



Multilingual Multicultural Education Department
STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE 2.0 (SPF-CCLS)

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):		

STEPS:	DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):					
1. Transcribe the language sample below & list date.	4	<ul style="list-style-type: none"> • Students create or choose a relevant initial idea(s) that is effectively focused on the prompt and/or learning objective(s) • Students meaningfully/consistently clarify idea(s) by paraphrasing, defining and/or elaborating • Students fortify ideas using well-connected evidence, examples and/or explanations 				
	3	<ul style="list-style-type: none"> • Students create or choose a relevant initial idea(s) that is sufficiently focused on the prompt and/or learning objective(s) • Students adequately clarify idea(s) by paraphrasing, defining and/or elaborating • Students fortify ideas using consistent evidence, examples and/or explanations 				
	2	<ul style="list-style-type: none"> • Students create or choose a relevant initial idea(s) that is somewhat focused on the prompt and/or learning objective(s) • Students inconsistently clarify idea(s) by paraphrasing, defining and/or elaborating • Students inconsistently fortify ideas using loosely connected evidence, examples and/or explanations 				
2. Write the score and a brief rationale for the scores on the back of this form.	1	<ul style="list-style-type: none"> • Students do not create or choose a relevant initial idea(s) that is focused on the prompt and/or learning objective(s) • Students do not clarify idea(s) by paraphrasing, defining and/or elaborating • Students do not fortify ideas using evidence, examples and/or explanations 				
	DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4)					
3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student.	4	<ul style="list-style-type: none"> • Students effectively evaluate the strength/relevance of the evidence of each idea • Students effectively compare the strength/relevance and choose the strongest/best idea • Students effectively explain and/or negotiate final decisions 				
	3	<ul style="list-style-type: none"> • Students sufficiently evaluate the strength/relevance of the evidence of each idea • Students sufficiently compare the strength/relevance and choose the strongest/best idea • Students sufficiently explain and/or negotiate final decisions 				
	2	<ul style="list-style-type: none"> • Students inconsistently evaluate the strength/relevance of the evidence of each idea • Students inconsistently compare the strength/relevance and choose the strongest/best idea • Students inconsistently explain and/or negotiate final decisions 				
	1	<ul style="list-style-type: none"> • Students do not evaluate the strength/relevance of the evidence of each idea • Students do not compare the strength/relevance and choose the strongest/best idea • Students do not explain and/or negotiate final decisions 				

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

COMPLETE TRANSCRIPTION OF CONVERSATION ON THIS FORM. 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 a relevant idea(s) (TLF 3b2):

Score	
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DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4):

Score	
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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.

Instructional Implications for Student A:

Instructional Implications for Student B: