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INCREASING THE COMPETENCE OF TEACHERS OF SD KEPULAUAN SERIBU DKI JAKARTA PROVINCE THROUGH ASSISTANCE IN DEVELOPING PERFORMANCE ASSESSMENT INSTRUMENTS IN MATHEMATICS LEARNING

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ABSTRACT
This community service activity will be carried out in order to carry out one of the strategic plans of the State University of Jakarta and the Faculty of Education, namely Educational Technology. This community service activity will be carried out in the Thousand Islands Administrative District, DKI Jakarta Province. Problems related to teacher competency development faced by elementary schools in Kelapa Island, Seribu Islands Administrative District, DKI Jakarta Province in implementing the 2013 Curriculum, one of which is about assessment in learning. Teachers were still not optimal in measuring assessment instruments to measure attitudes, knowledge, and skills. In general, teachers rarely designed the instruments used in assessing skills, but instead used the instruments contained in the teacher's book. One of the efforts to help solved the problems faced by elementary school teachers in Kelapa Island, Seribu Islands Administrative District, DKI Jakarta Province is to provide assistance with performance development instruments in learning Mathematics. The object (target audience) of those community service activity are elementary school teachers in Kelapa Island, Seribu Islands Administrative District, DKI Jakarta Province. The partners involved were the Head of the Seribu Islands Administrative District Education Office, DKI Jakarta Province and the Head of SDN 01 Kelapa Island, Seribu Islands Administrative District, DKI Jakarta. The outputs of community service activities in the form of products/goods are: (a) performance assessment instruments in elementary mathematics learning; (b) publication of activity videos on Youtube; (c) partner's certificate regarding an increase in partner empowerment regarding teacher competence in developing performance assessment instruments in elementary mathematics learning; and (d) nameplate proof of the Assisted Village Cooperation. The service output is assistance in developing assessment instruments in elementary mathematics learning. Other outputs are articles in ISSN journals/ISSN national service seminars

Keywords:
Development of Performance Assessment Instruments, Elementary Mathematics Learning

INTRODUCTION

The Thousand Islands Administrative District located in the Java Sea and Jakarta Bay is an area with natural characteristics and potentials that are different from other DKI Jakarta regions, because this area is basically a cluster of coral reef islands formed and formed by coral biota and its associated biota with the help of natural dynamics processes (Simangunsong, 2015).

The development of the Thousand Islands Administrative District in all aspects, including environmental sustainability, conservation of natural resources, economy, socio-culture and community welfare, the Thousand Islands District which is part of the North Jakarta Municipality area was upgraded to the status of the Thousand Islands Administrative Regency. This provision is regulated in Law number 34 of 1999 dated August 1, 1999 concerning the Provincial Government of the Special Capital Region of the Republic of

Indonesia Jakarta (Simangunsong, 2015). In this connection, to realize the increase in the status of the Thousand Islands District to an Administrative Regency, Government Regulation Number 55 of 2001 concerning the Establishment of the Thousand Islands Administrative District was established.

Geographically, the location of the Thousand Islands Administration Regency is in a position between 106°19'30" - 106°44'50" East Longitude and 5°10'00" - 5°57'00" South Latitude. The total area of the Thousand Islands Administration Regency is 4,745.62 km2 consisting of 8.76 km2 of land, 4,690.85 km2 and 46 km2, consisting of more than 110 islands. The administration of the Thousand Islands Administration District is divided into 2 sub-districts, namely North Thousand Islands District and South Thousand Islands District. The number of kelurahan in Kepulauan Seribu Administration Regency is 6 Kelurahan, namely Kelurahan Pulau Kelapa, Kelurahan Pulau Harapan, Kelurahan Pulau Panggang, Kelurahan Pulau Tidung, Kelurahan Pulau Pari and Kelurahan Pulau Untung Jawa. The Thousand Islands Administration Regency has a northern border with the Java Sea / Sunda Strait, east with the Java Sea, south with the North Jakarta Administration City and west with the Java Sea / Sunda Strait.

Education in the Thousand Islands Administrative District shows very rapid progress. Currently in Kepulauan Seribu Regency has 14 kindergartens, 14 elementary schools, 1 Ibtidaiyah madrasah, 6 junior high schools, 1 Tsanawiyah madrasah, 1 high school and 1 vocational high school. In early 2009, the management of education which previously the Basic Education Office only handled kindergartens, elementary schools, junior high schools while for high schools and vocational schools still holding the North Jakarta Education Office was changed to the Thousand Islands Regency Education Office.

