Module Summary

In this module, teachers will:
- Describe the purpose of assessment.
- Determine best practices for assessment during cooperative learning.
- Design an effective observation form to monitor and track student learning.
- Use assessment data to determine appropriate interventions during cooperative learning.

Module activities:
The user will observe a video of a teacher conducting a cooperative learning activity. The user will then examine and critique the teacher as she monitors and assesses students during the activity.

This module is the third in a series of three modules on cooperative learning. The other two are titled Developing Behaviors for Cooperative Learning and Structuring Cooperative Learning.

Module Key Takeaways

Essential knowledge:
Cooperative learning can help students become more collaborative, and increase their academic achievement (Gilles, 2014). Assessment verifies learning is taking place and improves the effectiveness of instruction (Johnson & Johnson, 1999). This module focuses on effective methods to use formative and summative assessment during cooperative learning.

- **Formative assessment:** The teacher should monitor student and group progress and intervene to help groups master the objectives (Ding et al., 2007; Johnson & Johnson, 1996).
- **Summative assessment:** The teacher should use this form of assessment to judge the final quality of student work and use gathered data to make future instructional decisions (Johnson & Johnson, 1996).

Essential skill:
Using the *Assessing Students During Cooperative Learning Resource*, teachers will follow steps to monitor students during cooperative learning and determine if intervention is necessary. These steps include:

1. **Create an observation form:** This document should be used to keep track of actions being observed.
2. **Decide on actions to observe:** Actions observed should be appropriate to the task and the learning needs of the students.
3. **Track actions:** Specific evidence of student demonstration of mastery should be documented.
4. **Give feedback:** Feedback should be given based on documented evidence. Intervene to give in the moment feedback to support student mastery.

Essential mindset:
Cooperative learning can help students reach skill and content mastery, as well as become better collaborators (Cohen, 1994). 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.
**The Skill in Action**

**During planning:**
The teacher will create the summative assessment based on the objectives of the cooperative learning activity. The assessment will ensure both positive interdependence and individual accountability. The teacher will also prepare an observation form to effectively track specific content and behavioral actions. He will decide on these actions based on the objectives of the activity and the needs of the students.

**During instruction:**
First, the teacher will explain to students how they will be assessed and what specific actions will be tracked for this activity. He will check for student understanding to guarantee that they all know what is expected of them. During the cooperative learning activity, the teacher will move throughout the room, keep track of pre-identified actions, and support documentation with specific evidence. The teacher will only intervene when it is clear that students will not succeed without his help. When intervening the teacher will not give students answers, but guide them through the use of targeted questions.

**Questions for Discussion**
The following is a list of suggested questions for engaging in a reflective dialogue with the teacher, either before or after he or she attempts to implement the skill.

- How do you believe the knowledge and skills highlighted in this module will benefit your growth as a teacher?
- What are your key takeaways from the module?
- What struggles or challenges do you think you may encounter when implementing the strategies and skills from this module?
- What academic and social concepts do you want your students to take from this activity? Why these concepts?
- How much experience do your students have with cooperative learning? What do you need to do to prepare them for it?
- Have you completed the other two cooperative learning modules? Do you feel ready to create and administer a complete cooperative learning activity?
- Does your summative assessment allow for positive interdependence and individual accountability?
- What actions will you be tracking during the cooperative learning activity? Why these?
- How can I help you in your process of mastering this skill (ex: observation, look over lesson plan, follow up conversation, etc.)?

**Coaching Moves**

| Scenario: The teacher intervenes too often during cooperative learning. He tries to help students reach the learning goals before they have the opportunity to do so on their own. | Ask: How do you monitor students during cooperative learning and how do you determine when to intervene? Could you intervene less? What are some ways you could intervene by pointing students in the right direction, but not giving away too much? | Suggest: Review the intervention suggestions and the questions to keep in mind from the resource. Post clear directions for cooperative learning activities so it is less likely that students will need help. Use probing questions to guide cooperative learning groups in the right direction. |

**Standards Alignment**

**InTASC standard: 3(b)**
The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.