Multilingual and Multicultural Education Department

5th Grade STUDENT PROGRESS FORM 1.0 - CONSTRUCTIVE CONVERSATION STUDENT SAMPLE (SPF-CCLS)

| Student A: Overall ELPAC: Year: Overall Progress Report Scores (EM EX BR) Collaborative: Interpretive: Productive: |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| (TLF 1b1)                      |                 |                 |                 |                 |                 |                 |
| Student B: Overall ELPAC: Year: Overall Progress Report Scores (EM EX BR) Collaborative: Interpretive: Productive: |
| (TLF 3a1)                      |                 |                 |                 |                 |                 |                 |

**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 (TLF 3a1 & 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:**

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

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