



teacher plus foundation

Team Learning Scoring Guide

TR0105

V3.2E



Activity Resource

Team Learning Scoring Guide

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General

Points	For	Comments
2 X Team Learning Number (TL#)	Students (except captains) who can answer by themselves without help	<ul style="list-style-type: none"> These points are for main content – usually just one or two words. If the teacher wants students to answer in a sentence, give bonus points for that (see below). There are some variations on this – e.g. for Line Challenge: Reading, we give 1 X TL# for reading the card, plus 1 X TL# for the translation.
4 points	Team captains (#1s) who can answer by themselves without help	The reason for 4 points is that otherwise, there would be no advantage for the captains to answer themselves – they could get 2 points just by saying "I don't know" and consulting with their team.
1 point	"I don't know"	<ul style="list-style-type: none"> The purpose of giving points for "I don't know", or an incorrect answer, is an effort to undo the damage that traditional language education has done, making students afraid to answer in case they are wrong, fearing that the teacher will be angry. We want students (and teachers!) to learn that mistakes are good, and that they are an important part of the learning process.
1 point	Incorrect answer!	
0 points	Silence – however this should never really happen. We always help the student to say "I don't know" or take a guess.	
1 point	A correct answer after consulting with the team (within 10 seconds).	<ul style="list-style-type: none"> As soon as a student says "I don't know," or an incorrect answer, the teacher says "Consult with your team" (in English or Thai depending on the level of the students), and immediately starts counting down from 10. The original student must answer after consulting. Another member may not answer for them, only tell them what to say. Again, the purpose of this is to encourage students' confidence to speak.



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Points	For	Comments
0 points	Cheating e.g. if another student whispers or signals the answer before the student says “I don’t know”.	<ul style="list-style-type: none"> You can be a bit flexible about this at first. The alternative is to change the question or flashcard for that student. However, only do this once. Next time give 0, and then start deducting points! If a student from another team says the answer, tell them, sarcastically, that they are very kind to help another team.
Bonus Points	<ul style="list-style-type: none"> Sentence structure clear pronunciation singular/plural a/an/some many/much correct pronouns loudness smile etc. 	<ul style="list-style-type: none"> Unless they are the main content of the lesson, these points should not be multiplied by the TL#. Students should always feel that communicating by just saying the main content words is quite acceptable, and anything more than that is “icing on the cake” e.g. if the task is to say: “Good morning everybody. My name is Charlie, and my favourite fruit is bananas,” but a student can only manage “Charlie ... ba...na...na”, they should be congratulated and rewarded for that much. This way, a student will gain confidence so that, eventually, they can add more “icing”. Generally: <ul style="list-style-type: none"> 1 bonus point for a phrase or sentence that does not change – e.g. “Please bring me ...” 2 points for simple grammar – e.g. correctly select “he” or “she” 3 or more points for difficult grammar – e.g. correctly select “a” “an” or “some” depending on whether a noun is likely to be single, plural or uncountable, and whether it begins with a vowel (“a pineapple”, “an apple”, “some rambutans”, “some fruit juice”).



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Teamwork Points

Points	Description	Comments
20	Perfect (impossible)	<ul style="list-style-type: none"> • Always discuss your observations of teamwork before awarding the points. Once you have given the points, the students will not be interested in your comments. • Always discuss teamwork in Thai. The purpose of Teamwork Points is to improve teamwork – not English listening skills! • Try not to be too generous with teamwork points. There is always room for improvement. If you award 8 points, the students should feel that was very special.
18-19	Excellent	
16-17	Very Very Good	
14-15	Very Good	
12-13	Good	
10-11	Satisfactory	
0-10	Unsatisfactory	

Uniforms and Materials

Points	Description	Comments
10	Everything neat and in order	<ul style="list-style-type: none"> • During pack up, remind students that you give points according to neatness – not speed. • This section is not a competition. You should not compare the teams, unless one team is particularly neat, and one messy. • Usually, every team should get full points for this. • For more advanced students, you can be more demanding – e.g. you might insist that flashcards be put away in alphabetical order.
8-9	A little messy, maybe one error in order	
6-7	More than one error in order	
0-5	Very messy and out of order	