In a student-centered inquiry classroom such as an ISLE physics class, the social dynamics of the learning community are key to its success or failure. Groups of three students work together on learning activities, creating whiteboards which they then present to the rest of the class, building scientific consensus together as part of a learning community. Given two groups comprised of students of comparable intellectual ability, what makes one group so much more effective than another and are there intra-group behaviors that set these two groups apart? Our research is motivated by our desire to understand the social dynamics of groups and quantify these dynamics in an objectively measurable way.