

# Speaking and Listening 1: Teacher's Conversation Analysis Tool for Formative Assessment

Grades: \_\_\_\_\_



## **DIMENSION 1: Turns build on previous turns to build up an idea (*How we converse*)**

“Thing 1”

<b>How we Converse</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Shared Participation (taking turns)	Half or more of the turns build on previous turns to effectively build up a clear and complete idea	Half or more of the turns build on previous turns to adequately build up an idea, which may be incomplete or lack clarity	Few turns build on previous turns to build up an idea.	Turns are not used to build up an idea.
Active Listening	Half or more turns consistently show non-verbal cues (eye contact, nodding, posture etc.) and/or incorporate information from the previous turn and/or paraphrasing	Half or more turns frequently show non-verbal cues (eye contact, nodding, posture etc.) and/or incorporate information from the previous turn and/or paraphrasing	Few turns show show non-verbal cues (eye contact, nodding, posture etc.) and/or incorporate information from the previous turn and/or paraphrasing	Turns do not show show non-verbal cues (eye contact, nodding, posture etc.) and/or incorporate information from the previous turn and/or paraphrasing
Meaningful Transitions (acknowledge others)	Half or more turns consistently relate to the direction and purpose of the conversation	Half or more turns frequently relate to the direction and purpose of the conversation	Few turns use responses related to the direction and meaning of the conversation	Turns do not relate to the direction and meaning of the conversation

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## **DIMENSION 2: Turns focus on the knowledge or skills of the lesson’s objectives (What we converse about)**

“Thing 2”

What we Converse About	4	3	2	1
Focus on Prompt	Student effectively focuses on the lesson’s objectives and shows depth of the intended learning.	Student addresses or refers to the lesson’s objectives.	Student addresses the lesson’s objectives but focus may be superficial or lack clarity.	Student does not focus on the lesson’s objectives.
Textual/Evidentiary Specificity	Student refers appropriately to the text in question and uses specific evidence to support their claims	Student refers to the text, using it generally to support their claims	Student attempts to use the text but support of their claims may be superficial or irrelevant	Student provides no reference to text or evidence to support claims
Open-Minded Consideration of all Viewpoints	Student appropriately and thoughtfully acknowledges others’ ideas and effectively attempts to understand various claims	Student appropriately addresses other viewpoints.	Student acknowledges other viewpoints but comments may be superficial or irrelevant	Student does not address multiple perspectives and positions

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## Dimension 3 ("Thing 3?"): Formative

<p>Risk and Rigor</p>	<p>Frequently, student explores original ideas, asks important questions that do not have obvious or easy answers, and looks at the topic in new ways</p>	<p>Occasionally, student explores original ideas, asks important questions that do not have obvious or easy answers, and looks at the topic in new ways</p>	<p>At least one time, student explores original ideas, ask important questions that do not have obvious or easy answers, and look at the topic in new ways</p>	<p>Student does not explore original ideas, ask important questions that do not have obvious or easy answers, or look at the topic in new ways</p>
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