Multilingual Multicultural Education Department
9-10th Grade STUDENT PROGRESS FORM 1.0 – CONSTUCTIVE 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):**

STEPS:	**DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):**
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.	• **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)
	• **4** Half or more of the turns effectively focus on the conversation objective/teacher prompt and show depth or fostering of the intended learning. • **3** Half or more of the turns sufficiently focus on the conversation objective/teacher prompt, but this focus may be superficial or lack clarity. • **2** Few turns focus on the conversation objective/teacher prompt. • **1** Turns do not focus on the conversation objective/teacher prompt.

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

DATE:

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 current events and academic topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases and short sentences.	1. Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	1. Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.
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 the context (e.g., classroom, community) and audience (e.g., peers, teachers).	4. Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	4. Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).

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, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words.	6. a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.	6. a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.

C. PRODUCTIVE	EMERGING	EXPANDING	BRIDGING
12. Selecting language choices (TLF 3a4 & 3c1): Selecting & applying varied and precise vocabulary and other language structures to effectively convey ideas.	12. a) Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) words to create clear spoken and written texts.	12. a) Use an increasing variety of grade-appropriate general academic (e.g., *dominate, environment*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	12. a) Use a variety of grade-appropriate general (e.g., *anticipate, transaction*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.

Instructional Implications for Student A:	**Instructional Implications for Student B:**