Multilingual & Multicultural Education Department
8th Grade STUDENT PROGRESS FORM – CONVERSATION ANALYSIS TOOL (SPF-CAT)

Student A: _____ Overall ELPAC Level: _____ OL:_____ WL:_____ L:_____ S:_____ R:_____ W: _____ Date_____

Student B: _____ Overall ELPAC Level: _____ OL:_____ WL:_____ L:_____ S:_____ R:_____ W: _____ Date_____

(TLF 1b1)

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 objectives/teacher prompt (TLF 3a1 & 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	

DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4):

Score	

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? Consider using language from the ELD Standards.*

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.	1. Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	1. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	1. Contribute to class, group, and partner discussions by following turn- taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
4. Adapting language choices (TLF 3a4 & 3b2): Adapting language choices to various contexts (based on task, purpose, audience, and text type).	4. Adjust language choices according to social setting (e.g. classroom, break time) and audience (e.g. peers, teacher).	4. Adjust language choices according to purpose (e.g. explaining, persuading, entertaining), task, and audience.	4. Adjust language choices according to task (e.g. facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.

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.	6. a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia with substantial support.	6. a) Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia with moderate support.	6. a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading 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): Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.	12. a) Use a select number of general academic words (e.g., *specific, contrast*) and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing.	12. a) Use a growing set of academic words (e.g., *specific, contrast, significant, function*), domain-specific words (e.g., *scene, irony, suspense, analogy, cell membrane, fraction*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	12. a) Use an expanded set of general academic words (e.g., *specific, contrast, significant, function, adequate, analysis*), domain-specific words (e.g., *scene, irony, suspense, analogy, cell membrane, fraction*), 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: