In this study, the effect of cooperative learning method on students’ academic success was investigated. In this context, the purpose of the study is to determine the effect of jigsaw, research group, reading-writing-presenting methods which were used in the applications of cooperative learning model, and the traditional method on elementary school 6th grade students’ academic success.

The participants of this study were 88 students (6th grade) who were enrolled in four different classes in a public elementary school during 2014-2015 academic years. One of the classes was chosen as group research group (GRG) in which the group research technique was administered (n:22), while the second class was chosen as jigsaw group(JG; n:24), the third one was as reading-writing-presenting group (RWRG; n:20), and the last one as control group (CG; n:22) in which the traditional teaching method was administered.

In the study, the academic success test (AST) was designed by considering the unit of “life on Earth”, by benefitting from elementary school social studies program and social studies course books, and in the way of measuring targeted student outcomes (objectives). The question distribution sheet and rubric were prepared according to the questions in the AST and subjected to expert opinions who were one academician who is teaching in the department of elementary school social studies education and two teachers who are teaching this subject to 6th grade students. They examined the test (AST) and stated the deficiencies about the test. These deficiencies were eliminated. The last version of the test was composed of 16 multiple choice questions with five points each.

On the other hand, control group students’ test was higher than students’ point averages in group research, jigsaw and reading-writing-presenting groups in the experimental groups and there was no statistically significant differences among students in control group. According to these results, it can be concluded that there are similarities for students in the application groups who were taught with cooperative and traditional teaching methods.

The results of not having difference among classrooms in which the cooperative learning model was administered can be interpreted in such a way that students in such classrooms could not espouse the cooperative learning model adequately. It can be taught that students who were taught in this method were unsuccessful due to the fact that they did not attend the teaching activities actively, that they get used to get the knowledge in readily available manner, that they were not consciousness of being in group, that they were inadequate economically, and that they had difficulty to reach different sources.