



Student A:	Overall ELPAC: (TLF 1b1)	Year:	Overall Progress Report Scores (EM EX BR) Collaborative:	Interpretive:	Productive:
Student B:	Overall ELPAC:	Year:	Overall Progress Report Scores (EM EX BR) Collaborative:	Interpretive:	Productive:

Conversation Objective (TLF 3a1):	Teacher Prompt (TLF 3b1 & 2):
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<p>STEPS:</p> <ol style="list-style-type: none"> 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. 	<p>DIMENSION 1: Turns build on previous turns to build up an idea (TLF 3b2):</p> <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.
	<p>DIMENSION 2: Turns focus on the knowledge or skills of the conversation objective/teacher prompt (TLF3a1 & 4):</p> <ul style="list-style-type: none"> • 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:



Multilingual and Multicultural Education Department

5th Grade STUDENT PROGRESS FORM 1.0 - CONSTRUCTIVE CONVERSATION STUDENT SAMPLE (SPF-CCLS)

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:	Rationale:
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DIMENSION 2: Turns focus on the knowledge or skills of the conversation objective/teacher prompt (TLF3a1 & 4):

Score:	Rationale:
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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? Use language from the ELD Standard and refer to the ELD Frame of Practice when developing the instructional implications for each student.

DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)

A. COLLABORATIVE	EMERGING	EXPANDING	BRIDGING
<p>1. Exchanging information and ideas (TLF 3b1 & 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics. SL.5.1,6; L.5.1,3,6</p>	<p>1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.</p>	<p>1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>	<p>1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p>
<p>4. Adapting language choices (TLG 3a4 & 3c1): Adapting language choices to various contexts (based on task, purpose, audience, and text type). W.5.4-5; SL.5.1,6; L.5.1,3,6</p>	<p>4. Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.</p>	<p>4. Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.</p>	<p>4. Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.</p>

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

B. INTERPRETIVE	EMERGING	EXPANDING	BRIDGING
<p>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. RL.5.1-7,9-10; RI.5.1-7,9-10; SL.5.2-3; L.5.3,4,6</p>	<p>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 substantial support.</p>	<p>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.</p>	<p>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.</p>
C. PRODUCTIVE	EMERGING	EXPANDING	BRIDGING
<p>12. Selecting language resources (TLF 3a4 & 3c1): Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas. W.5.4-5; SL.5.4,6; L.5.1,3,5-6</p>	<p>12. a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p>	<p>12. a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking & writing.</p>	<p>12. a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p>

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