**Making Thinking Visible Observation Guide**

Campus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Behaviors Evident** | **Yes/Tally** | **Example** |
| **Student Activities**1. Turn and talk, partner talk, small group responses
2. Choral responses
3. Student verbal presentations
4. Student-to-student talk
5. Student journaling
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| **Wait Time** Prompts that provide time to process and think“Let’s take some time to think about this problem.” |  |  |
|  **Re-voicing and Repeating** Teacher paraphrases some of student thinking, asks students to restate someone else’s reasoning“So you’re saying …”“Can you repeat what he just said in your own words?” |  |  |
|  **Adding On** Teacher prompts students for further participation“Would someone like to add something more than this?”“Did anyone think of the problem in a different way?” |  |  |
|  **Reasoning** Teacher asks students to apply their own reasoning“Do you agree or disagree and why?”“Explain how your answer is the same or different than \_\_\_?”“How is what \_\_ said similar to what \_\_\_ said?” |  |  |
| **Visual Models and Organizers**Students create models, graphs, or charts to represent their thinking. |  |  |
| **Written Descriptions**Students use written words to describe their thinking. |  |  |