STUDENT A: MARIANA  
Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____

STUDENT B: ALEXA  
Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____

Conversational Objective (TLF 3a1):  
Students will use the Constructive Conversation Skill of Create to have a conversation around a visual text.

Teacher Prompt (TLF 3b1 & 2):  
What do you see?  
What do you notice in the visual text? (Constructive Conversation for CREATE)

Steps:
1. Transcribe the language sample below & list date.  
2. Write the score & a brief rationale for the scores on the back of this form.  
3. Refer to the CA ELD Standards & guiding questions to develop instructional implications for each student.

Complete transcription of conversation on this form. Attach additional pages if needed.

DATE: 6/2/15

Student A: ...ALLIGATOR AND HE IS OPENING HIS MOUTH. WHAT DO YOU SEE IN THE PICTURE?
Student B: I CAN SEE THAT THERE'S A RABBIT LOOKING AT THE ALLIGATOR AND I THINK THEY ARE FRIENDS. WHAT DO YOU NOTICE IN THE PICTURE?
Student A: I NOTICE THAT THERE ARE SOME...PICTURES HERE AND SOME INSECTS FLYING AROUND UHMMM...WHAT DO..WHAT DO... YOU NOTICE ABOUT THE PICTURE?
Student B: WHAT DO I NOTICE ABOUT THE PICTURE IS THAT THEY'RE OUTSIDE AND THEY HAVE AND THERE IS BEAUTIFUL PLANTS
Student A: I THINK THAT I SEE THAT THERE IS A BUTTERFLY THAT IS GOING TO A FLOWER
Student B: CAN YOU TELL...CAN YOU EXPLAIN? CAN YOU TELL ME MORE?
Student A: I CAN TELL YOU MORE THAT UHMM...THAT THE BUTTERFLY IS UHMMM GOING TO... TO...
Student B: FLOWER
Student A: TO.... FLOWER AND...AND...  
Student B: AND HE IS GETTING...  
Student A: AND HE IS GETTING SOME NECTAR FROM THE FLOWER. CAN YOU TELL ME ANYTHING ABOUT THE.... LADYBUG?
Student B: I CAN TELL YOU MORE ABOUT THE LADYBUG IS THAT THE LADYBUG IS FLYING AROUND AND SHE....
## 2nd grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

### 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):**

<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The overall idea is what is in the visual text. In turn 1, students build up on each others’ ideas by adding more information about the alligator. Additionally, in turn 2-5, students build an idea starting from insects and flowers to a butterfly getting nectar from the flower. As part of this, Alexa guides Mariana’s language by providing key words, rather than just completing her ideas, thus providing micro-scaffolding for Mariana’s oral output.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The lesson’s objective was for students to have a CREATE conversation around the visual text using the language of the skill (I notice..., I think that..., what do you notice..., Can you tell me more...) The students used the prompt and response starters for the skill in 4 turns. All turns were focused on the objective—what do you see/CREATE.</td>
</tr>
</tbody>
</table>

### 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)**

<table>
<thead>
<tr>
<th>A. COLLABORATIVE</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exchanging information and ideas (TLF 3b1 &amp; 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social &amp; academic topics.</td>
<td>1. Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and learned phrases.</td>
<td>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.</td>
<td>1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.</td>
</tr>
<tr>
<td>4. Adapting language choices (TLF 3a4 &amp; 3b2): Adapting language choices to various contexts (based on task, purpose, audience, and text type).</td>
<td>4. Recognize that language choices vary according to social setting with substantial support from peers or adults.</td>
<td>4. Adjust language choices according to purpose, task, and audience with moderate support from peers or adults.</td>
<td>4. Adjust language choices according to purpose, task, and audience with light support from peers or adults.</td>
</tr>
</tbody>
</table>

**DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 & 4)**

<table>
<thead>
<tr>
<th>B. INTERPRETIVE</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Reading/viewing closely (TLF 3b2 &amp; 3c1): Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</td>
<td>6. Describe ideas, phenomena, and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</td>
<td>6. Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</td>
<td>6. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</td>
</tr>
<tr>
<td>12. Selecting language choices (TLF 3a4 &amp; 3c1): Selecting &amp; applying varied and precise vocabulary and language structures to effectively convey ideas.</td>
<td>12. b) Use a select number of general academic and domain-specific words to add detail while speaking and writing.</td>
<td>12. b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect, or create shades of meaning while speaking and writing.</td>
<td>12. b) 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.</td>
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</tbody>
</table>

### Instructional Implications for Student A:
- Needs additional models and direct instruction in the use of general academic and domain specific words to add detail. Model – that explains a process/phenomenon/idea
- Model – that includes sentences that explicitly add details

- Revising Acting: revise a language sample with objective of improving sentences by adding details

### Instructional Implications for Student B:
- Needs: Models with more advanced and precise prompt/response starters (e.g., Can you clarify the process you are describing?). Models that include complex sentences and more advanced academic vocabulary (e.g., pollination, process).

- Feedback: Use a turn to summarize/paraphrase the complete ideas created in the conversation (e.g., “You described how the butterfly is gathering nectar and pollinating the flowers.”)

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**September 15, 2015**

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