**Student A**: Carlos Patricio  
**Student B**: Estrella Osuna

**Conversational Objective (TLF 3a1)**: I will analyze how connecting words or phrases link events throughout the text.

**Teacher Prompt (TLF 3b1 & 2)**:  
- What do you know about connecting words or phrases?  
- What kind of words are they? Why do we use them? How do connecting words or phrases link ideas, events, or reasons?

**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 conversational objectives/teacher prompt (TLF 3a1 & 4)

- 4 Half or more of the turns effectively focus on the conversational objective/teacher prompt and show depth or fostering of the intended learning.
- 3 Half or more of the turns sufficiently focus on the conversational objective/teacher prompt, but this focus may be superficial or lack clarity.
- 2 Few turns focus on the conversational objective/teacher prompt.
- 1 Turns do not focus on the conversational objective/teacher prompt.

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

Date: 2/4/16

A: What do you know about connecting words?  
A: They are words that we find in a book.  
B: Why do we use them?  
A: We use them so we can learn.  
B: How do connecting words or phrases link ideas, events, or reasons?  
A: They link ideas like adding them together.  
B: How? How do they do that?  
A: (Student mumbles) - they put them together.  
B: But how do they put them together?  
A: What do you know about connecting words?  
B: Say it

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*September 15, 2015*  
*Adapted from work by Zwiers, O'Hara, & Pritchard, 2014*
### STEP 2 – Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension

#### DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):

<table>
<thead>
<tr>
<th>Score</th>
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#### DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4):

<table>
<thead>
<tr>
<th>Score</th>
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</thead>
</table>

### 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.

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

<table>
<thead>
<tr>
<th>A. COLLABORATIVE</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exchanging information and ideas (TLF 3b1 &amp; 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social &amp; academic topics.</td>
<td>1. Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using short phrases.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>4. Adapting language choices (TLF 3a4 &amp; 3b2): Adapting language choices to various contexts (based on task, purpose, audience, and text type).</td>
<td>4. Recognize that language choices vary according to social setting with substantial support from peers or adults.</td>
<td>4. Adjust language choices according to purpose, social setting, and audience with moderate support from peers or adults.</td>
<td></td>
</tr>
</tbody>
</table>

#### DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 & 4)

<table>
<thead>
<tr>
<th>B. INTERPRETIVE</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Reading/viewing closely (TLF 3b2 &amp; 3c1): Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>C. PRODUCTIVE</td>
<td>EMERGING</td>
<td>EXPANDING</td>
<td>BRIDGING</td>
</tr>
<tr>
<td>12. Selecting language choices (TLF 3a4 &amp; 3c1): Selecting &amp; applying varied and precise vocabulary and language structures to effectively convey ideas.</td>
<td>12. Use a select number of general academic and domain-specific words to add detail while speaking and writing.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### Instructional Implications for Student A:

**Instructional Implications for Student B:**

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