# Student Discourse Observation Tool[1]

| PF PROCEDURES/FACTS | J JUSTIFICATION | G GENERALIZATION |
|---|---|---|
| • Short answer to a direct question<br>• Restating facts/ statements made by others<br>• Showing your work/thinking to others<br>• Explaining what and how<br>• Questioning to clarify<br>• Making observations/ connections | • Explaining why by providing mathematical reasoning<br>• Challenging the validity of an idea by providing mathematical reasoning<br>• Giving mathematical defense for an idea that was challenged | Using *mathematical relationships as the basis for*:<br>• Making conjectures/predictions about what might happen in the general case or in different contexts<br>• Explaining and justifying what will happen in the general case |

| **Discourse Type** | **Discourse-Based Evidence of Student Thinking**<br>*Indicate student thinking that I am especially curious about | **Co-Inquiry Questions** |
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[1] Adapted from Weaver, D., Dick, T., & Rigelman, N. R. (2005). OMLI classroom observation protocols. *Assessing the quantity and quality of student discourse in mathematics classrooms.* Paper presented at Math Science Partnership Evaluation Summit, Minneapolis, MN. Available at: http://hub.mspnet.org/index.cfm/12626