

CAT Scoring Rationales

5th

Dimension 1: 3

Half of the turns (4 of the 8) build on each other to generate and clarify an idea. However, while the students are on their way to understanding and articulating their idea(s) regarding why one of the cups is now heavier than the other, their idea(s) lack clarity.

Dimension 2: 3

Around half the turns demonstrate evidence of making hypotheses about the science phenomena. But making hypotheses is only *part* of the learning objective; the other part is using (i.e., citing) evidence from their observations of that phenomenon; while one can assume that the students are looking at the experiment and that is informing their claims, there is little verbal evidence of this assumption. Additionally, as these students are in the process of “verbally figuring it out,” some of their attempts at generating hypotheses appear contradictory or at least confusing.

8th

Dimension 1: 4

Most (nearly all) of the turns in this examples build on previous turns to develop an understanding of what bias, why it might be present in historical documents, and what effects it could have on others. Additionally, while it obviously takes some time for the two students to “sort out” their understanding (which is the point of conversation!), their ideas are coherent, connected, and relatively complete.

Dimension 2: 4

Additionally, nearly all the turns in this conversation sample focus on lesson’s learning objective, which was to identify bias in primary documents and support this identification with evidence. (We assume this ‘support’ should come from the text as well as from students’ experiences and ideas.) In this conversation sample, the students provide lots of the latter type of support, which leads them to a deeper understanding of bias and its effects. And while the students don’t specifically *cite* evidence from the text, they do mention what they had read in the course of their attempts to understand bias.

10th

Dimension 1: 4

More than half the turns in this conversation build on previous turns (i.e., they respond to and question each other). They build up their solution for solving the problem, even though it is wrong. It is clear enough to see what they are thinking (one of the reasons to have students converse), making it a 4, even though their idea is ultimately incorrect.

Dimension 2: 2

Given that the objective is for students to apply their knowledge of geometrical relationships to determine the length of a side of the square given any length of radius, r , only a few turns (e.g., 2, 6, 8) come close to the learning that the teacher intended. This conversation would therefore receive a 2. Note that listening to conversations like this one can help us zoom in on what we need to reteach and emphasize (e.g., in most cases in geometry, we can’t have students be thinking “close enough”).