E.L.D. CONVERSATION RUBRIC

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	0	1 Emerging	2 Expanding (Early)	3 Expanding (Exit)	4 Bridging
Conversation Discourse Skills	Student doesn't respond, or only repeats a modeled word or phrase.	Student shares one short answer with a peer in a highly structured task. There is no extended conversation. *Sometimes* looks, leans, listens during partner conversations.	Student shares one idea with a peer in a sentence or two. There is rarely an extended conversation. *Frequently* looks, leans, listens during partner conversations.	Student collaborates to converse with 3-4 exchanges on topic. Examples of exchanges: • Elaborate • Ask/answer questions • Agree/disagree • Build on an idea	Student collaborates to converse with 5+ exchanges on topic. Exchanges as in previous column, or may also include: • Support with evidence • Paraphrase • Synthesize
Expression of Academic Ideas		Expresses ideas on *familiar* topics based on personal knowledge with <u>substantial</u> teacher support (e.g., model answer, choral repetition, linguistic frames, and word bank).	Expresses ideas, needs opinions and responds to questions on social and *academic* topics with <u>substantial</u> teacher support (e.g., model answer, linguistic frames, and word bank).	Expresses ideas, feelings, opinions, evidence and answers to questions about *grade-level academic* content with <u>moderate</u> teacher support (e.g., varied linguistic frames or word banks).	Expresses *increasingly complex* ideas and engage in collaborative conversations across *all content areas* with <u>occasional</u> scaffolds and support.
Vocabulary		Uses very limited vocabulary. Relies on substantial teacher support to use many basic words. Numerous word choice confusions. (e.g. his/her)	Uses familiar and general vocabulary. May use some precise vocabulary with <u>substantial teacher support.</u> Some word choice confusions.	Uses familiar vocabulary and some general and domain-specific academic words appropriate for audience and purpose <u>with moderate teacher support.</u> Few or no word choice confusions.	Uses precise vocabulary including general academic and domain-specific vocabulary appropriate for audience and purpose with <u>minimal</u> teacher support. Few or no word choice confusions.
Sentence Sense		Speaks in *words and phrases* independently, or simple sentences that are familiar or supported with modeling and a linguistic frame.	Uses *simple sentences* independently and *complex sentences with familiar connectives* (e.g. and, because, but, or) when supported with a linguistic frame.	Independently uses some *complex sentences with familiar connectives* (e.g. and, because, but, or). With moderate support, uses more complex and varied sentence structures.	Independently uses a *variety of sentence types* appropriate for the task and purpose.

ELD CONVERSATION RUBRIC DIRECTIONS

1. **Choose a Task–** Choose a conversation task for the focus of this assessment. Make it a higher-order thinking task that is central to your teaching such as peer conversations about reading or problem solving. A 4th grade teacher, for example, chooses to have students discuss inferences about a character and justify their thinking with text evidence. She engages students in this conversation routine about different texts and characters over the course of two weeks.

2. **Choose a Conversation Skill–**Choose one row of the rubric (discourse, expression, vocabulary or sentence sense) that is your top priority to teach, and understand about students right now. For example, score for discourse the first time you use the rubric.

3. **Focus on a Few Students–** Make a copy of your class list. Write the conversation skill you will listen for (e.g. Discourse) at the top of the page. Each time you engage students in the pair share routine, listen closely to a few students and choose the rubric success criteria that each demonstrates in the conversation. Note a 0-4 score next to each student's name. Continue this process across one or two weeks until you have heard every student in conversation during your instruction.

4. **Reflect–** What strengths do students demonstrate in their conversations? What are your instructional priorities to take their conversations to the next level? What scaffolds will you add or remove to advance student conversations?

5. **Repeat with Different Tasks–** Use the class list you marked in step 3 to score students again as they engage in DIFFERENT conversation tasks on DIFFERENT topics. Write the new score in a new color next to the previous score. How do student conversations change across tasks and topics? Which types of tasks and topics elicit the best conversations? Which are the most challenging for students? How will you build on strengths to advance student conversations across your curriculum?

COLLABORATE TO CALIBRATE SCORING
- *Purpose:* build shared understandings of what success looks like and where students are currently performing relative to that goal.
- *Directions:* Bring 3-4 filmed or transcribed conversations to your next meeting. Score each individually then compare scores. Justify your scoring with evidence from the conversation and the rubric. Discuss until all agree on a score within one point. Honor disagreement and listen to understand. Your discussion with colleagues is the most valuable part of this process!