**Classroom Discussion Observation Instrument**

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|  | **A. Variety of approaches and resources** | **B. Explanations** | **C**. **Opportunities to speak** |
| **4** | Multiple Approaches – more than 3 on part of lesson and/or 2 -3 throughout lesson | 2 or more meaningful and thorough explanations are available to each student (excluding the Visual Learning Bridge) in whole group discussion  | Students speak frequently and consistently at length |
| **3** | Multiple approaches – (more than 1) for part of lesson | One meaningful and thorough explanation (excluding the Visual Learning Bridge) available to each student | Students speak frequently and occasionally at length |
| **2** | Multiple resources used for one approach throughout lesson | Partial explanations OR *Interactive* Visual Learning Bridge available to all students OROne or more meaningful and thorough explanations available to some but not all students | Students speak infrequently but at lengthOR Students speak frequently but only briefly |
| **1** | Multiple resources used for one approach for a short time | Procedural narration or non-interactive Visual Learning Bridge | Students speak infrequently and only briefly in response to teacher prompts.  |
| **0** | Emphasis on symbol manipulation | No explanation at all | Teacher is the only speaker |

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|  | **D.** **Equitable participation in whole group interaction** | **E.**  **Connections between ideas**  |
| **4** | Most students, including ELLs, participate (speak and/or visibly engage) in discussion | *Students* make substantial connections between central ideas |
| **3** | More than 6 students participate (speak and/or visibly engage) in the discussion.Thinking must be independent and publicly shared. | *Teacher* makes substantial connections between central ideas  OR*Students* comment on a conceptual aspect of others’ ideas |
| **2** | 4 - 6 students dominate the discussion; most students do not speak or visibly engage | *Teacher* probes strategies and/orLittle or no connection is made between ideas |
| **1** | 1 -3 students participate in discussion | Focuses is on sharing of procedures |
| **0** | No whole group discussion takes place | No whole group discussion takes place |

**Resources** – TOOLS USED TO COMPLETE TASK, manipulatives, drawings, symbols, number line, graphs, etc.

**Approaches** – STRATEGIES, procedures/steps to complete the problem

***Interactive* Visual Learning Bridge** –Teacher stops digital animation (that accompanies curriculum) to have children respond to questions posed by the narrator

**Thorough explanation** – Needs to include justification. Should relate to concept not just procedure. Should include mathematics terminology, emphasis on meaning, and should not be missing an essential component

**Partial Explanation** – must have some conceptual aspect, not just a procedural narration. Might be missing some terminology or an essential component

**Connections** – might involve comparing and contrasting two or more strategies