

Student Discourse Observation Sheet

Teacher Comments							
Can provide sound reasons for mathematical decisions							
Builds on the contributions of others							
Poses insightful questions that promote thinking							
Can explain why something is correct/incorrect							
Self-corrects ideas based on feedback							
Uses appropriate mathematical vocabulary							
Provides sound and easy-to-follow descriptions							
Makes meaningful contributions to discussions							
Student Name							

R = Rarely S = Sometimes F = Frequently C = Consistently

Student Name _____ Date _____

Success Criteria

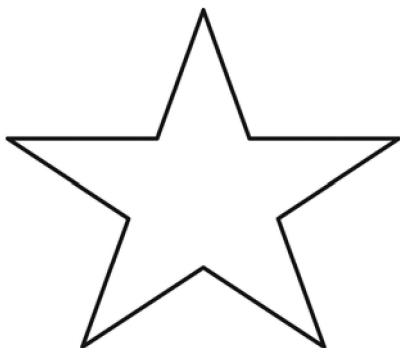
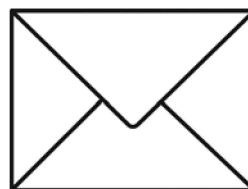
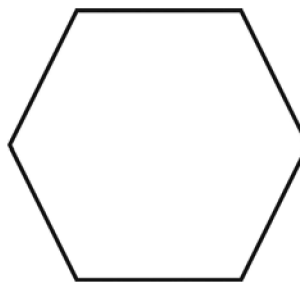
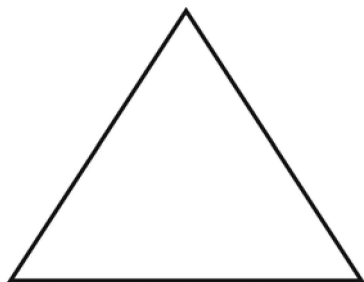
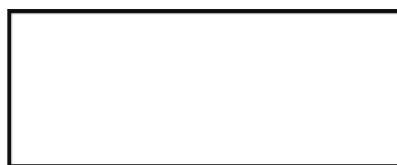
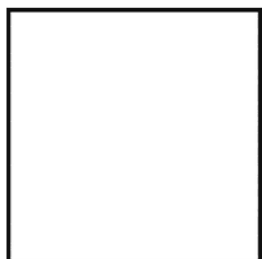
The student can

- explain his or her mathematical thinking clearly
- apply problem-solving strategies to different learning contexts
- use appropriate mathematical vocabulary
- identify the strategies being used and explain why they work or do not work
- describe models/diagrams and how they represent mathematical ideas

Explain how you solved this problem/completed this activity.	Why do you think your strategy works?	What do you think was the most challenging part of this problem/activity? Why?
Observation notes:	Observation notes:	Observation notes:
Can you do this another way? Please show me.	Can you model this idea using the _____? Please show me.	Q:
Observation notes:	Observation notes:	Observation notes:

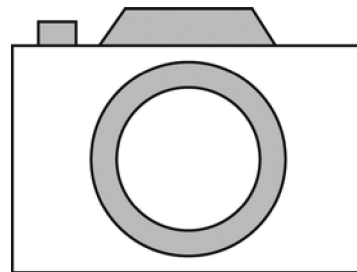
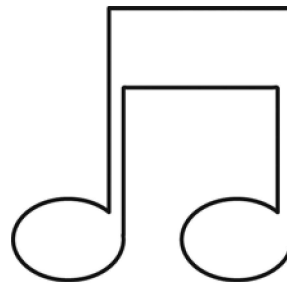
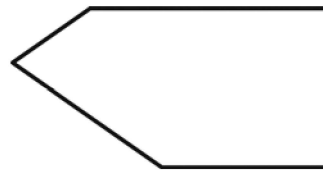
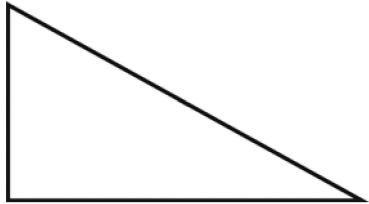
Concept Attainment: Shapes with Line Symmetry

