

TABLE 19.2

## Skills-Based Cooperative Methods

COOPERATIVE METHOD	SUBJECT	CHARACTERISTICS
Student Teams–Achievement Division (STAD)	Various	<ul style="list-style-type: none"> <li>Four-member teams are heterogeneous in ability, gender, SES, and ethnicity.</li> <li>Group members study together until all members master the material.</li> <li>Based on improvement over past quiz scores, each student contributes points to an overall team score.</li> <li>Individual high scores and team rankings are recognized in a classroom newsletter.</li> </ul>
Teams-Games-Tournament (TGT)	Various	<ul style="list-style-type: none"> <li>Students earn points for their team by playing in weekly tournaments against members of other teams with similar ability.</li> <li>Individual winners and highest scoring teams are recognized in a newsletter.</li> </ul>
Team-Assisted Individualization (TAI)	Grades 3–6 mathematics	<ul style="list-style-type: none"> <li>Four to five-member teams heterogeneous in ability.</li> <li>Team members complete a series of math units at their own pace, with teammates working in pairs to check each other's worksheets.</li> <li>Test scores and number of tests completed in a week contribute to a team score.</li> <li>Certificates are given for improvement over preset team standards of performance.</li> </ul>
Peer-Assisted Learning Strategies (PALS)	Beginning reading (K-3)	<ul style="list-style-type: none"> <li>Students who need help with specific skills are paired with another student for assistance.</li> <li>Students are paired as “coaches” (tutors) and “players” but alternate the role of tutor while reading aloud, listening, and providing feedback in structured activities.</li> </ul>
Cooperative Integrated Reading and Composition model (CIRC)	Upper elementary reading and writing/ language arts	<ul style="list-style-type: none"> <li>Heterogeneous groups are formed by matching pairs of students from one reading level (e.g., above average) with pairs of students from another reading level (e.g., average).</li> <li>Students in cooperative groups complete independent reading requirements and work on reading assignments and integrated language arts/writing assignments.</li> </ul>

SOURCES: DeVries & Edwards, 1974; Slavin, 1978, 1986; Slavin, Lake, Chambers, Cheung, & Davis, 2009; Slavin, Leavey, & Madden, 1984; Slavin, Madden, & Stevens, 1990; Stevens, Madden, Slavin, & Farnish, 1987; Webb, 2008.