

## V. Extending Thinking During Discourse

Students should be provided with opportunities to develop ideas and an understanding of the content. This dimension focuses on the teacher's role in structuring and extending classroom discussions by providing insightful responses to student ideas that help the students explore their ideas more deeply and thoughtfully, as well as the teacher's role in providing feedback during class discussions. Research indicates that students who ask and respond to probing questions think more deeply about their learning and that teachers can use probing questions to frame follow-up questions that shape the further exploration of concepts and understanding at deeper levels.

The rubrics include three dimensions that address distinct aspects of feedback: *Descriptive Feedback*, *Extending Thinking during Discourse*, and *Peer Feedback*. This dimension is specific to more informal feedback that often occurs in real time during a lesson.

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
<p>The teacher does not ask questions designed to encourage classroom discourse during the lesson, and therefore there are no feedback opportunities that engage students in learning loops.</p>	<p>The teacher asks questions from students, but neither the teacher nor the students build on responses. Rather, discourse focuses on a statement of correct or incorrect rather than deeper/meaningful exploration of ideas.</p>	<p>The <i>teacher and some of the students</i> occasionally build on student responses, or the teacher occasionally encourages students to build on each other's responses.</p> <p>.....</p> <p>There are occasional feedback opportunities that engage students in deepening the discussion, although they are short, often end abruptly, and do not allow a full exploration of ideas and concepts or do not help to develop ideas and/or understanding of the content.</p>	<p>The <i>teacher and some of the students</i> frequently build on other students' responses by clarifying student comments, providing feedback, pushing for more elaborate answers, or engaging more students in thinking about the problem. Students sometimes direct questions to each other and respond to other students' questions or statements without prompting.</p> <p>.....</p> <p>There are multiple feedback opportunities that engage students in deepening the discussion, rarely end with the teacher indicating correct or incorrect responses, and allow for deeper/more meaningful exploration of some ideas.</p>	<p>The <i>teacher and some of the students</i> frequently build on other students' responses by clarifying student comments, providing feedback, pushing for more elaborate answers, or engaging more students in thinking about the problem. Students ask probing questions of the teacher and of each other during discussions. They often respond to each other's questions or statements without prompting.</p> <p>.....</p> <p>There are continuous feedback opportunities that engage students in deepening the discussion through the use of probing questions to support students' elaboration, and the students have opportunities to contribute to extended conversations. Classroom discourse is characterized by the consistent use of feedback/probes that encourage deeper/more meaningful exploration of ideas.</p>

## Observation Notes

### *Extending Thinking During Discourse*



This dimension is dependent on the *Questioning Strategies that Elicit Evidence of Student Learning* dimension: without questions, it is unlikely that a teacher will create any feedback opportunities that engage students in extending thinking during classroom discourse.



Extended thinking during classroom discourse is characterized as an exchange between a teacher and one or more students, or between multiple students where additional prompts or questions sustain the conversation to support deeper thinking. At the higher ends of this rubric, feedback opportunities are defined as “extended,” referring to classroom discourse that results in ongoing discussions that deepen the knowledge of most students with respect to specific concepts or topics. For example, a teacher or student might ask what other students in the classroom think, ask if other students agree or disagree with another student, or use a question or prompt to help students build on their ideas.



The *Extending Thinking During Class Discourse* dimension focuses on how the teacher and students use classroom discussions to deepen student thinking and understanding. This dimension differs from the *Questioning Strategies that Elicit Evidence of Student Learning* dimension, where the focus is on one way that a teacher can collect evidence of student progress (i.e., through classroom questioning). In an extended discourse period, either or both dimensions could be relevant.



At the higher end of the rubric, students may ask probing question of each other and respond to each other’s questions and statements. This is different from the *Peer Feedback* dimension in which students are providing feedback to an individual or small group on a specific piece of work rather than in the course of a discussion.



Discussion techniques that allow for deeper, more meaningful exploration of some ideas include techniques such as *basketball discussion* and *hot seat questioning*.



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