| [INSTRUCTOR | F. A. Discourse Purpose- What is the main purpose(s) of the discussion? (check 1 to 2 here) | | | | | | | | | | F.B. Discourse Structures | | | F.C. Reference of Disucussion Nor | | F.D.1. Participation | F.D. 2. Participation (Gestures) | F.E. Linking across relevant contexts. Do the teacher and/or students | | F.F. Think Time | | | Teacher discursive forms Rubric 1 -3 (Response = 0 - 4) | | | Student discursive forms Rubric 4-5 (Response = 0-4) | | RESEARCHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| [COURSE NAME & NO./ DATE] | Share background knowledge | Review/recap prior lessons | Share observations | Interpret data to find patterns | Build explanations | Design investigations | Compare/evaluate claims | Non-science reflection on discussion/ norms | Non-science topic (e.g., unrelated mathem | Other (Please write out) | Whole group discussion | Small group discussion | Pair discussion | Teacher | Students | 0-4 | Y/N | Teacher makes an attempt to relate the discussion to relevant academic, | Students make an attempt to relate the discussion to relevant academic, | More than once | Once | Not at all | Do the teachers ASK open-ended questions intended to elicit diverse student responses? | Do teachers PRESS students to support their contributions with evidence and/or | LINK. Does the teacher connect students' ideas and positions in a way that helps build and develop the | Do students offer EXPLANATIONS or CLAIMS supported by evidence? | CO-CONSTRUCT. Do students' contributions link to and build on each other to |
| [SEGMENT 1] COMMENTS | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | | | FALSE | FALSE | FALSE | FALSE | FALSE | | | | | |
| [SEGMENT 2] COMMENTS | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | FALSE | | | FALSE | FALSE | FALSE | FALSE | FALSE | | | | | |

Guiding Principles (check a No. of occure If applicable (rate frequency of occurrences (0-4))

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|---|---|---|
| Student are eng | FALSE | 0-4 |
| Teacher use of | FALSE | 0-5 |
| Addressing que | FALSE | 0-6 |
| The use of auth | FALSE | 0-7 |

FALSE = 0
TRUE = 1