### Student Progress Form 1.0 - Constructive Conversation Student Sample (SPF-CCLS)

#### 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.

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**Student A:**

<table>
<thead>
<tr>
<th>Overall ELPAC: (TLF 3b1)</th>
<th>Year:</th>
<th>Overall Progress Report Scores (EM EX BR) Collaborative:</th>
<th>Interpretive:</th>
<th>Productive:</th>
</tr>
</thead>
</table>

**Student B:**

<table>
<thead>
<tr>
<th>Overall ELPAC:</th>
<th>Year:</th>
<th>Overall Progress Report Scores (EM EX BR) Collaborative:</th>
<th>Interpretive:</th>
<th>Productive:</th>
</tr>
</thead>
</table>

**Conversation Objective (TLF 3a1):**

**Teacher Prompt (TLF 3b1 & 2):**

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**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
## Instructional Implications for Student A:

**Vocabulary and Language Structures to Effectively Select and Apply Varied and Precise Language Resources**

**1. Exchange Information and Ideas (ELD Standards 3b1 & 3b2):**
- **Emerging:** Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and learned phrases.
- **Expanding:** 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.
- **Bridging:** Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, including relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.

**2. Reading View/Closely (ELD Standards 3b5 & 3c1):**
- **Emerging:** Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.
- **Expanding:** Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.
- **Bridging:** 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.

**3. Selecting Language Resources (ELD Standards 3a4 & 3c1):**
- **Emerging:** Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.
- **Expanding:** 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., scurry versus dash) while speaking and writing.
- **Bridging:** Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., he was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.

### Instructional Implications for Student B:

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