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| **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.
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| **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.
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| **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:** |
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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)*** |
| 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.3.1,6; L.3.1,3,6* | *1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.* | *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.* | *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 .* |
| ***4. Adapting language choices (TLG 3a4 & 3c1):*** *Adapting language choices to various contexts (based on task, purpose, audience, and text type). W.3.4-5; SL.3.1,6; L.3.1,3,6*  | *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), social setting, 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)*** |
| 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.3.1-7,9-10; RI.3.1-7,9-10; SL.3.2-3; L.3.3,4,6*  | *6. Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) 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 cows digest food), and text elements (e.g., main idea, characters, 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., volcanic eruptions), and text elements (e.g., central message, character traits, major events) 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.3.4-5; SL.3.4,6; L.3.1,3,5-6*  | *12.* ***Use a select number of general academic and domain-specific words to add detail*** *(e.g., adding the word dangerous to describe a place, using the word habitat when describing animal behavior)* ***while speaking*** *and writing.* | *12.* ***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.* ***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.* |
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| **Instructional Implications for Student A:**  | **Instructional Implications for Student B:**  |