Multilingual and Multicultural Education Department

KINDERGARTEN STUDENT PROGRESS FORM 1.0 - CONSTRUCTIVE CONVERSATION STUDENT SAMPLE (SPF-CCLS)

Student A:
Overall ELPAC: (TLF 1b1) Year: Overall Progress Report Scores (EM EX BR) Collaborative: Interpretive: Productive:
Overall ELPAC:

Student B:
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.

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:
## Instructional Implications for Student A:

**L.** Effectively convey ideas. 
**W.** Selecting language resources (TLF 3a4 & 3c1): 
- 1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

**SL.** Through language. 
**R.** Adapting language choices (TLG 3a4 & 3c1): 
- 4. No standard for kindergarten.

**Interpretive** - Describing and understanding a variety of grade level texts and viewing of multimedia with substantial support.

**Productive** - Using a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word suddenly to signal a change) or to create shades of meaning (e.g., The cat’s fur was as white as snow) while speaking and composing.

## Instructional Implications for Student B:

**K.** Effectively convey ideas. 
**W.** Selecting language resources (TLF 3a4 & 3c1): 
- 4. No standard for kindergarten.

**SL.** Through language. 
**R.** Adapting language choices (TLG 3a4 & 3c1): 
- 4. No standard for kindergarten.

**Interpretive** - Describing and understanding a variety of grade level texts and viewing of multimedia with substantial support.

**Productive** - Using a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word suddenly to signal a change) or to create shades of meaning (e.g., The cat’s fur was as white as snow) while speaking and composing.