Team Work Tools

Team Tools	Description	At or Above Average (indicate with a check)							Below Average (indicate with a check)							Refocusing Goals	Group Conference Date
Group #		1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Effective Research	Consistently evaluating research to obtain the best possible information for the topic																
Use of Class Time	Prepared and equipped; always on task; actively involved in the project																
Organization	Using organization tools to help guide the research process; using assessment tools to continually reflect progress																
Individual Contributions	Working to the best of each member's ability; members attempt to pull their own weight; individuals rise to the occasion when the group encounters problems																
Team Work	Working as a unit; large tasks are divided into smaller tasks and assigned to members																
Dialogue	Communicating between group members, different groups, and with the teacher; using problem-solving skills to resolve conflict ; a majority of conversations are directed at the research process																

Research Checklist

Things to Do Before We Start Writing	Check here once you complete each step.
Choose a subject	✔️
Narrow subject to a manageable topic	
Conduct research	
Create source cards	
Create note cards	
Shuffle note cards	
Begin writing process	

Report Checklist	Self		Peer		Teacher	
	Yes	No	Yes	No	Yes	No
Title Page __Correct capitalization __Correct spelling __Name in lower right hand corner __Date in lower right hand corner						
Sources __At least 1 book __At least 1 article (magazine, newspaper, or electronic) __At least 1 encyclopedia entry __At least one primary source						
Body __Page numbers in upper right hand corner, except page 1 __Double-space the body of the paper __Indent new paragraphs five spaces __Paper should be clean and neat						
Works Cited __Indent the second line of each citation by 5 spaces __Double-space each citation __Each entry follows correct format __Alphabetize each citation beginning with the author's last name						

Please note that these combined elements create the formatting for the paper. Individual instructors or schools may vary regarding these stylistic decisions. It is always wise to consult with your teacher before beginning this part of a report.

Group Respond & Review Sheet

Things to Say in Writing Groups and
Big ideas for Revision!

> **For Group Reviewers**: Use the following fill-in-the blank statements to provide feedback during the report-sharing sessions. Write a response in each of the blanks provided.

➢ I like...   _____

➢ I got confused when...   _____

➢ Tell me more about...   _____

➢ The writing reminds me of...   _____

➢ My favorite part is...   _____

➢ Could you try to...   _____

➢ On the whole the paper is...   _____

> **For Group Receiving Feedback**: Use the responses created during report-sharing sessions to evaluate your paper. Consider these big ideas for the paper, and use the ideas to help your group revise the paper. Remember to use techniques such as "show don't tell", developing leads and conclusions, using voice and tone to captivate the audience.

GROUP CHECK

QUESTIONS TO ASK WHEN REVISING

Audience--   For whom am I writing? Who are my readers?

Purpose--   What do they want to know?
                 What do they want to learn?
                 What do they need to know?

Word choice-- Does this report sound as if a student wrote it?
                 Does the report use strong verbs and helpful comparisons?

Organization-- Are the transitions smooth?

Voice--   Does the essay have flair and style?

Introduction-- Does it grab the reader's attention?

Body--   Is enough attention paid to detail to make the report
                 interesting?

Conclusion--   Does the conclusion summarize the significant points?
                 Does the conclusion leave a lasting impression?

GROUP CHECK

Preparing the Final Copy

Use this checklist when going through the editing process. Use each box as a place to put a check when the group has completed that step.

> Please use the universal proofreading symbols listed in the classroom, or refer to them in the writing textbook.

- ❑ Are the words spelled correctly?
- ❑ Does every sentence have end punctuation?
- ❑ Are commas used appropriately?
- ❑ Does every sentence begin with a capital letter?
- ❑ Are specific people, places, and things capitalized?
- ❑ Do subjects and verbs agree?
- ❑ Do pronouns agree with antecedents?
- ❑ Are fragments and run-on sentences avoided?

<mark>Peer</mark> Respond & Review Sheet

Big Ideas for Revision!

> **For Peer Reviewer**: Use the following fill-in-the blank statements to provide feedback for the author. Write a response in each of the blanks provided.

➢ I like...   _____

➢ I got confused when...   _____

➢ Tell me more about...   _____

➢ The writing reminds me of... _____

➢ My favorite part is...   _____

➢ Could you try to...   _____

➢ On the whole the paper is... _____

> **For Author Receiving Feedback**: Use these responses to evaluate your paper. Consider these big ideas for the paper, and use them to help you revise the paper. Remember to use techniques such as "show don't tell", developing leads and conclusions, using voice and tone to captivate the audience.

PEER CHECK

QUESTIONS TO ASK WHEN REVISING

Audience--   For whom are you writing? Who are YOUR readers?

Purpose--   What do they want to know?
                What do they want to learn?
                What do they need to know?

Word choice-- Does this report sound as if a student wrote it?
                Does the report use strong verbs and helpful comparisons?

Organization-- Are the transitions smooth?

Voice--   Does the essay have flair and style?

Introduction-- Does it grab the reader's attention?

Body--   Is enough attention paid to detail to make the report
                interesting?

Conclusion--   Does the conclusion summarize the significant points?
                Does the conclusion leave a lasting impression?

PEER CHECK

Preparing the Final Copy

Use this checklist when going through the editing process. Use each box as a place to put a check when the group has completed that step.

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- ❑ Does every sentence begin with a capital letter?
- ❑ Are specific people, places, and things capitalized?
- ❑ Do subjects and verbs agree?
- ❑ Do pronouns agree with antecedents?
- ❑ Are fragments and run-on sentences avoided?

Introduction

Body

Conclusion

1

2
3
4

5

Introduction
Begin with a grabber
Restate the topic
State three explanations
Conclude with a transition sentence

Body
Use different transitions for each paragraph
Use introductory sentences to begin each paragraph
Use concluding sentences to end each paragraph

In each paragraph
Develop your point
Expand your point with examples or evidence
Use details
Use spectacular word choice
Use creativity

Conclusion
Summarize main points
Restate the topic differently
Draw a one-sentence conclusion
End with a punch!