### 1st Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

<table>
<thead>
<tr>
<th>Student A:</th>
<th>Overall CELDT Proficiency Level: L: S: R: W: Date: (TLF 1b1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B:</td>
<td>Overall CELDT Proficiency Level: L: S: R: W: Date:</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 objectives/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:**

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

<table>
<thead>
<tr>
<th>DIMENSION 1</th>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turns build on previous turns to build up an idea (TLF 3b2):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIMENSION 2</th>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 &amp; 4):</td>
<td></td>
<td></td>
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</tbody>
</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):</td>
<td>1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.</td>
<td>1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</td>
<td>1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</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):</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>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. PRODUCTIVE</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Selecting language choices (TLF 3a4 &amp; 3c1):</td>
<td>12. b) Use a select number of general academic and domain-specific words to add detail while speaking and writing.</td>
<td>12. b) 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>12. b) 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.</td>
</tr>
</tbody>
</table>

**Instructional Implications for Student A:**

**Instructional Implications for Student B:**

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