Referring to the strategic plan of the State University of Jakarta and the Faculty of Education, the Thousand Islands Administrative District of DKI Jakarta Province is an area that has been used as a target area of the Faculty of Education. One of the activities carried out by the academic community of the Faculty of Education was carried out in 2019, where the PGSD Study Program was one of the study programs that took part in this activity. Activities carried out by the academic community of the PGSD Study Program are efforts to improve the competence of elementary school teachers. For this reason, as an effort to sustainability of the program, the academic community of the PGSD Study Program will continue activities in order to improve teacher competence, one of which is pedagogic competence. This is because of the importance of the role of the teacher as the results of Heyneman and Loxley's study which found that among the various inputs that determine the quality of education (indicated by student learning achievement) one-third are determined by the teacher. Of the 16 developing countries studied, it was found that teachers contributed 34% to student achievement (Priansa, 2014). In addition, it is stated that the role of teachers in learning is very important because teachers are learning leaders who direct and play a meaningful role in the intellectual development of students (Sanjani, 2020)

Based on the results of interviews with the team implementing PKM with the Thousand Islands Administrative District Education Office, it was revealed that efforts to improve the quality of learning were still not optimal. Teachers are still not optimally utilizing in implementing learning with the 2013 curriculum. In general, the learning carried out is still

not optimally applying a scientific approach. In addition, teachers are less able to carry out assessments. Assessments carried out in assessing skills only use the instruments contained in the Teacher's Book. Teachers are less capable of designing assessments to measure skills. In other words, teachers are less able to design performance appraisal instruments.

METHOD

The methods used in the implementation of this mentoring activity are: (1) varied lectures, (2) direct practice of developing performance appraisal instruments in Mathematics learning, and (3) assistance in the application of performance appraisal instruments in Mathematics learning.

This Community Service activity was carried out by the PGSD Study Program, Faculty of Education, State University of Jakarta by involving three lecturers of the PGSD Study Program FIP State University of Jakarta, namely lecturers in the fields of Mathematics, Learning Evaluation, and Research Methodology

This activity was carried out in elementary schools at SDN 01 Pagi Pulau Kelapa Thousand Islands Administrative District, DKI Jakarta Province with the following implementation stages: (1) *Brainstorming* about performance appraisal skills in Mathematics learning in elementary schools; (2) *Brainstorming* on the development of performance appraisal instruments; and (3) Workshops on the development of performance appraisal instruments in Mathematics learning.

The activity is carried out in *team teaching* by applying an andragogy approach. This is carried out as an effort so that all participants are able to participate in activities in accordance with their abilities which in the end are expected to be able to produce performance assessment instrument products in elementary mathematics learning and assistance in developing performance assessment instruments in elementary mathematics learning which are the duties and responsibilities of teachers.

Partners in this service activity are the Head of the Thousand Islands Administrative District Education Office and the Principal of SDN 01 Pulau Kelapa Thousand Islands Administrative Regency, DKI Jakarta Province. The participation of the Head of the Thousand Islands Administrative District Education Office is to give permission for the implementation of service activities as well as give remarks and open service activities. The participation of the Head of SDN 01 Pulau Kelapa Administrative Regency, Kepulauan Seribu Administrative District, DKI Jakarta Province, is to grant permits for the place of implementation as well as assign elementary school teachers who will participate in community service activities and assist technically in the implementation of community service.

To see the effectiveness of the implementation of this community service activity, the implementation of activities is evaluated and monitored. Evaluation in the implementation of this activity is process evaluation and evaluation of results.

Process evaluation is carried out to determine the achievement of all goals to be achieved from the implementation of this service activity. The evaluation of the process carried out is as follows: (1) To find out whether participants can understand the nature of performance appraisal in elementary mathematics learning and the development of performance appraisal instruments in elementary mathematics learning, a summative

evaluation is carried out at the end of the implementation of service activities. The benchmark is that each *workshop* participant can determine one of the efforts in order to improve the quality of learning and can develop performance assessment instruments in elementary mathematics learning that suit student needs; (2) to find out whether *workshop* participants can make performance assessment instruments in elementary mathematics learning , then each performance assessment instrument in elementary mathematics learning made by participants is evaluated. This evaluation is carried out at the end of the activity, with the benchmark that each participant can make a performance assessment instrument in elementary mathematics learning that is suitable for use in elementary school learning.

