

For example, if the student prompts for clarification or evidence, she slides a yellow chip in. If she poses an idea, clarifies, supports, or evaluates an idea in her turn, she puts a red counter in.

ASSESSING LISTENING

Use the following rubric to assess the cross-cutting skill of focused listening.

Table 2.1 Listening: Formative Assessment Tool

Criteria	Below Standard	Approaching	At or Exceeds
Listening comprehension	Little or no observation of building on partner ideas and requests for clarification; little or no evidence of listening.	The majority of the time, builds on partner ideas, asks for clarification, and paraphrases partner ideas to show listening.	Builds on partner ideas, asks for clarification, and paraphrases partner ideas to show effective listening.
Use of appropriate nonverbal behaviors (active listening)	Partners seldom use appropriate postures, movements, and eye contact to show engagement and listening.	Partners use some appropriate postures, movements, and eye contact to show engagement and listening.	Partners use appropriate postures, movements, and eye contact to show engagement and listening.

DEVELOPING CONVERSATION SKILL 1: CREATE OR POSE A RELEVANT IDEA TO BUILD UP

Creating or posing an idea is the first conversation skill for obvious reasons. It gets the conversation rolling. And the difference between good and not-so-good initial ideas have a major impact on the quality of the conversation.

Many primary students need to learn to create or pose relevant, objective-serving ideas in their conversations with peers. Easier written than said, right? This anchor chart (Figure 2.3) provides an illustration of the term “create.” Students can refer to this anchor chart when initiating conversations and to construct questions and responses during conversations.