### 1st Grade 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:

- **Student B:**
  - Overall ELPAC: Year:
  - Overall Progress Report Scores (EM EX BR) Collaborative: Interpretive: Productive:

<table>
<thead>
<tr>
<th>Conversation Objective (TLF 3a1):</th>
<th>Teacher Prompt (TLF 3b1 &amp; 2):</th>
</tr>
</thead>
</table>

### 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:**

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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):**

<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
</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. EXAMINING AND PROVIDING INSTRUCTIONS (TLF 3b1 &amp; 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social &amp; academic topics. SL.1.1.6; L.1.1.3,6</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and simple phrases.</td>
<td>1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</td>
<td>1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</td>
<td></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 and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. RL.1.1.7-9; RL.1.1.7-9; RL.1.2-3; L.1.3.4,6</td>
<td>6. Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) 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 (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade level texts and viewing of multimedia with light support.</td>
<td></td>
</tr>
<tr>
<td>12. Selecting and using general academic and domain-specific words to add detail (e.g., adding the word scruptious to describe a favorite food, using the word thorax to refer to insect anatomy) while speaking and writing.</td>
<td>12. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.</td>
<td>12. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing.</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Implications for Student A:**

**Instructional Implications for Student B:**
Adapted from work by Zwiers, O’Hara, & Pritchard, 2014