The instrument used in this training consists of 14 statement items with eight positive statement points and six negative statement items. The instrument used is an instrument with a Likert scale with a score between 1 to 5.

For the purposes of the analysis, positive statements score 1 for Strongly Disagree (STS) answers, score 2 for Disagree (TS) answers, score 3 for Disagree (KS) answers, score 4 for Agree answers (S), and score 5 for Strongly Agree (SS) answers. Meanwhile, negative statements were scored 5, 4, 3, 2, and 1 respectively. If the respondent does not answer, a score of 0 is given. The analysis was conducted by calculating the percentage of opinions obtained by the participants.

The sustainability of this community service program will include conducting a survey of the implementation of performance assessment instruments in elementary mathematics learning, developing performance assessment instruments in elementary school learning, and developing HoTS assessment instruments in elementary school learning.

RESULTS AND DISCUSSION

This community service activity is carried out jointly with lecturers of the PGSD Study Program, Faculty of Education, State University of Jakarta, coordinated by the PGSD Study Program. This activity will be held on August 15 – 18, 2022. This Community Service activity was carried out offline at SDN 01 Kelapa Island, Thousand Islands Administrative Regency, DKI Jakarta Province.

PKM activities for the target area were opened offline on August 9, 2022 at the Office of the Education Office of the Thousand Islands Administrative District, DKI Jakarta Province. This activity was attended by Mr. Taga as Head of the Education Office of the Thousand Islands Administrative District, DKI Jakarta Province; Mrs. Dr. Risna, M.Pd as supervisor of the Thousand Islands Administrative District, DKI Jakarta Province; Mr. Uceng as the Overseer of Junior High School of the Thousand Islands Administrative District, DKI Jakarta Province; Vice Dean 1 Faculty of Education, State University of Jakarta; The PGSD Study Program Koordi and representatives of PGSD Study Program lecturers FIP UNJ. Considering that it is still a pandemic period, the opening activity was not attended by all PGSD study program lecturers. The following is the link to the opening of PKM activities for the PGSD FIP UNJ Study Program. https://fip.unj.ac.id/pgsd/pembukaan-pengabdian-kepada-masyarakat-dosen-program-studi-pgsd-tahun-2022/

As already stated that this PKM activity was carried out offline at SDN 01 Kelapa Island, Thousand Islands Administrative Regency, DKI Jakarta Province, the activity began

with the reopening which was carried out at SDN 01 Kelapa Island, Thousand Islands Administrative Regency, DKI Jakarta Province. This opening activity was attended again by Mrs. Dr. Risna, M.Pd as the supervisor of the Thousand Islands Administrative District of DKI Jakarta Province, the Head of SDN Pulau Kelapa 01 and 02, PKM participating teachers, and the entire PKM team of the PGSD FIP UNJ Study Program. After the opening, each PKM leader is welcome to carry out activities in accordance with the place arranged by the school. The following is a link to PKM activities for lecturers of the PGSD FIP UNJ Study Program. https://fip.unj.ac.id/pgsd/pengabdian-pada-masyarakat-p2m-program-studi-pendidikan-guru-sekolah-dasar-fip-unj/ and https://suarapantau.com/2022/08/30/dosen-pgsd-unj-dorong-penguatan-kompetensi-guru-sd-di-kepulauan-seribu-dalam-implementasi-kurikulum-merdeka/

The material provided in the Elementary Teacher Competency Improvement activity through the Development of performance appraisal instruments in elementary mathematics learning is: (1) The nature of performance appraisal; (2) Development of performance assessment instruments in elementary mathematics learning; and (3) Workshop on the development of performance assessment instruments in elementary mathematics learning. (https://youtu.be/ODLYWzG__bM).

The development of performance assessment instruments in elementary mathematics learning is important in helping to carry out learning so as to measure the achievement of student competencies. For this reason, service activities related to the development of performance appraisal instruments can be used as an alternative in solving problems faced by teachers and increasing teacher pedagogic competence.

The development of performance appraisal instruments is considered important because performance appraisal is one form of assessment used in addition to test form assessment. This assessment is based on performance shown in completing a given task or problem that concerns the exposure of knowledge, the use of reasoning, demonstrating *skills* or products, and attitudes / affective. Thus, performance appraisal is an assessment that demands responses related to skills in carrying out an activity or behavior in accordance with competency demands.

