

# Sample Co-operative Group Skills Assessment Form

Name \_\_\_\_\_

\* Some of the items listed below (e.g., looking at the speaker) can vary across cultures and individuals, and in accordance with the situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech, and adapt assessment instruments accordingly.

		Hardly ever	Some of the time	Most of the time	All of the time
<b>Encourages Others</b>					
Looks Like ...	Sounds Like ...				
<ul style="list-style-type: none"> <li>• smiling</li> <li>• signaling thumbs up</li> <li>• nodding approval</li> <li>• assuming open body posture</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Awesome!</i></li> <li>• <i>Good job.</i></li> <li>• <i>That's excellent!</i></li> <li>• <i>I like your idea.</i></li> </ul>				
<b>Listens Attentively</b>					
Looks Like ...	Sounds Like ...				
<ul style="list-style-type: none"> <li>• looking at the speaker*</li> <li>• leaning forward</li> <li>• concentrating on what is being said</li> <li>• smiling, nodding appropriately</li> <li>• using open body language</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Could I hear more about that? (or asking for more information)</i></li> <li>• <i>Only talking when necessary</i></li> <li>• <i>Avoiding interrupting</i></li> <li>• <i>Staying on topic</i></li> </ul>				
<b>Disagrees in a Respectful Way</b>					
Looks Like ...	Sounds Like ...				
<ul style="list-style-type: none"> <li>• minimizing gestures</li> <li>• listening carefully</li> <li>• criticizing ideas, not the person presenting the ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <i>That's a possibility. Would you consider ...?</i></li> <li>• <i>I understand your position, however, would you ...?</i></li> <li>• <i>Yes, I see that. What about looking at it from the point of view that ...?</i></li> <li>• <i>I disagree because ...</i></li> </ul>				
<b>Summarizes for Understanding</b>					
Looks Like ...	Sounds Like ...				
<ul style="list-style-type: none"> <li>• listening to all members</li> <li>• acknowledging ideas of other members</li> <li>• capturing key ideas from the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• <i>These are the main points of our discussion as I see them.</i></li> <li>• <i>Our major ideas seem to be ....</i></li> <li>• <i>Is what I've said clear? I can repeat it for you.</i></li> <li>• <i>Here are my thoughts about what our main points of discussion are. Are there any you wish to add?</i></li> </ul>				

Note: This assessment form can be placed in a student's portfolio and used repeatedly throughout the year. One suggestion is to use a different colour of ink or symbol (see below) to represent assessment data gathered on specific dates.

4 month \_\_\_\_\_ date \_\_\_\_\_                      7 month \_\_\_\_\_ date \_\_\_\_\_

\_\_\_\_\_

: month \_\_\_\_\_ date \_\_\_\_\_  
\_\_\_\_\_

λ month \_\_\_\_\_ date