

Academic Discourse Tool for Mathematics

General Information				
Date:	School:	Grade/Course:		
Lesson Type: <input type="checkbox"/> Conceptual		<input type="checkbox"/> Procedural	<input type="checkbox"/> Problem Solving	Room #: _____
Room Arrangement (check all that apply): <input type="checkbox"/> Rows <input type="checkbox"/> Pairs <input type="checkbox"/> Groups <input type="checkbox"/> Carpet				

Quality of Mathematical Discourse (Groups)			
Conversation		Understanding	
2	The majority of students demonstrate engagement with the prompt for at least three turns which build upon each other₁	2	Student conversations develop the intended learning clearly and accurately
1	The majority of students demonstrate engagement with the prompt for at least three turns	1	Student conversations develop the intended learning unclearly or partially
0	The majority of students do not demonstrate engagement with the prompt or there are less than three turns	0	Student conversations do not develop the intended learning
Understanding is only given a score for conversations with at least three turns.		Ratio of Scored Conversations: /	

**** To arrive at the overall level of discourse, add the conversation and understanding scores together.**

Level of Mathematical Discourse (Overall)		
Proficient	4	The majority of students can engage in high-level conversations that demonstrate clear understanding of the intended learning.
Approaching	3	The majority of students can engage in either high-level conversations that build or demonstrate clear understanding of the intended learning.
Developing	2	The majority of students can engage in <input type="checkbox"/> low-level conversations that demonstrate low-level understanding <input type="checkbox"/> high-level conversations that do not demonstrate understanding
Beginning	1	The majority of students can engage in either low-level conversation skills or demonstrate low-level understanding.
Not Observed	0	The majority of groups cannot engage in academic discourse that builds understanding, or no opportunities were observed.

1. Hakuta, Zwiers, Rutherford-Quach (2004)

Observer Notes and Rationale

GARDEN GROVE UNIFIED SCHOOL DISTRICT
 Offices of Elementary and Secondary Education
 Departments of K-6 and 7-12 Instruction
Academic Discourse Observation Tool for Mathematics

Intended learning:			
Conversation: 2 1 0	Understanding: 2 1 0 NS	Conversation: 2 1 0	Understanding: 2 1 0 NS
Conversation: 2 1 0	Understanding: 2 1 0 NS	Conversation: 2 1 0	Understanding: 2 1 0 NS

* A score of “NS” for Understanding is given when less than three turns are observed.