Wren revealed that *performance* assessment is an assessment that emphasizes aspects of skills shown by students and not an assessment where students only answer or choose answers from a series of possible answers that are already available. Performance *assessment* not only informs educators about students' learning progress, but also informs students and their parents about their success in real life (Wren, 2009). Meanwhile, according to Gipps & Stobart states that the essence of performance *assessment* is to assess real tasks and performance that can be shown by students which are learning objectives (Gipps &; Stobart, 2010).

This assessment has an important role in accordance with what Stretcher stated that *performance assessment* allows students to apply the knowledge and skills possessed in real tasks (Stretcher, 2010). Meanwhile, according to Oberg that by using *performance assessment*, educators get a complete picture of what students know and do (Oberg, 2012). According to Omidi, Sridhar, and Azizmalayeri that the use of *performance assessment* in the classroom

makes learning more active and students are more motivated towards teaching materials (Omidi, Sridhar, and Azizmalayeri, 2012).

As for Reynolds, *Et. Al.* that *Performance Assessment* has advantages, namely: (1) Can measure learning outcomes that cannot be measured by other types of assessment; (2) Usage *Performance Assessment* consistent with modern learning theory; (3) allow to produce better learning; (4) make learning more meaningful and motivate learners; (5) enable assessing the process as well as assessing the results; and (6) extend the approach to other types of assessment. Superiority *Performance Assessment* boils down to improving the quality of learning, therefore its implementation is not an easy thing (Reynolds, *Et. Al.* 2010).

As stated by Robert (2009) that through performance appraisal, students demonstrate knowledge and skills in a process or in producing a product. Performance appraisal involves students in explaining problems, identifying historical patterns, establishing cause-and-effect relationships. Performance appraisal is always describes: (1) student freedom determine the tasks to be performed, (2) tasks What determines students collaborate The use of the learning process as a key in understanding the core learning material, (3) The tasks designed can not only be assessed by the teacher rather it is judged by others (parents and community), explicit assessment systems, and accurate measurement processes in line with planned tasks made (Abidin, 2014).

The assistance provided in this community service activity is by providing knowledge, insight, and skills to elementary school teachers related to the development of performance assessment instruments in mathematics learning. This is based on the understanding of mentoring, which is a teaching and learning process with adult targets. This process emphasizes more on the mentoring process so that elementary school teachers are able to develop performance assessment instruments needed in implementing the 2013 curriculum.

The purpose of mentoring is so that the person who serves him is able to achieve his life and work goals more efficiently and effectively than before. The assistance provided in order to improve the competence of elementary school teachers is assistance that supports programs that have been programmed by related parties in the world of education.

The assistance provided is assistance on how to develop performance assessment instruments in Mathematics learning. This is done considering the role of performance appraisal instruments in improving the quality of learning. The collection of mentoring materials is based on the role of the material which is felt to be very important in elementary school learning that implements the 2013 curriculum. With the development of performance assessment instruments in Mathematics learning, it is expected to assist teachers in planning and implementing assessments that are their responsibility.

In assisting the development of performance appraisal instruments, each participant is guided to be able to develop performance appraisal instruments in Mathematics learning so as to be able to produce performance appraisal instruments that are in accordance with the characteristics of Mathematics learning. Through the development of performance assessment instruments in Mathematics learning, teachers are expected to be able to carry out assessments in accordance with assessment principles so as to be able to produce assessment results that can be used to accurately report the development of student competencies.

In assisting the development of performance appraisal instruments, each participant is guided to be able to develop performance appraisal instruments so as to be able to produce

performance appraisal instruments that help learning Mathematics in elementary schools. Through the development of performance assessment instruments, it is expected to be able to measure the achievement of student competence in learning Mathematics. The results of the analysis of the implementation of the *workshop* can be seen in Table 1 below:

Table 1. Results of Opinions of *Participants in* the Performance Appraisal Instrument Development Workshop in Mathematics Learning

