





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

<b>DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):</b>	
Score	
<b>DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 &amp; 4):</b>	
Score	

**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.

<b>DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)</b>			
<b>A. COLLABORATIVE</b>	<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>
<b>1. Exchanging information and ideas (TLF 3b1 &amp; 3b2):</b> Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.	1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	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.	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.
<b>4. Adapting language choices (TLF 3a4 &amp; 3b2):</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type).	4. Recognize that language choices vary according to social setting with substantial support from peers or adults.	4. Adjust language choices according to purpose, social setting, and audience with moderate support from peers or adults.	4. Adjust language choices according to purpose, task, and audience, with light support from peers or adults.
<b>DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 &amp; 4)</b>			
<b>B. INTERPRETIVE</b>	<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>
<b>6. Reading/viewing closely (TLF 3b2 &amp; 3c1):</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	6. Describe ideas, phenomena, and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	6. Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	6. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
<b>C. PRODUCTIVE</b>	<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>
<b>12. Selecting language choices (TLF 3a4 &amp; 3c1):</b> Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.	12. Use a select number of general academic and domain-specific words to add detail while speaking and writing.	12. Use a growing number of general academic and domain-specific words in order to add detail, create an effect, or create shades of meaning while speaking and writing.	12. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

<p><b>Instructional Implications for Student A:</b></p>	<p><b>Instructional Implications for Student B:</b></p>
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