|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student A:** | | | **Overall ELPAC:** | | **Year:** | **Overall Progress Report Scores (EM EX BR) Collaborative:** | | | | **Interpretive:** | **Productive:** |
|  | | | **(TLF 1b1)** | |  |  | | | |  |  |
| **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:**   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):** | | | | | | | | | |
| * **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 objective/teacher prompt (TLF3a1 & 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:** | **Rationale:** | | | | | | | | | | |
| ***DIMENSION 2: Turns focus on the knowledge or skills of the conversation objective/teacher prompt (TLF3a1 & 4):*** | | | | | | | | | | | |
| **Score:** | **Rationale:** | | | | | | | | | | |
|  | | | | | | | | | | | |
| **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)*** | | | | | | | | | | | |
| 1. **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. SL.K.1,6; L.K.1,3,6* | | | | *1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.* | | | *1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.* | | *1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.* | | |
| ***4. Adapting language choices (TLG 3a4 & 3c1):*** *Adapting language choices to various contexts (based on task, purpose, audience, and text type). W.2.4-5; SL.2.1,6; L.2.1,3,6* | | | | *4. No standard for kindergarten.* | | | *4. No standard for kindergarten.* | | *4. No standard for kindergarten.* | | |
| ***DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 & 4)*** | | | | | | | | | | | |
| 1. **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. RL.K.1-7,9-10; RI.K.1-7,9-10; SL.K.2-3; L.K.3,4,6* | | | | *6. Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade level texts and viewing of multimedia with substantial support.* | | | *. 6. Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade level texts and viewing of multimedia with moderate support.* | | *6. Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.* | | |
| 1. **PRODUCTIVE** | | | | **EMERGING** | | | **EXPANDING** | | **BRIDGING** | | |
| ***12. Selecting language resources (TLF 3a4 & 3c1):*** *Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas. W.K.4-5; SL.K.4,6; L.K.1,3,5-6* | | | | *12. b)* ***Use a select number of general academic and domain-specific words to add detail*** *(e.g., adding the word spicy to describe a favorite food, using the word larva when explaining insect metamorphosis)* ***while speaking*** *and composing.* | | | *12. b)* ***Use a growing number of general academic and domain-specific words in order to add detail*** *or to create shades of meaning (e.g., using the word scurry versus run)* ***while speaking*** *and composing.* | | *12. b)* ***Use a wide variety of general academic and domain-specific words****, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word suddenly to signal a change) or to create shades of meaning (e.g., The cat’s fur was as white as snow.)* ***while speaking*** *and composing.* | | |
|  | | | | | | | | | | | |
| **Instructional Implications for Student A:** | | | | | | | | **Instructional Implications for Student B:** | | | |