NO.	STATEMENT	STS	TS	KR	S	SS
1.	Timing of *workshops* interferes with teaching activities.	80%	20%			
2.	The distribution of workshop time *is in accordance with the amount of* workshop material.				80%	20%
3.	Setting a break time is enough to restore the freshness of participants.				70%	30%
4.	Workshop resource persons are not communicative	80%	20%			
5.	The materials provided support the implementation of the *workshop*.				80%	20%
6.	The papers compiled by the resource persons are easy to understand.				80%	20%
7.	The services provided by the committee supported the implementation of the *workshop*.				80%	20%
8.	The services provided by the service team do not support the implementation of the *workshop*.	85%	15%			
9.	The training ground supports the implementation of *workshops*.				80%	20%
10.	The strategies used in the *workshop* motivated the participants' activities.				83%	17%
11.	*Workshops* do not add new insights in learning development.	82%	18%			
12.	*Workshops* can add new insights in the development of the teaching profession.				90%	10%
13.	*Workshops* do not provide motivation for teachers in developing the teaching profession.	80%	20%			
14.	*This* kind of workshop does not need to be held anymore.	90%	10%			

As for the suggestions put forward by the participants *workshop* are: (1) *workshop* must be followed up with monitoring related to the implementation of the development of performance assessment instruments in mathematics learning; (2) materials *workshop* It needs to be added, especially about other subject performance appraisal instruments, and (4) implementation time *Workshop* It needs to be added so that all participants can develop performance assessment instruments in mathematics learning in a variety of ways.

Based on the results of the analysis of the questionnaire, it was stated that: (1) *Workshop* can provide knowledge, insight, and skills in developing performance assessment instruments in elementary mathematics learning; (2) *Workshop* can add new insights in the development of the teaching profession; (3) the need for additional material, especially on the development of performance appraisal instruments in other subjects; and (5) *Workshop* Provide motivation for elementary school teachers in developing competencies, especially pedagogic and professional competencies.

CONCLUSION

Community service activities carried out by a team of lecturers of the PGSD Study Program, Faculty of Education, State University of Jakarta were carried out in accordance with the implementation target. In this activity, elementary school teachers in Kelapa Island, Thousand Islands Administrative Regency, DKI Jakarta Province, were guided to develop performance assessment instruments in elementary mathematics learning.

The results of the evaluation carried out on the process and results of community service activities showed that during the implementation of community service, elementary school teachers in Kelapa Island, Thousand Islands Administrative District, DKI Jakarta Province, as a target audience between strategically understanding the nature of performance appraisal in elementary mathematics learning and developing performance appraisal instruments in elementary mathematics learning.

The evaluation carried out on the results of community service using questionnaires shows that community service activities contribute positively to improving the competence of elementary school teachers in Kelapa Island, Thousand Islands Administrative District, DKI Jakarta Province. In addition, based on the results of the analysis of the questionnaire, it was stated that: (1) *workshops* can provide knowledge, insights, and skills in developing performance assessment instruments in elementary mathematics learning; (2) workshops can add new insights in the development of the teaching profession; (3) the need for additional material, especially on the development of performance instruments for other subjects; and (4) *workshops* provide motivation for elementary school teachers in developing competencies, especially pedagogic and professional competencies.

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Examples of Developed Performance Appraisal Instruments.

PERFORMANCE ASSESSMENT INSTRUMENTS IN ELEMENTARY MATHEMATICS LEARNING PERFORMANCE APPRAISAL EXAMPLE

A. Practice (Process) Assessment

Education Unit : SDN Cisoang
Subject : Mathematics
Class/Semester : VI/1

Basic Competencies	Competency Achievement Indicators
3.3 Describe and perform mixed calculation operations involving numeric, fractional and/or decimal numbers in various forms according to the sequence of operations	3.3.1 Solve problems of mixed counting operations involving numerical numbers and fractions in various forms according to the sequence of operations.

No	Name	Assessed Aspects				Sum
		Application of the Concept	Procedures and Strategies	Presenting Work Results	Timeliness	

Assessment Rubric

Assessment Aspect	4	3	2	1
Application of the Concept	Pay attention to understanding the concept by showing supporting evidence and conveying the core understanding of the concept being studied correctly	Pay attention to understanding the concept by showing supporting evidence, but need help when conveying the core understanding of the concept being studied.	Pay attention to understanding the concept by showing limited evidence and the delivery of the core understanding of the concept is not clear.	Need guidance when delivering evidence and core understanding of the concepts learned.
Procedures and Strategies	All data are recorded, activity steps are carried out systematically and strategies used in solving problems are successful.	All data is recorded, the steps of activities are carried out systematically but still require guidance in finding strategies in order to solve problems.	Most of the data were recorded, the steps of activities and strategies were carried out systematically after receiving the help of teachers.	A small amount of data is recorded, the activity steps are not systematic and the chosen strategy is inappropriate.

