



Multilingual & Multicultural Education Department
3rd Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)



Student A _____ Overall CELDT Proficiency Level: L: _____ S: _____ R: _____ W: _____ Date _____ (TLF 1b1)

Student B: _____ Overall CELDT Proficiency Level: L: _____ S: _____ R: _____ W: _____ Date _____

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: _____

September 15, 2015

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

3rd Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

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):

Score

DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4):

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.

DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)

A. COLLABORATIVE

EMERGING

1. Exchanging information and ideas (TLF 3a1 & 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.
4. Adapting language choices (TLF 3a4 & 3b2): Adapting language choices to various contexts (based on task, purpose, audience, and text type).

EXPANDING

2. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn taking rules, asking relevant questions, affirming others, and adding relevant information.
4. Adjust language choices according to purpose, social setting, and audience with moderate support from peers or adults.

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.
4. Adjust language choices according to purpose, task, and audience, with light support from peers or adults.

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

B. INTERPRETIVE

EMERGING

6. Reading/viewing closely (TLF 3b2 & 3c1): Reading/viewing closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

EXPANDING

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.

BRIDGING

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.

C. PRODUCTIVE

EMERGING

12. Selecting language choices (TLF 3a4 & 3c1): Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.

EXPANDING

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.

BRIDGING

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.

Instructional Implications for Student A:

Instructional Implications for Student B:

September 15, 2015

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



Multilingual & Multicultural Education Department

STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE 2.0 (SPF-CCLS)



Student A _____ Overall CELDT Proficiency Level: L: _____ S: _____ R: _____ W: _____ Date _____ (TLF 1b1)

Student B: _____ Overall CELDT Proficiency Level: L: _____ S: _____ R: _____ W: _____ Date _____

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 a relevant idea(s) (TLF 3b2):

- | | |
|---|--|
| 4 | <ul style="list-style-type: none"> Students create or choose a relevant initial idea(s) that is effectively focused on the prompt and/or learning objective(s) Students meaningfully/consistently clarify idea(s) by paraphrasing, defining and/or elaborating Students fortify ideas using well-connected evidence, examples and/or explanations |
| 3 | <ul style="list-style-type: none"> Students create or choose a relevant initial idea(s) that is sufficiently focused on the prompt and/or learning objective(s) Students adequately clarify idea(s) by paraphrasing, defining and/or elaborating Students fortify ideas using consistent evidence, examples and/or explanations |
| 2 | <ul style="list-style-type: none"> Students create or choose a relevant initial idea(s) that is somewhat focused on the prompt and/or learning objective(s) Students inconsistently clarify idea(s) by paraphrasing, defining and/or elaborating Students inconsistently fortify ideas using loosely connected evidence, examples and/or explanations |
| 1 | <ul style="list-style-type: none"> Students do not create or choose a relevant initial idea(s) that is focused on the prompt and/or learning objective(s) Students do not clarify idea(s) by paraphrasing, defining and/or elaborating Students do not fortify ideas using evidence, examples and/or explanations |

DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4)

- | | |
|---|--|
| 4 | <ul style="list-style-type: none"> Students effectively evaluate the strength/relevance of the evidence of each idea Students effectively compare the strength/relevance and choose the strongest/best idea Students effectively explain and/or negotiate final decisions |
| 3 | <ul style="list-style-type: none"> Students sufficiently evaluate the strength/relevance of the evidence of each idea Students sufficiently compare the strength/relevance and choose the strongest/best idea Students sufficiently explain and/or negotiate final decisions |
| 2 | <ul style="list-style-type: none"> Students inconsistently evaluate the strength/relevance of the evidence of each idea Students inconsistently compare the strength/relevance and choose the strongest/best idea Students inconsistently explain and/or negotiate final decisions |
| 1 | <ul style="list-style-type: none"> Students do not evaluate the strength/relevance of the evidence of each idea Students do not compare the strength/relevance and choose the strongest/best idea Students do not explain and/or negotiate final decisions |

STEP 1 – Write a complete transcription of the conversation in this section (Attach additional pages if needed)
COMPLETE TRANSCRIPTION OF CONVERSATION ON THIS FORM. ATTACH ADDITIONAL PAGES IF NEEDED.

DATE:

September 15, 2015

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



Multilingual & Multicultural Education Department



STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE 2.0 (SPF-CCLS)

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

DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):

Score

DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4):

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.