Yes Examples



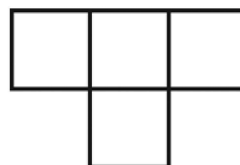
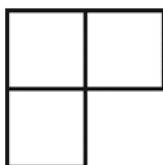
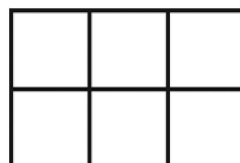
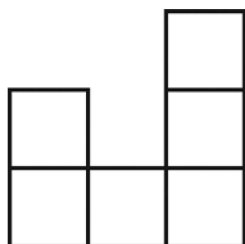
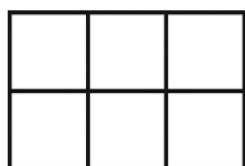
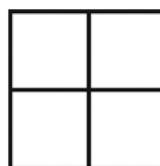
Concept Attainment: Shapes with Line Symmetry

No Examples



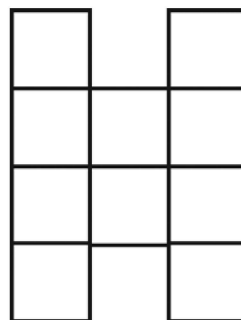
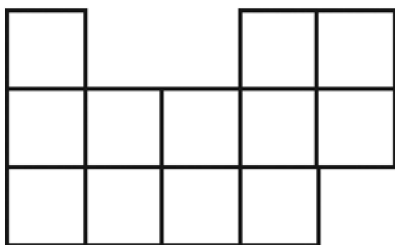
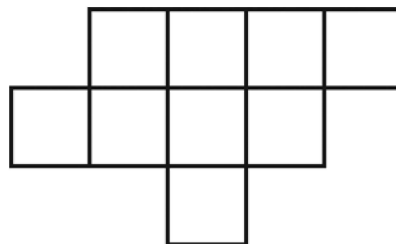
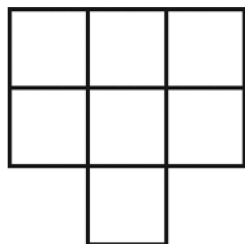
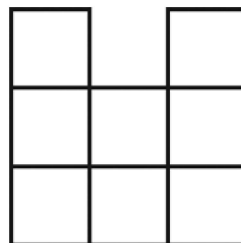
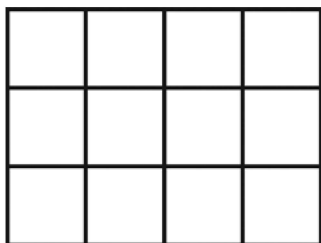
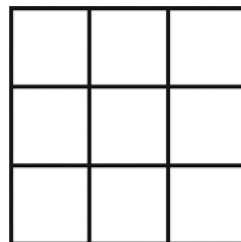
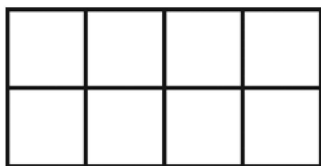
Concept Attainment: Shapes with Area Less Than or Equal to 6 Square Units

Yes Examples



Concept Attainment: Shapes with Area Less Than or Equal to 6 Square Units

No Examples



Concept Attainment: Prime Numbers

Yes Examples

No Examples

11

17

12

16

23

43

24

45

59

61

60

87

97

101

93

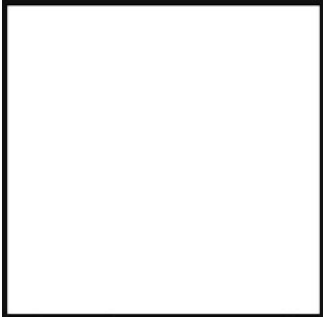
100



Line Master 2.8

Name _____

Date _____



- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____