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.	• **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. Write the score and a brief rationale for the scores on the back of this form.	• **2** Few turns build on previous turns to build up an idea.
	• **1** Turns are not used to build up an idea.
3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student.	**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:

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

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.4.1,6; L.4.1,3,6*	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.4.4-5; SL.4.1,6; L.4.1,3,6*	4. Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	4. Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.	4. Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.

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.4.1-7,9-10; RI.4.1-7,9-10; SL.4.2-3; L.4.3,4,6*	6. a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support. b) Use knowledge of frequently-used affixes (e.g., un-, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	6. a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support. b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	6. a) Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade level texts with light support. b) Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple- meaning words on familiar and new topics.

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.4.4-5; SL.4.4,6; L.4.1,3,5-6*	12. a) **Use a select number of general academic and domain-specific words** to create precision **while speaking** and writing. b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy.).	12. a) **Use a growing number of general academic and domain-specific words**, synonyms, and antonyms to create precision and shades of meaning **while speaking** and writing.	12. a) **Use a wide variety of general academic and domain-specific words**, synonyms, antonyms, and figurative language to create precision and shades of meaning **while speaking** and writing.

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

April 29, 2019

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