

# Student Research Group: Accountable Talk Observation Tool

Name of Observer(s): \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Group Structure (Check one):

Pairs	<input type="checkbox"/>	Small Group	<input type="checkbox"/>	Whole Class	<input type="checkbox"/>
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Learning Goal(s) of Lesson:

OR Lesson Problem:

**Note:** Use the *Tally* column during the course of your observation. Following the lesson, reflect on your tally, and check the appropriate column (1, 2, 3, 4, or 5) that you feel relates to the number of times you observed each of the specific criteria.

	<b>Criteria: During the Lesson</b>	Tally (during lesson)	1 Rarely	2	3 Sometimes	4	5 Frequently
<b>Code</b>	I saw/heard students:						
	<b><i>Presenting and explaining ideas, reasons, and/or representations</i></b>						
1	-Demonstrates their thinking to one another (i.e., using diagrams, sketches, technology, whiteboards, hands-on materials, etc.)						
2	-Uses math-specific language with one another						
	<b><i>Listening carefully to peers</i></b>						
3	-Re-voices someone else's reasoning (involves repeating then asking clarifying questions)						
4	-Repeats someone else's reasoning						
5	-Gives the speaker sufficient wait time before commenting						
6	-Keeps an idea 'in play' until all members of the group are part of the conversation						
	<b><i>Critiquing the reasoning of peers</i></b>						
7	-Agrees and/or disagrees respectfully						
8	-Uses examples to support or counterexamples to refute						
9	-Addresses peers' responses non-judgmentally						
10	-Encourages and expresses confidence in others						
	<b><i>Seeking to understand the approaches used by peers</i></b>						
11	-Asks clarifying questions						
12	-Tries out others' strategies						
13	-Describes the approaches used by others						
	<b><i>Identifying how approaches to solving a task are the same and how they are different</i></b>						
14	-Applies their own reasoning to someone else's reasoning						
15	-Builds on one another's ideas						

OVER to record written observations →

**Additional Observations:**

(Use if there were any other behaviors you noticed, not necessarily noted by this form.)

**References:**

*Principles to actions: Ensuring mathematical success for all.* (2014). Reston, VA: NCTM.

Smith, M. S., & Stein, M. K. (2011). *5 practices for orchestrating productive mathematics discussions.* Reston, VA: National Council of Teachers of Mathematics.

West, L. (2016). Cultivating Classroom Discourse to Make Student Thinking Visible: Operating Principles. Retrieved October 17, 2016, from <http://www.metamorphosistlc.com/index.php/free-resources/handouts.html>