### 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: 

### 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.

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**STEP 1—Write a complete transcription of the conversation in this section (Attach additional pages if needed)**

**DATE:**
### Instructional Implications for Student A:

**SL.** to effectively convey ideas. **W.** precise vocabulary and language structures

**C.** language. **RL.** conveyed explicitly and implicitly through informational texts and viewing.

**DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)**

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<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
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**DIMENSION 2: Turns focus on the knowledge or skills of the conversation objective/teacher prompt (TLF3a1 & 4):**

<table>
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### Instructional Implications for Student B:

**EXPANDING**

4. Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.

3. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.

**EMERGING**

1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.

2. Exchange information and ideas with others through oral collaborative conversations on a range of social & academic topics. SL.4, 1.6; L.4, 1.3, 6

**BRIDGING**

1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

### 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.

### Instructional Implications (TLF 1a2, 1b1, & 5a2):

- Refer to the CA ELD Standards and list instructional implications for each student.

### Score and Rationale (TLF 1b1):

- Provide a brief rationale for each dimension.

### STEP 3:

**STEP 1:** Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension

**STEP 2:** Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension

**STEP 3:** Instructional Implications (TLF 1a2, 1b1, & 5a2): Refer to the CA ELD Standards and list instructional implications for each student.

### Dimensions and Standards Alignment (TLF 3a & 3c1):

- Adapting language choices to various contexts (based on task, purpose, audience, and text type). W.4.4-5; SL.4.1.6; L.4.1.3, 6
- Adapting language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.

### Grade Level Text=

- a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support. b) Use knowledge of frequently-used affixes (e.g., un-, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.

### Grade Level Text=

- a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support. b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.

### Grade Level Text=

- a) Use a select number of general academic and domain-specific words to create precision while speaking and writing. b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I’m unhappy.).

### Grade Level Text=

- a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.

### Grade Level Text=

- a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.