**STRUCTURED A/B PARTNER TALK DATA SNAP TOOL**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period\_\_\_\_\_\_\_\_\_\_\_\_

Science lesson topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLAN** **the talk opportunity**



1) What is the purpose of the talk planned for this lesson?

2) Which non-negotiable aspects of equitable science talk will be in play?

* Talk turns are structured and specific roles are explicit for students
* Structured talk in science asks students to extend beyond “what level” explanations
* Each student is required to share their own thinking
* Talk is open-ended and encourages students to share multiple responses

3) What, if anything, are you changing about the talk opportunities from last time? What do you hope these changes will do?

4) How often have students engaged in this kind of talk in your class?

* This is the first time
* Tried it 1-2 times before
* Tried it 3-5 times before
* This is done regularly in my class 1-2x/week
* This is done regularly in my class 3-5x/week
* We practice this kind of talk daily

**DO the lesson and collect data**

Use the data table below to jot down notes for a pair’s conversation. You may also want to have students complete an exit ticket about their talk experiences.

|  | What:  Student describes *what* happened. Student describes, summarizes, or restates a pattern or trend in data without making a connection to any unobservable/ theoretical components. | How:  Student describes *how* or partial why something happened. Student addresses unobservable/ theoretical components tangentially. | Why:  Student explains *why* something happened. Student can trace a causal story for why a phenomenon occurred or ask questions at this level. Student uses important science ideas that have unobservable/theoretical components to explain observable events. |
| --- | --- | --- | --- |
| What might this sound like today? |  |  |  |
| Student 1:   * intermediate EL * advanced EL * not EL |  |  |  |
| Student 2:   * intermediate EL * advanced EL * not EL |  |  |  |

**STUDY the data**

6) What did you learn from the data?

7) How well did the talk serve the intended purpose? What effects did any changes have? Were they as expected?

**ACT on your insights**

8) What might you try next time to better support students? What new questions came up?