### Multilingual and Multicultural Education Department

3rd Grade STUDENT PROGRESS FORM 1.0 - CONSTRUCTIVE CONVERSATION STUDENT SAMPLE (SPF-CCLS)

<table>
<thead>
<tr>
<th>Student A:</th>
<th>Overall ELPAC: (TLF 1b1)</th>
<th>Year:</th>
<th>Overall Progress Report Scores (EM EX BR) Collaborative:</th>
<th>Interpretive:</th>
<th>Productive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B:</td>
<td>Overall ELPAC:</td>
<td>Year:</td>
<td>Overall Progress Report Scores (EM EX BR) Collaborative:</td>
<td>Interpretive:</td>
<td>Productive:</td>
</tr>
</tbody>
</table>

**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:**

April 29, 2019

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

- **vocabulary and language structures to effectively convey ideas:**
  - Use a select number of general academic and domain-specific words to add detail (e.g., adding the word dangerous to describe a place, using the word habitat when describing animal behavior) while speaking and writing.

### Instructional Implications for Student B:

- **vocabulary and language structures to effectively convey ideas:**
  - 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.