Instructional Implications for Student A:

Instructional Implications for Student B:

September 15, 2015

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



STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)



OOAT (USE FOR LESSONS 10, 15 & 20) Front of Document

Student Name: _____

Date: _____

Overall CELDT Proficiency Level: _____

L: _____ S: _____ R: _____ W: _____

ELD/Language Objective: _____

Complex Prompt: _____

STEPS:

1. Write or attach an oral language sample and 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.

DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:

- 4 First sentence clearly helps listeners understand what the idea will be
- 3 First sentence satisfactorily helps listeners understand what the idea will be, with some lack of clarity
- 2 First sentence vaguely gives listeners and idea of what the idea will be
- 1 First sentence is unclear

DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:

- 4 Next sentences effectively clarify and/or use evidence to support the first sentence
- 3 Next sentences satisfactorily clarify and/or use evidence to support the first sentence, with some lack of clarity
- 2 Next sentences vaguely clarify and/or use evidence to support the first sentence
- 1 Next sentences do not clarify and/or use evidence to support the first sentence

DIMENSION 3 Sentences are logically organized and connected:

- 4 Sentences are effectively organized and connected (e.g., using transitions)
- 3 Sentences are satisfactorily organized and connected (e.g., using transitions), with some lack of clarity
- 2 Sentences are somewhat organized and connected (e.g., using transitions) with a lack of clarity
- 1 Sentences are not organized nor connected (e.g., using transitions)

STEP 1 – Write what a student expresses in response to a complex prompt in this section . (Attach additional pages if needed.)

ber 29, 2016

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

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Multilingual & Multicultural Education Department
STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)



OOAT (USE FOR LESSONS 10, 15 & 20) Back of Document

STEP 2 – Score and Rationale: Provide a brief rationale for each dimension.

DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:

Score

DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:

Score

DIMENSION 3 Sentences are logically organized and connected:

Score

STEP 3 – Instructional Implications: Refer to the CA ELD Standards and list instructional implications for each student.

GUIDING QUESTIONS - Consider the language the student produced: What is the student able to do? How did the student address each dimension? What instruction does the student need to progress? What prompts or models might I consider?

Instructional Implications for Student:

November 29, 2016

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



Multilingual & Multicultural Education Department
STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)



WOAT (USE FOR LESSONS 11, 16 & 21) Front of Document

Student Name: _____

Date: _____

Overall CELDT Proficiency Level: _____

L: _____ S: _____ R: _____ W: _____

ELD/Language Objective: _____

Complex Prompt: _____

STEPS:

1. Write or attach a writing sample and 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.

DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:

- 4 First sentence clearly helps listeners understand what the idea will be
- 3 First sentence satisfactorily helps listeners understand what the idea will be, with some lack of clarity
- 2 First sentence vaguely gives listeners and idea of what the idea will be
- 1 First sentence is unclear

DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:

- 4 Next sentences effectively clarify and/or use evidence to support the first sentence
- 3 Next sentences satisfactorily clarify and/or use evidence to support the first sentence, with some lack of clarity
- 2 Next sentences vaguely clarify and/or use evidence to support the first sentence
- 1 Next sentences do not clarify and/or use evidence to support the first sentence

DIMENSION 3 Sentences are logically organized and connected:

- 4 Sentences are effectively organized and connected (e.g., using transitions)
- 3 Sentences are satisfactorily organized and connected (e.g., using transitions), with some lack of clarity
- 2 Sentences are vaguely organized and connected (e.g., using transitions), with some lack of clarity
- 1 Sentences are not organized or connected and lack clarity

STEP 1 – Analyze and attach student writing in response to a complex prompt.

September 18, 2016

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



Multilingual & Multicultural Education Department
STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)



WOAT (USE FOR LESSONS 11, 16 & 21) Back of Document



STEP 2 – Score and Rationale: Provide a brief rationale for each dimension.

DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:

Score

DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:

Score

DIMENSION 3 Sentences are logically organized and connected:

Score

STEP 3 – Instructional Implications: Refer to the CA ELD Standards and list instructional implications for each student.

GUIDING QUESTIONS - Consider the language the student produced: What is the student able to do? How did the student address each dimension? What instruction does the student need to progress? What prompts or models might I consider?

Instructional Implications for Student:

November 18, 2016

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