

5th Grade Conversation Analysis Model

Context: For this 5th grade science lesson students are focused on comparing the weight of two different cups in which they had placed damp paper towels inside the day before. One of the cups is covered with a lid and the other is not. Students are observing the different cups, which are on a scale, hypothesizing why one side is heavier than the other.

Objective: Students will make hypotheses using evidence as they observe a scientific phenomenon.

Conversation Prompt: Come up with an explanation with your partner as to why the cup with the lid is heavier than the cup without a lid.

- (1) Student A: It's pushing it down and makes it heavier.
- (2) Student B: Yeah, I think the one with the lid got heavier 'cuz it didn't have the air and it got drier.
- (3) Student A: So it got lighter?
- (4) Student B: Yeah, it got lighter and the one with the lid has like fog and water drips that makes it heavier.
- (5) Student A: So that's more weight. So you're saying the one without the lid is getting lighter, and the one with the lid is getting heavier.
- (6) Student B: Yeah
- (7) Student A: If it's getting drier, it's getting lighter; and if it's not getting drier, it's getting heavier.
- (8) Student B: I agree. The one with the lid is not getting damp and has the same water as yesterday.

Dimension 1: Turns build on previous turns to build up an idea	<i>Score</i>
<i>Rationale for score</i>	
Dimension 2: Turns focus on the knowledge or skills of the lesson's objectives	<i>Score</i>
<i>Rationale for score</i>	

DIMENSION 1: Turns build on previous turns to build up an idea

- 4 Half or more of the turns build on previous turns to effectively build up a clear and complete idea
- 3 Half or more of the turns build on previous turns to adequately build up an idea, which may be incomplete or lack clarity
- 2 Few turns build on previous turns to build up an idea
- 1 Turns are not used to build up an idea

DIMENSION 2: Turns focus on the knowledge or skills of the lesson's objectives

- 4 Half or more of the turns effectively focus on the lesson's objectives and show depth or fostering of the intended learning
- 3 Half or more of the turns sufficiently focus on the lesson's objectives, but this focus may be superficial or lack clarity
- 2 Few turns focus on the lesson's objectives
- 1 Turns do not focus on the lesson's objectives