

Group (# of students)	Project Day	STRATEGIC			TROUBLESHOOTING		CONCEPTUAL	
		S1	S2	S3	T1	T2	C1	C2
( )	Day 1							
	Day 2							
	Day 3							
	Day 4							
( )	Day 1							
	Day 2							
	Day 3							
	Day 4							
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	Day 2							
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	Day 2							
	Day 3							
	Day 4							
( )	Day 1							
	Day 2							
	Day 3							
	Day 4							
Scratch sheet for other sections' questions (convey info to group's TA)	Day 1							
	Day 2							
	Day 3							
	Day 4							

Notes for personal use:

### QUESTION TYPE KEY AND INSTRUCTIONS

On each cell in the tally sheet, write down/count the number of questions by a given group that fall under the categories below. Ignore quick logistical or “where is X-chemical?” questions. You can use the seventh ‘block’ of the tally sheet to quickly note questions that other TAs’ groups address to you.

**S1 - Feedback-seeking-Strategic:** a student group presented you with an original idea/plan for their next step and consulted you for feedback or validation.

**S2 - Insightful-Strategic:** a student/group presented you with their results and consulted you for your advice on what to do next. They did not suggest an original plan themselves, but also did not demand for you to provide a plan for them.

**S3 - “Needy”-Strategic:** a student/group had no clue what to do next and sought very specific instruction on what to do next (which you hopefully didn't directly provide!)

**T1 - Insightful Troubleshooting:** a student/group asked for your help on an experimental/equipment problem and explained what they have already tried to solve it.

**T2 - Passive Troubleshooting:** a student/group asked you to help them with an experimental/equipment problem but clearly had not put much prior thought into it.

**C1 - Insightful conceptual:** a student/group inquired about the reasoning behind certain steps or a complex aspect of the chemistry involved.

**C2 - Elementary conceptual:** a student/group had a question about planning or chemistry that you feel they should have prepared for/read in advance in project literature.