



Student A: MARIANA Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____ (TLF 1b1)

Student B: ALEXA Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____

Conversation Objective (TLF 3a1): Students will use the Constructive Conversation Skill of Create to have a conversation around a visual text.	Teacher Prompt (TLF 3b1 & 2): <i>What do you see?</i> <i>What do you notice in the visual text? (Constructive Conversation for CREATE)</i>
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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)
	<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)

COMPLETE TRANSCRIPTION OF CONVERSATION ON THIS FORM. ATTACH ADDITIONAL PAGES IF NEEDED.

DATE: 6/2/15

Student A: ...ALLIGATOR AND HE IS OPENING HIS MOUTH. WHAT DO YOU SEE IN THE PICTURE?

Student B: I CAN SEE THAT THERE'S A RABBIT LOOKING AT THE ALLIGATOR AND I THINK THEY ARE FRIENDS. WHAT DO YOU NOTICE IN THE PICTURE?

Student A: I NOTICE THAT THERE ARE SOME...PICTURES HERE AND SOME INSECTS FLYING AROUND UMMMM...WHAT DO..WHAT DO... YOU NOTICE ABOUT THE PICTURE?

Student B: WHAT DO I NOTICE ABOUT THE PICTURE IS THAT THEY'RE OUTSIDE AND THEY HAVE AND THERE IS BEAUTIFUL PLANTS

Student A: I THINK THAT I SEE THAT THERE IS A BUTTERFLY THAT IS GOING TO A FLOWER

Student B: CAN YOU TELL ...CAN YOU EXPLAIN? CAN YOU TELL ME MORE?

Student A: I CAN TELL YOU MORE THAT UMMMMM THAT THE BUTTERFLY IS UMMM GOING TO... TO...THE...

Student B: FLOWER

Student A: TO.... THE... FLOWER AND...AND...

Student B: AND HE IS GETTING...

Student A: AND HE IS GETTING SOME NECTAR FROM THE FLOWER. CAN YOU TELL ME ANYTHING ABOUT THE.... LADYBUG?

Student B: I CAN TELL YOU MORE ABOUT THE LADYBUG IS THAT THE LADYBUG IS FLYING AROUND AND SHE



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 3	<i>The overall idea is what is in the visual text. In turn 1, students build up on each others' ideas by adding more information about the alligator. Additionally, in turn 2-5, students build an idea starting from insects and flowers to a butterfly getting nectar from the flower. As part of this, Alexa guides Mariana's language by providing key words, rather than just completing her ideas, thus providing micro-scaffolding for Mariana's oral output.</i>
DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4):	
Score 4	<i>The lesson's objective was for students to have a CREATE conversation around the visual text using the language of the skill (I notice..., I think that..., what do you notice..., Can you tell me more...) The students used the prompt and response starters for the skill in 4 turns. All turns were focused on the objective—what do you see/CREATE.</i>

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
1. Exchanging information and ideas (TLF 3b1 & 3b2): <i>Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.</i>	1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.
4. Adapting language choices (TLF 3a4 & 3b2): <i>Adapting language choices to various contexts (based on task, purpose, audience, and text type).</i>	4. Recognize that language choices vary according to social setting with substantial support from peers or adults.	4. Adjust language choices according to purpose, task, and audience with moderate support from peers or adults.	4. Adjust language choices according to purpose, task, and audience with light support from peers or adults.
DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 & 4)			
B. INTERPRETIVE	EMERGING	EXPANDING	BRIDGING
6. Reading/viewing closely (TLF 3b2 & 3c1): <i>Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</i>	6. Describe ideas, phenomena, and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	6. Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	6. Describe ideas, phenomena, and text elements using key details based on understanding 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): <i>Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.</i>	12. b) Use a select number of general academic and domain-specific words to add detail while speaking and writing.	12. b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect, or create shades of meaning while speaking and writing.	12. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

<p>Instructional Implications for Student A: Needs additional models and direct instruction in the use of general academic and domain specific words to add detail.</p> <p>Model – that explains a process/phenomenon/idea</p> <p>Model – that includes sentences that explicitly add details</p> <p>Revising Acting: revise a language sample with objective of improving sentences by adding details.</p>	<p>Instructional Implications for Student B: Needs: Models with more advanced and precise prompt/response starters (e.g., Can you clarify the process you are describing?).</p> <p>Models that include complex sentences and more advanced academic vocabulary (e.g., pollination, process).</p> <p>Feedback: Use a turn to summarize/paraphrase the complete ideas created in the conversation (e.g., “You described how the butterfly is gathering nectar and pollinating the flowers.”).</p>
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