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 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 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:

April 29, 2019

Adapted from work by Zwiers, O'Hara, & Pritchard, 2014

Multilingual and Multicultural Education Department
2nd Grade STUDENT PROGRESS FORM 1.0 - CONSTRUCTIVE CONVERSATION STUDENT SAMPLE (SPF-CCLS)

Division of Instruction
Los Angeles Unified School District

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)

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. SL.2.1,6; L.2.1,3,6*	1. Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and 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 turntaking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.
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. Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	4. Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults.	4. Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) 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): *Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. RL.2.1-7,9-10; RI.2.1-7,9-10; SL.2.2-3; L.2.3,4,6*	6. Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) 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 earthworms eat), and text elements (e.g., setting, events) 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., erosion), and text elements (e.g., central message, character traits) 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 resources (TLF 3a4 & 3c1): *Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas. W.2.4-5; SL.2.4,6; L.2.1,3,5-6*	12. b) **Use a select number of general academic and domain-specific words to add detail** *(e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions)* **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 (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash)* **while speaking** *and writing.*	12. b) **Use a wide variety of general academic and domain-specific words**, *synonyms, antonyms, and non-literal language (e.g., He was as quick as a cricket.) to create an effect, precision, and shades of meaning* **while speaking** *and writing.*

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