



Cooperative Worker Checklist



Members of group: _____

Your name: _____

Rate yourself and your group members based on the following items. Circle the number that best represents the level of performance demonstrated.

- 1 = poor performance
- 2 = fair performance
- 3 = good performance
- 4 = outstanding performance

Student Information

1. Everyone in my group understood the project assignment.
1 2 3 4
2. Everyone in my group listened to each other's ideas appropriately.
1 2 3 4
3. My group followed directions to achieve group goals successfully.
1 2 3 4
4. My group members gave each other positive feedback for their ideas and contributions.
1 2 3 4
5. My group members held each other's focus on group goals.
1 2 3 4
6. In my group, we tried to resolve problems and conflicts in an appropriate manner.
1 2 3 4
7. In my group, we were able to organize and begin our group work in a way that helped us complete the assignment.
1 2 3 4

Teacher Input

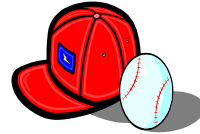
8. The student used his/her class time effectively and productively.
1 2 3 4
9. The group worked together well using time and materials.
1 2 3 4
10. The student completed designated tasks within the group and contributed to the assignment.
1 2 3 4

Total Points: _____

Sample Paragraph



The Big Game



John woke up very early the morning of the big game. His baseball team was playing in the championship game later that day. Everyone was going to be there. John's mom and dad, his grandparents, and even his Uncle Mike were coming to the game. John wanted to do his very best for his family and his team. If his team wins the game, they will get to play in the state tournament. Getting to play in the state tournament has been a dream of John's for a long time.

Scoring Checklist

Book-A-Day Reading Charts



Members of Group: _____

Chapter(s) Assigned: _____

After reviewing the chart, rate each group based on the following items. Check the number that best represents the level of performance demonstrated.

1. The students used print information for the specified purpose. (CL.B.1.In.2)

_____ poor performance (no evidence exists that print information was used)
_____ average performance (attempts to use print information)
_____ good performance (clearly used print information)

2. The students used the comprehension strategy of paraphrasing to monitor and increase understanding of the text. (CL.B.1.In.2)

_____ poor performance (did not paraphrase text; copies or does not attempt)
_____ average performance (attempts to paraphrase text)
_____ good performance (clearly paraphrases text)

3. The students were able to determine the main idea of the chapter by interpreting print information. (CL.B.1.In.2)

_____ poor performance (does not determine main idea of chapter)
_____ average performance (attempts to determine main idea of chapter)
_____ good performance (clearly determines main idea of chapter)