

Cooperative Learning Benchmark Analysis

Teacher _____ Date _____

Assessed by _____

Lesson content _____

Grade level/s _____

Teacher Benchmarks

Benchmark	Monitored by	Criterion score	Comments
Teacher selects heterogeneous and equitable teams			
Teacher selects an appropriate assigned learning task			
Teacher selects an appropriate Cooperative Learning strategy			
Teacher frames the assigned learning tasks			
Teacher serves as a facilitator during tasks			
Teacher monitors and processes for social learning outcomes			
Teacher designs assessments for performance and social learning			
Teacher plans for and demonstrates use of Differentiated Instruction			

Student Benchmarks

Benchmark	Monitored by	Criterion score	Comments
Students view teams as being fair			
Students understand the assigned task			
Students understand the cooperative strategy in place			
Teams share the work and the accountability of all members			
Teams use peer teaching to improve performance and publicly support each member's efforts			
Teams show improvement on performance assessments			
Teams show evidence of social learning			

Benchmark monitored by (Include all used):

- LP** Review of lesson plan
- PC** Pre- or post-lesson conference
- CI** Observation of critical incidences during lesson (anecdotal records)
- ST** Observation of students (e.g., immediately after a task presentation)
- SO** Systematic observation (event, duration, time sampling)
- IN** Interviewing a small number of students during and after the lesson
- AM** Analysis of instructional materials used in the lesson (e.g., task sheets, station signs)
- TA** Traditional assessment (quiz, skills test)
- AA** Alternative assessment
- AU** Authentic assessment
- OT** Other: _____

Benchmark criteria score:	Not at all (0)	No evidence that the benchmark has been met
	Partially (1)	Some evidence that the benchmark has been met
	Fully (2)	Clear and consistent evidence that the benchmark has been met

Summary Comments by Assessor: