

Self-evaluation: Engaging In Classroom Discourse

| Setting | Criteria | Absent I do not do this | Developing I occasionally do this (sometimes) | Proficient I often do this | Mastery I consistently do this |
|---|---|----------------------------|---|-------------------------------|-----------------------------------|
| In large/whole group settings (Scientist Circle discussions, gallery walks, etc...) | Shares one's own thinking by contributing new ideas, questions, and additional clarification. | | | | |
| | Listens actively to others , rephrasing, repeating and/or reusing the ideas others have shared and asking others to repeat their statements or to clarify ideas when they are difficult to hear or understand. | | | | |
| | Respectfully provides and receives critiques about explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions. | | | | |
| | Invites others to share their thinking and contribute their ideas. | | | | |
| Setting | Criteria | Absent I do not do this | Developing I occasionally do this (sometimes) | Proficient I often do this | Mastery I consistently do this |
| In small group settings (partner talk, small group discussions, lab work) | Shares one's own thinking by contributing new ideas, questions, and additional clarification. | | | | |
| | Listens actively to others , rephrasing, repeating and/or reusing the ideas others have shared and asking others to repeat their statements or to clarify ideas when they are difficult to hear or understand. | | | | |
| | Respectfully provides and receives critiques about explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions. | | | | |
| | Invites others to share their thinking and contribute their ideas. | | | | |

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