FIGURE 1. Indicators of Success—Productive Group Work

Indicators	4—Exemplary	3—Applying	2—Approaching	1—Limited
Complexity of task: *The task is a novel application of a grade-level-appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*	Task reflects purpose and what was modeled. The task allows students an opportunity to use a variety of resources to creatively apply their knowledge of what was modeled. Students have an opportunity to experiment with concepts.	Task provides multiple, clear opportunities for students to apply and extend what was modeled. Students have an opportunity to use a variety of resources to creatively apply their knowledge of what was modeled.	The task is somewhat reflective of the purpose of the lesson, but there is little opportunity for student experimentation or innovation.	Task is an exact replication of what was modeled, with little or no opportunity for student experimentation with concepts.
Joint attention to tasks or materials: *Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.*	Students ask critical questions of each other, developing and forming personal opinions and conclusions. They are able to evaluate and synthesize information, as well as independently use a variety of resources to acquire new or unknown information.	Body language, visual gaze, and language interactions provide evidence of joint attention to the task or materials by all members of the group. Students can explain their contributions and the contributions of other group members.	Body language, visual gaze, and language interactions provide some evidence of mutual attention to the task or materials by most members. Students are not holding each other accountable for purposeful contributions.	Students divide up the task so that they can work, then meet near the end to assemble components. Body language, visual gaze, and lack of language interactions provide evidence of independent work occurring within the group.
Argumentation, not arguing: *Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*	Students reach a better understanding or consensus based on evidence and opinions provided by others. Students hold each member of the group accountable by using questioning strategies and evidence to persuade or disagree. The conversation is respectful and courteous.	Students ask for and offer evidence to support claims. However, members continue to maintain initial beliefs or positions about a topic without considering the arguments of others. The conversation is generally respectful but some members may not participate.	There is a process in place for accountable talk. However, student dialogue is limited and there are minimal efforts to support the product. The conversation is generally respectful but is often dominated by one member of the group or veers off-topic.	No clear process is in place to facilitate accountable talk. Lack of structure is evident as students are off-task, in conflict, and/or unable to complete product.
Language support: *Written, verbal, teacher, and peer supports are available to boost academic language usage.*	Sentence frames are differentiated based on students' proficiency and need. A wide range of frames are available for students and students use the frames independently in academic language and writing. Teacher modeling includes the use of frames as well as academic vocabulary and high expectations for language production.	Students use one or two sentence frames from the variety that are available in a structured setting. A set of target vocabulary is available and used. Teachers model the use of frames. Students are encouraged to use the language support in guided instruction and productive group work.	Academic language related to the concept/standard is present. A frame may be provided. The teacher models at least once using target vocabulary or language frame. Students are encouraged to attempt using target vocabulary without opportunities for guided practice.	Vocabulary is posted but its use is not modeled. Students are simply told to use words. Language frames are not provided.
Teacher role: *What is the teacher doing while productive group work is occurring?*	Teacher is purposeful in scaffolding using prompts, cues, and questions and checks for understanding regularly. Evidence collected during this time is used to plan further instruction.	Some scaffolding and checking for understanding occurs but there are delays in corrections or changes to the instruction. There is a link to further instruction.	Scaffolding or checking for understand occurs but is not used to plan further instruction.	Teacher manages but does not interact with groups to scaffold conceptual knowledge.
Grouping: *Small groups of 2–5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*	Groups are flexible and change based on students' proficiency, academic need, and/or content area. Productive group work occurs throughout the day.	Purposeful heterogeneous grouping occurs, which is fluid in response to students' proficiency.	Some heterogeneous grouping occurs, but homogeneous grouping practices dominate. Decisions based on assessment are not apparent.	Grouping practices are solely homogeneous and are done primarily for scheduling convenience.