

Assessment of Quality of the Talk

QUESTIONS

| Category | 1 | 2 | 3 | 4 |
|-----------------------------|---|--|--|---|
| | Not Yet | Emerging | Developing | Blooming |
| Authentic | ___ <i>None</i> of the questions are genuine or have no known answer; all questions are test questions (i.e., they have a known answer). Test questions dominate the discussion. | ___ <i>Some</i> questions are genuine or have no known answer, and some questions are test questions (i.e., they have a known answers). There is a mix of questions. | ___ <i>Many</i> questions are genuine or have no known answer. There are very few test questions. | ___ <i>Almost all</i> questions are genuine or have no known answer. There are almost no test questions. |
| Uptake | ___ <i>None</i> of the questions incorporate a previous student response (i.e., are follow-up questions). | ___ <i>Some</i> questions incorporate a previous student response (i.e., are follow-up questions). | ___ <i>Many</i> questions incorporate a previous student response (i.e., are follow-up questions). | ___ <i>Almost all</i> questions incorporate a previous student response (i.e., are follow-up questions). |
| Generalization/ Analysis | ___ <i>None</i> of the questions prompt students to tie ideas together (e.g., "What does the author mean by . . . ?") or to break ideas apart (e.g., "Why do you think that?"). | ___ <i>Some</i> questions prompt students to tie ideas together (e.g., "What does the author mean by . . . ?") or to break ideas apart (e.g. "Why do you think that?"). | ___ <i>Many</i> questions prompt students to tie ideas together (e.g., "What does the author mean by . . . ?") or to break ideas apart (e.g. "Why do you think that?"). | ___ <i>Almost all</i> questions prompt students to tie ideas together (e.g., "What does the author mean by . . . ?") or to break ideas apart (e.g., "Why do you think that?"). |
| Speculation | ___ <i>None</i> of the questions prompt students to consider alternative possibilities or to consider what might happen about topics or ideas related to the text (e.g., "What might happen . . . ?" or "What if . . . ?"). | ___ <i>Some</i> questions prompt students to consider alternative possibilities or to weigh up what might happen about topics or ideas related to the text (e.g., "What might happen . . . ?" or "What if . . . ?"). You only sometimes hear students say words or phrases such as <i>if, she would, I might, maybe.</i> | ___ <i>Many</i> questions prompt students to consider alternative possibilities or to weigh up what might happen about topics or ideas related to the text (e.g. "What might happen . . . ?" or "What if . . . ?"). You hear students say words or phrases such as <i>if, she would, I might, maybe.</i> | ___ <i>Almost all</i> questions prompt students to consider alternative possibilities or to weigh up what might happen about topics or ideas related to the text (e.g., "What might happen . . . ?" or "What if . . . ?"). You often hear students say words or phrases such as <i>if, she would, I might, maybe.</i> |

INDIVIDUAL REASONING

| Category | 1 | 2 | 3 | 4 |
|-------------------------|---|--|---|---|
| | Not Yet | Emerging | Developing | Blooming |
| Elaborated Explanations | ___ Students state their views BUT they either do not provide reasons or they provide only one reason to back up their viewpoints. | ___ Students <i>once or twice</i> individually explain their thinking about their claims, beliefs, or opinions. They state their views and provide two or more reasons or a chain of reasons and evidence to back up their viewpoints. | ___ Students <i>some</i> of the time individually explain their thinking about their claims, beliefs, or opinions. They state their views and provide two or more reasons or a chain of reasons and evidence to back up their viewpoints. | ___ Students <i>many</i> times individually explain their thinking about their claims, beliefs, or opinions. They state their views and provide two or more reasons or a chain of reasons and evidence to back up their viewpoints. |

COLLECTIVE REASONING

In episodes of student-to-student turn taking, there is Exploratory Talk when students

- ___ share relevant information
- ___ * consider each other's ideas and collectively explore a topic, theme, or issue (i.e., students' responses connect to each other)
- ___ * give reasons for their ideas or opinions (e.g., "I think . . . because . . .")
- ___ * challenge each other's ideas or opinions (e.g., "but . . .," "I disagree . . .," "Why do you think that?")
- ___ offer alternative ideas or opinions
- ___ invite other students to speak

Use this checklist as you consider the talk. (Asterisked features are essential.)

| Category | 1 | 2 | 3 | 4 |
|------------------|---|--|--|--|
| | Not Yet | Emerging | Developing | Blooming |
| Exploratory Talk | ___ Students <i>do not</i> collectively explore a topic or reason together about the text or ideas related to the text without the teacher's input during the discussion. | ___ Students <i>some of the time</i> collectively explore a topic and reason together about the text or ideas related to the text without the teacher's input during the discussion. | ___ Students <i>much of the time</i> collectively explore a topic and reason together about the text or ideas related to the text without the teacher's input during the discussion. | ___ Students <i>almost all of the time</i> collectively explore a topic and reason together about the text or ideas related to the text without the teacher's input during the discussion. |

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COLLECTIVE REASONING

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