



# CHECKLIST

## Part 1 - Preparation

*(leading up to the discussion)*

- Students have a foundation of understanding for the discussion:
  1. They have read the chapters of our current novel / text, or;
  2. They have gone on the field trip or other out of class experience, or;
  3. They have watched the video, or;
  4. They have participated in the Parlay Online RoundTable.
- All students will have access to a laptop or tablet for this in-class activity.
- I have decided if/how I will assess students during the discussion and shared my expectations with them. Here is our default rubric, but you can create your own.

### Critical Thinking

Uses reason and credible evidence to support claims and opinions. Demonstrates ability to analyze and interpret class materials and ideas. Asks thought-provoking questions where appropriate.

Level 1 = Needs Work

### Communication

Communicates ideas clearly and concisely. Uses appropriate language and terminology. Uses appropriate grammar and sentence structure. Leaves clear and thoughtful notes during the discussion.

Level 2 = On Track

### Collaboration

Demonstrates willingness to consider different perspectives. Encourages others to participate. Provides constructive feedback to peers where appropriate. Treats classmates with respect, even in disagreement.

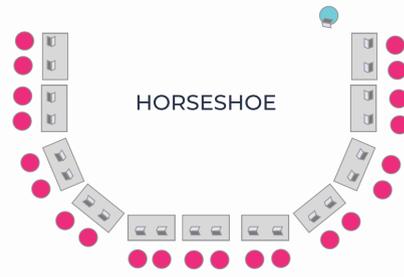
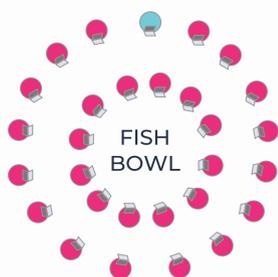
Level 3 = Excelling

- Our class has read through the [Parlay Discussion Guide](#) together, and students understand the goals and expectations for our Live RoundTable.
  1. Everyone has the opportunity to speak during the discussion.
  2. Students are cognisant of their own participation.
  3. We will aim to talk for a minimum of \_\_\_\_ minutes.
  4. Any other goals you agree to as a class.
- I have asked one or two of my students to prepare guiding questions for the class to consider during the Live RoundTable.

## Part 2 - Before the Conversation

*(on the day of the discussion)*

- Given class size and available seating, I have arranged my students in a “face-to-face” classroom setup. See below for three common examples:



- I have invited all of the students to the Live RoundTable.

### Optional (but recommended) :

- I have shared the guiding question(s) for our discussion and allowed 5-10 minutes for a Think-Pair-Share before the discussion starts. Students have had the opportunity to write down the main ideas/points in their “notes” section.
- I have set up a Live Polling Question to kick off the discussion.
- I have assigned one student as “moderator” who is responsible for ensuring that everyone gets a turn to speak and that the discussion is fair and balanced.

## Part 3 - Managing the Discussion

*(during the discussion)*

- I have watched [this video](#) and understand the primary teacher activities:
  - Nudging, Note Taking, Assessing, Teacher Tap-in, Live Polling.
- Students watched [this video](#) and understand the primary student activities.
  - Note Taking, Tapping-In (and Out), Applauding, Voting for a speaker.

## Part 4 - Data Analysis, Feedback and Reflection

*(after the discussion)*

- We have reviewed the  as a class and reflected on what went well, as well as where we can improve next time.
- I have reviewed each student’s engagement summary in the following ways:
  1. Reviewed my private notes and assessment from the discussion.
  2. Reviewed student tap-in details and breakdown.
  3. Reviewed student notes and adjusted assessment if/as appropriate.
  4. Provided personalized feedback if/as appropriate.

## That’s a wrap!

Good luck! Remember that it takes time for students (and teachers!) to become comfortable with Parlay Live RoundTables. Have patience as you go through this process and please remember that we are here to help answer any questions. Just press the chat bubble in the bottom right corner.



← chat bubble