lesson. A teacher trying to observe more than three or four actions can become overwhelmed, track insufficient data, and have no time to intervene when necessary (Johnson & Johnson, 1996).

While circulating between groups, check off when students are effectively demonstrating a desired action. Write down objective evidence of what the students are doing right. This will help with issuing feedback after the lesson, or in the moment.

Nearly any action or behavior can be tracked during cooperative learning. In virtually every case, students’ demonstration of content mastery should be tracked, as this is essential to most lessons. Decide on other actions to observe that are important to students’ academic growth, social growth, and are relevant to the activity.

Look over the list of recommended actions to learn more about when and how to apply it. When you are ready to move on, press the “Proceed” button.

Demonstrates Content Knowledge

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For a complete list of references, refer to the On-Demand Module ‘Assessing Students During Cooperative Learning.’
Exhibits Prosocial Behaviors

Observation Form

- Demonstrates Content Knowledge
- Exhibits Prosocial Behaviors
- Follows Procedures

Track after teaching a new prosocial behavior. Decide on which prosocial behavior to track based on earlier observation of students’ interaction.

For more information check out the Developing Behaviors for Cooperative Learning module.

Follows Procedures

Observation Form

- Demonstrates Content Knowledge
- Exhibits Prosocial Behaviors
- Follows Procedures

Track when there are new or multiple procedures that need to be followed, or when students have struggled following procedures in the past.

Displays Creativity

Observation Form

- Displays Creativity
- Demonstrates Higher Order Thinking Skills
- Uses a Variety of Strategies

Track when increased student creativity would add to student learning and group productivity.

Look for who is coming up with the creative ideas and how other group members respond to them.
Demonstrates Higher Order Thinking Skills

Observation Form

Track when groups are required to dive deeper into a topic and think about it different ways.

Displays Creativity

Demonstrates Higher Order Thinking Skills

Uses a Variety of Strategies

Uses a Variety of Strategies

Observation Form

Track during activities in which students are asked to come up with a solution to a problem that could be approached in various ways.

Displays Creativity

Demonstrates Higher Order Thinking Skills

Uses a Variety of Strategies

Check for Understanding

Sample Lesson Summary

Read the sample lesson summary. Click “Proceed” to select 3 actions the teacher should track.

Mr. Swartzendruber

Mr. Swartzendruber is an art teacher. He is creating a lesson in which groups must create an artistic representation of the town slogan: “Peace and prosperity through progress.”

Groups are free to work with any available medium, but their work must be in the style of a previously studied artist. Each group will later present how their work represents the town’s slogan and the established artist’s style.

Transcript:
Let’s pause for a moment and check our understanding. Take a look at a sample lesson summary.

**Select Teacher Actions**

![Select three actions the teacher should choose. Click “Submit” to hear feedback.](image)

**Transcript:**

Based on what you know, decide on three actions that this teacher should track while his students are working in cooperative groups.

**Feedback**

![Click “Learn More” if you’d like to hear feedback on these answers. Otherwise, click “Proceed.”](image)

**Transcript:**

Mr. Swartzendruber chose to track students’ demonstration of content knowledge. He wants to see if groups are effectively using art techniques learned in class and accurately representing a studied artist’s style. He believes it is important to track individual and group signs of creativity. Mr. Swartzendruber looks for how groups put their spin on known styles, as opposed to just copying them. He thinks it is important to track how groups decided on a strategy and how many strategies they attempt for this task. Mr. Swartzendruber could have also tracked students’ ability to exhibit prosocial behaviors, follow procedures, or demonstrate higher order thinking skills. He felt the other three criteria better suited the activity and student needs.
Types of Feedback

Transcript:

Find time to give feedback to the class, groups, and individual students. Tell students when they have made progress and where growth is still needed. Use the data gathered from observations to make future instructional decisions. Information can be used to decide if students need more practice with content, or are ready to learn a new prosocial behavior.

If you would like to hear what feedback could sound like for a class, group, or individual student, press the icon next to each option. When you are ready to move on, press the proceed button.

**Full class feedback:** Class, as I walked around during today’s lesson I observed that the activity procedures were being followed 90% of the time. Last week we were only at 80%, so that is quite an improvement. What do you think we can do next time to get to 100% of the class following procedures?

**Group feedback:** Group, I really liked how everyone demonstrated the prosocial behavior, checking for understanding. For example, Evelyn you did a great job when you asked Brett to elaborate on what he was saying by using our week’s vocab words.

**Individual feedback:** Awesome job demonstrating your higher order thinking skills! When I was observing your group I heard you justify the main character’s actions by comparing what she did with something that has happened in your own life. I think this really helped with the group’s comprehension.
Chapter 4: When to Intervene

What is Intervention?

Transcript:

Monitoring and tracking student progress is not always enough. Sometimes it is necessary to intervene and help groups successfully reach the objectives. Intervention may be needed when a group is off task, experiencing conflict, or making little progress (Chiu, 2004). Knowing when it is appropriate to intervene, and deciding the best way to do it, can be challenging. If you intervene too much, students may not work hard because they will just expect you to come over and help them any time they experience a challenge. If you intervene too infrequently, groups could become lost, discouraged, and never meet the objectives.

When to Intervene

Transcript:

When a group is struggling with content, skills, or behaviors, do not give in to the urge to jump right in to solve the problem. Part of the beauty of cooperative learning is students discussing and working through problems on their own, without help from the teacher. When determining whether or not to intervene ask yourself some of these questions first (Baloche, 1998).

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For a complete list of references, refer to the On-Demand Module ‘Assessing Students During Cooperative Learning.’
Read over the sample questions and when you are ready to move on, press the proceed button.

*How to Intervene*

Transcript:

If a teacher decides to intervene, he or she should use questioning to help guide the students to solve the problem, resolve the issue, or change their behavior on their own. Take a moment to look over some of these conversation starters teachers can use when intervening.

When you are ready to move on, press the proceed button.

*Call to Action*

*Conclusion*

Transcript:

Assessing students during cooperative learning can be challenging, but using quality assessment can help any teacher deliver targeted instruction to improve the learning process for students. Teachers need to consider the growth of individual students as well as that of the groups. By monitoring group interactions and intervening mindfully, you can effectively assess your students’ learning. In the resource section you will be introduced to a document that will help you do this.