

Multilingual & Multicultural Education Department



Kinder STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

07 201									
Student A:		Overall CELDT Proficienc	y Level:	L:	S:	R:	W:	Date	(TLF 1b1)
Student B:		Overall CELDT Proficience	y Level:	L:	S:	R:	w:	Date	
Conversation Objective (TLF 3	Ba1):		Teacher Pror	npt (TLF 3	b1 & 2):				
 Transcribe the language sample below & list date. Write the score and a brief rationale for the scores on the back of this form. 	 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 objectives/teacher prompt (TLF 3a1 & 4)								
3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student.	 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 con	versation in this section	(Attach ad	lditional	pages if I	needed)			
DATE:									



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STEP 2 - Score and Rationale (TLF 1b	1): Provide a brief rationale foi	r each dimension			
DIMENSION 1 Turns build on previous turn	s to build up an idea (TLF 3b2):				
core					
DIMENSION 2 Turns focus on the knowled	ge or skills of the conversation obje	ctives/teacher prompt (TLF 3a1 & 4):			
core					
STEP 3 – Instructional Implications ([LF 1a2 . 1b1. & 5a2): Refer to	the CA ELD Standards and list instructiona	l implications for each student		
		tudents able to do? At what proficiency level? What insti			
— ·	•	rompts or models might I consider? Use language from th	• =		
Practice when developing the instructional implica		ionipes of models might reoriside. To ose language from en	e 225 standard and rejer to the 225 maine of		
DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF	3b2)				
A. COLLABORATIVE	EMERGING	EXPANDING	BRIDGING		
Exchanging information and ideas (TLF 3b1 & 3b2):	1. Contribute to conversations and express	1. Contribute to class, group, and partner discussions by	1. Contribute to class, group, and partner discussions by		
xchanging information/ideas with others through aral collaborative conversations on a range of social &	ideas by asking and answering yes-no and wh- questions and responding using	listening attentively, following turn-taking rules, and asking	listening attentively, following turn-taking rules, and asking and answering questions.		
academic topics.	gestures, words, and simple phrases.	and answering questions.	and anothering questions.		
. Adapting language choices (TLF 3a4 & 3b2):	4. No standard for kindergarten.	4. No standard for kindergarten.	4. No standard for kindergarten.		
Adapting language choices to various contexts (based					
on task, purpose, audience, and text type). DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF	201 9 4)				
INVIENSION Z ELD SIANDANDS ALIGNVILINI (ILI	Jul & 4)				
B. INTERPRETIVE	EMERGING	EXPANDING	BRIDGING		
3. INTERPRETIVE 5. Reading/viewing closely (TLF 3b2 & 3c1):	EMERGING 6. Describe ideas, phenomena, and text	EXPANDING 6. Describe ideas, phenomena, and text elements in greater	BRIDGING 6. Describe ideas, phenomena, and text elements using		
. Reading/viewing closely (TLF 3b2 & 3c1):			BRIDGING 6. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-		
E. Reading/viewing closely (TLF 3b2 & 3c1): Reading closely literary and informational texts and iewing multimedia to determine how meaning is	6. Describe ideas, phenomena, and text elements based on understanding of a select set of grade-level texts and viewing	6. Describe ideas, phenomena, and text elements in greater	6. Describe ideas, phenomena, and text elements using		
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