

Math Talk Observation Form

Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1-6

Name:	Grade Level:	Subject:
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1st Obs. 2nd Obs. 3rd Obs. 4th Obs. 5th Obs. 6th Obs. By: Jennie Reaves

Pre-Observation Conference	Date: Fall 2014
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Which talk moves have you used with your students?

____ 1. **Revoicing** (So, you're saying that it's an odd number?)

____ 2. **Asking students to restate someone else's reasoning** (Can you repeat what he/she just said in your own words?)

____ 3. **Asking students to apply their own reasoning to someone else's reasoning** (Do you agree or disagree and why?)

____ 4. **Prompting for further participation** (Would someone like to add on?)

____ 5. **Using wait time** (Take your time... we'll wait...)

Which talk formats have you made use of with your students?

____ 1. **Whole Class Discussion**

____ 2. **Small Group Discussion**

____ 3. **Partner Talk**

How have students reacted to the use of the talk moves/talk formats?

What do you want your students to learn during this lesson?

When planning for your lesson, which "talk moves" & formats did you decide would best help your students accomplish the learning objective you have planned for them?

Mathematics Process Goals "Student Look-fors" for Mathematical Communication

As your **students** engage in conversations about math, have you provided experiences where **students** have to—

- B1** Use definitions and previously established causes/effects (results) in constructing arguments
- B2** Make conjectures and use counterexamples to build a logical progression of statements to explore and support their ideas
- B3** Communicate and defend mathematical reasoning using objects, drawings, diagrams, actions
- B4** Listen to or read the arguments of others
- B5** Decide if the arguments of others make sense and ask probing questions to clarify or improve the arguments

As a part of our follow-up conversation, we will look for instances where students had to use each of these components as a part of the discussion.

Date & Time of Observation:
 Mon. Tues. Wed. Thurs. Fri. _____ @ _____ : _____

Observation Notes

Talk Moves	Talk Formats		
	Whole Group Discussion	Small Group Discussion	Partner Talk
1. Revoicing (So, you're saying that it's an odd number?)			
2. Asking students to restate someone else's reasoning (Can you repeat what he/she just said in your own words?)			
3. Asking students to apply their own reasoning to someone else's reasoning (Do you agree or disagree and why?)			
4. Prompting for further participation (Would someone like to add on?)			
5. Using wait time (Take your time... we'll wait...)			

Feedback and Reflective Questions:

Mathematics Process Goals "Student Look-fors" for Mathematical Communication

During today's observation, did students –

B1 _____ Use definitions and previously established causes/effects (results) in constructing arguments

B2 _____ Make conjectures and use counterexamples to build a logical progression of statements to explore and support their ideas

B3 _____ Communicate and defend mathematical reasoning using objects, drawings, diagrams, actions

B4 _____ Listen to or read the arguments of others

B5 _____ Decide if the arguments of others make sense and ask probing questions to clarify or improve the arguments

Additional Notes: