**Conversation Analysis Tool**

*How to use:* As you assess student conversations, notice how often and how effectively students use the skills below. Take notes on strengths and needs and, when possible, provide immediate feedback. You can also use this tool to design lessons. Optionally, you can give codes, such as: P = Plenty of solid evidence and effective for argumentation; S: Some evidence and somewhat effective for argumentation; L = Little or no evidence and/or not effective for argumentation.



*Notes on frequency & usefulness of skills & responses*

\_\_\_\_\_\_\_ **Pose** initial idea(s) focused on lesson objectives

\_\_\_\_\_\_\_ **Build** **on** previous turns to construct idea(s)

\_\_\_\_\_\_\_ **Clarify** idea(s) by defining, elaborating, paraphrasing, using analogies

\_\_\_\_\_\_\_ **Support** idea(s) using evidence, examples, explanations, justifications

\_\_\_\_\_\_\_ **If there are two or more competing ideas**

\_\_\_\_\_\_\_ Students evaluate the strength/weight of the evidence of each idea

\_\_\_\_\_\_\_ Students compare the strengths/weights and choose the “strongest/heaviest” idea

\_\_\_\_\_\_\_ Students explain (and/or negotiate) final decisions

\_\_\_\_\_\_\_ Students push selves and partners to **use new language**

\_\_\_\_\_\_\_ Conversation fosters a safe **culture of conversation**