**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 |  |  |
| **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. |  |  |