



Multilingual Multicultural Education Department
7th Grade STUDENT PROGRESS FORM – CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

Student A: _____ ELPAC Proficiency Levels: OPL: _____ L: _____ S: _____ R: _____ W: _____ Date _____
 Student B: _____ ELPAC Proficiency Levels: OPL: _____ L: _____ S: _____ R: _____ W: _____ Date _____

(TLF 1b1)

Conversation Objective (TLF 3a1): _____ Teacher Prompt (TLF 3b1 & 2): _____

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| STEPS: 1. Transcribe the language sample below & list date. 2. Write the score and a brief rationale for the scores on the back of this form. 3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student. | DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2): |
| | <ul style="list-style-type: none"> • 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 conversation objectives/teacher prompt (TLF 3a1 & 4) |

STEP 1 – Write a complete transcription of the conversation in this section *(Attach additional pages if needed)*

DATE: _____



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STEP 2 – Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension

DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):

| | |
|-------|--|
| Score | |
|-------|--|

DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4):

| | |
|-------|--|
| Score | |
|-------|--|

STEP 3 – Instructional Implications (TLF 1a2 , 1b1, & 5a2): Refer to the CA ELD Standards and list instructional implications for each student

GUIDING QUESTIONS - Consider the language each student produced: What are the students able to do? At what proficiency level? What instruction do the students need to progress to the next proficiency level? Which ELD Standards will I focus on to develop my future lessons? What prompts or models might I consider? Consider using language from the ELD Standards.

DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)

| A. COLLABORATIVE | EMERGING | EXPANDING | BRIDGING |
|---|--|--|--|
| 1. Exchanging information and ideas (TLF 3b1 & 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics. | 1. Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases. | 1. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. | 1. Contribute to class, group, and partner discussions by following turn- taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback. |
| 4. Adapting language choices (TLF 3a4 & 3b2): Adapting language choices to various contexts (based on task, purpose, audience, and text type. | 4. Adjust language choices according to social setting (e.g. classroom, break time) and audience (e.g. peers, teachers). | 4. Adjust language choices according to purpose (e.g. explaining, persuading, entertaining), task, and audience. | 4. Adjust language choices according to task (e.g. facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task and audience. |

DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 & 4)

| B. INTERPRETIVE | EMERGING | EXPANDING | BRIDGING |
|--|---|---|--|
| 6. Reading/viewing closely (TLF 3b2 & 3c1): Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.- | 6. a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia with substantial support. | 6. a) Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support. | 6. a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support. |
| C. PRODUCTIVE | EMERGING | EXPANDING | BRIDGING |
| 12. Selecting language choices (TLF 3a4 & 3c1): Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.- | 12. a) Use a select number of general academic words (e.g., scene, chapter, paragraph, cell) to create some precision while speaking and writing. | 12. a) Use a growing set of academic words (e.g., specific, cycle, alternative, indicate , process), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. | 12. a) Use an expanded set of general academic words (e.g., cycle, alternative, indicate, process, emphasize, illustrate), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. |

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| Instructional Implications for Student A: | Instructional Implications for Student B: |
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