Assessment Aspect	4	3	2	1
Presenting Work Results	Presenting work results systematically so that they are easy to understand.	Presenting work results systematically so that it is quite easy to understand.	Presenting work systematically so that it is less understandable.	Presenting work results unsystematically so that it is difficult to understand.
Timeliness	The results of work are collected on time.	The collected work results are collected 15 minutes late from the specified time.	The results of the work are collected more than 15 minutes late from the specified time.	The results of the work are collected more than 30 minutes late from the specified time.

B. Product Assessment

Education Unit : SDN Cisoang
Subject : Mathematics
Class/Semester : VI/1

Basic Competencies	Competency Achievement Indicators
4.3 Resolves problems related to mixed calculation operations involving numeric, fractional and/or decimal numbers in various forms according to the sequence of operations	4.3.1 Presents the results of solving problems of mixed calculation operations involving numerical numbers and fractions in everyday life.

No	Name	Assessed Aspects				Sum
		Understanding the Problem	Planning a Problem-Solving Strategy	Using Problem-Solving Strategies	Recheck Results	

Assessment Rubric

Assessment Aspect	4	3	2	1
Understanding the Problem	Write down what is known and asked correctly	Write down what is known and asked but something is not true	Write only what is known or asked correctly	Writing down what is known and asked incorrectly
Planning a Problem-Solving Strategy	Write down a complete and correct problem-solving strategy	Write down a complete problem-solving strategy but something is not right	Write down correct but incomplete problem-solving strategies	Write down problem solving strategies incompletely and correctly

Assessment Aspect	4	3	2	1
Implementing Problem-Solving Strategies	Implement problem-solving strategies correctly and coherently	Implement problem-solving strategies correctly but less coherently	Implement problem-solving strategies correctly but not coherently	Implement problem solving strategies incorrectly.
Recheck Results	Re-examine the results according to the problem appropriately	Re-examine the results according to the problem but not exactly	Re-examine the results but do not match the problem	Recheck the results but do not match the problem

C. Project Assessment

Education Unit : SDN Cisoang
Subject : Mathematics
Class/Semester : IV/1

Basic Competencies	Competency Achievement Indicators
4.5 Collect data on students and their environment and present it in the form of a bar chart.	4.5.1 Collect students' personal data and present it in the form of a bar chart.

Project Tasks:
Students are tasked with collecting and presenting data on the length of time students in grades V and VI study at home
Steps:
1. Conduct interviews with 40 students of grades V and VI
2. Present data in the form of a bar chart by grouping by class and gender
3. Make a complete report containing planning, implementation, and closing.

No	Name	Assessed Aspects				Sum
		Planning	Working Process	Project Results	Report	

Assessment Rubric

Assessment Aspect	4	3	2	1
Planning	Make complete and precise planning	Make proper planning, but incomplete	Make a complete plan but something is not right	Planning incompletely and appropriately
Working Process	Carry out tasks completely and precisely	Carry out tasks appropriately but incompletely	Carry out the task completely but something is not right	Carry out tasks but are not complete and precise
Project Results	Complete and precise data presentation	Precise but incomplete data presentation	Presentation of complete data but	Incomplete and precise presentation of data

Assessment Aspect	4	3	2	1
			something is not right	
Report	Present a complete report and use PUEBI-compliant language	Present a complete report but there is language that is not in accordance with PUEBI	Present reports using PUEBI-compliant but incomplete language	Presenting incomplete reports and using language that is not PUEBI compliant

Assessment Rubric Related to Group Cooperation

Assessed Aspects	Good	Enough	Less
Group Task Division	There is a division of tasks for each member of the group and it is quite even	There is a division of tasks for each member of the group, but it is still dominated by some members only	There is no division of tasks for each group member
Group Members' Contribution to Task Work	All members of the group do the tasks they are part of thoroughly	2 or 3 group members complete the tasks they are part of	No or only 1 member of the group does the task that he or she is part of Complete
Group Members' Contributions During the Presentation of Work Results	All group members contribute to the presentation of work such as presenting or answering questions	2 or 3 group members contribute to the presentation such as presenting or answering questions	The presentation of work results is only done by one person, both when presenting and Answer questions