

On Task Behavior:

- Student spends majority of time (>90%) on task
- 4/5 times teacher checks student is on task
- Appropriate materials out and being use
- Knowledge of what the task is
- Knowledge of what other group members are working on
- Not in need of teacher intervention to stay on task – students self-monitor
- Using the time given in class, not planning to “finish it all at home”
- Understand how their current work fits into bigger picture of the project
- If students are laughing or seeming to be off task, is there an opportunity to explain how this relates to the work they are doing?
- Students prompting each other to stay on task
- Individual to the student, not the group
- Student takes responsibility for and completes tasks within the group
- Engaged in whatever the group is doing/discussing; contributing
- Students asking questions of each other
- Asking for teacher input when needed
- Student uses discussion facilitation strategies for improving the effectiveness the group’s task-related conversations (e.g., summarizes comments, asks for clarification, builds consensus)
- Student uses project management strategies—when applicable—for improving the effectiveness of the group’s work on the task (e.g., creates timelines; identifies or sets goals; prioritizes and allocates tasks; organizes resource-gathering; monitors progress; keeps group on task)
- Student consistently shows respect for the ideas, opinions, values, and feelings of other group members (e.g., is polite, acknowledges what others have to say, offers only constructive criticism—no put-downs)
- Student works well with diverse group members; cooperates and does not cause conflict
- Student actively encourages group cohesion (e.g., by helping to manage/resolve conflict within the group or by setting a positive tone in words and actions)

Explaining / project talk:

- Student shares/discusses their “part” with group members “part”
- Student is able to help others in their group to complete tasks
- Student is able to describe other group members’ tasks during PWT
- Can describe what they are working on / in process
- Summarize what the group is doing
- Asking clarifying questions

Product:

- Daily deliverable
- Teacher can check that actual product is being produced on a daily basis (flexibility accountability)
- Evidence that work is being completed
- Knowledge of what daily deliverable is
- Students could be responsible for keeping track of their own progress each day (either on task list or google doc or ??)
- Goal for beginning of work time
- Check in on goal completion at end of work time
- Student is prepared, comes to class able to work on project
- Group members were prepared to work all period, managed time well for assignments/duties, and worked diligently on the project. If absent, other group members knew the reason and progress was not significantly impeded.
- the group members made up for work left undone by other group members, demonstrated willingness to spend significant time outside of class/school to complete the proje