

Completed Innovation Configuration map

for a cooperative learning initiative

Component 1: Structures groups					
1	Assigns students to four-member groups	3	Assigns students to groups larger than four	4	Assigns students to work with only one partner
5					Does not assign students to groups
Component 1: Structures tasks					
1	Explicitly defines tasks and criteria for success as all group members accomplish the task	2	Explicitly defines tasks and criteria for success as most group members accomplish the task	3	Explicitly defines tasks and criteria for success as some group members accomplish the task
5					Specifies no task
Component 3: Assures individual accountability					
1	Selects any or all group members to answer for the group and/or gives individual tests to each student	2	Repeatedly selects those who typically answer correctly	3	Fails to solicit answers from ethnic/minority students or girls
4					Permits one student to complete tasks and answer for the group
Component 4: Develops group skills					
1	Explicitly states, monitors, rewards group or social skills expected during the task	2	States and monitors group skills expected to be exhibited	3	States but does not monitor or reward expected group skills
4					Does not state, monitor, or reward group or social skills
Component 5: Promotes positive interdependence					
1	Consistently arranges (organizes) tasks so group members must depend on one another to complete the task	2	Frequently arranges (organizes) tasks so group members must depend on one another to complete the task	3	Occasionally arranges (organizes) tasks so group members must depend on one another to complete the task
4					Arranges tasks that permit group members to complete the task alone
Component 6: Assesses group processing					
1	Provides students the time and procedures to analyze how well their groups are functioning and how well they are using the necessary social skills	2	Continues to enhance analysis and assessment skills	3	Monitors the students' development of group process analysis and assessment
4					Allows students to analyze and assess how their groups function
5					Does not give attention to analysis and assessment of group processing

----- Variations to the right are unacceptable; variations to the left are acceptable.

----- Variations to the left are ideal.