#  ***LISTENING STAGE ONE: BASIC PROFICIENCY***

***NOTE:*** ***These Benchmarks are to be used in an age/grade-appropriate context***.

**B 1 Developmental:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** |  No |  Notes/Comments |
| Understands a very limited number of common individual words in a predictable context.Understands a very limited number of simple phrases in a predictable context. | **[ ]** **[ ]**  | **[ ]** **[ ]**  |  |
| Responds to basic greetings. | **[ ]**  | **[ ]**  |  |
| Follows simple instructions that depend on gestures. | **[ ]**  | **[ ]**  |  |
| Needs extensive assistance such as explanation, demonstrations, etc. | **[ ]**  | **[ ]**  |  |

**B 2 Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** |  No |  Notes/Comments |
| Responds to simple personal information questions relatedto the immediate context.Follows simple commands or directions related to the immediate context. |  **[ ]**  **[ ]**  |  **[ ]**  **[ ]**  |  |
| Struggles to understand simple instructions without clear clues about the context. | **[ ]**  | **[ ]**  |  |
| Needs frequent assistance. | **[ ]**  | **[ ]**  |  |
| Follows questions related to personal experience.Reacts appropriately to an increasing number of common classroom instructions. | **[ ]** **[ ]**  | **[ ]** **[ ]**  |  |

**B 3 Accomplished:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** |  No |  Notes/Comments |
| Follows simple discussions on topics of immediate personal relevance, at times with considerable effort. |  **[ ]**  |  **[ ]**  |  |
| Recognizes topics by familiar words.Recognizes topics by familiar phrases. | **[ ]** **[ ]**  | **[ ]** **[ ]**  |  |
| Follows simple short direct questions. | **[ ]**  | **[ ]**  |  |
| Understands common classroom instructions related to the context.Understands common classroom directions related to the context. | **[ ]** **[ ]**  | **[ ]** **[ ]**  |  |
| Requests repetition often. | **[ ]**  | **[ ]**  |  |

##  ***LISTENING STAGE TWO: INTERMEDIATE PROFICIENCY***

***NOTE:*** ***These Benchmarks are to be used in an age/grade-appropriate context***.

**I 1 Developmental:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** |  No |  Notes/Comments |
| Follows, with some effort, the gist of oral communicationin moderately demanding situations. |  **[ ]**  |  **[ ]**  |  |
| Understands direct questions about personal experience and familiar topics.Understands short sets of common daily instructions.Understands routine announcements. | **[ ]** **[ ]** **[ ]**  | **[ ]** **[ ]** **[ ]**  |  |
| Understands a range of common vocabulary. | **[ ]**  | **[ ]**  |  |
| Requests repetition frequently. | **[ ]**  | **[ ]**  |  |

**I 2 Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** |  No |  Notes/Comments |
| Understands important details in discussions involving classroom activities.Understands main points in discussions involving home activities. |  **[ ]** **[ ]**  |  **[ ]** **[ ]**  |  |
| Follows most discussions on familiar topics at normalrate of speech. | **[ ]**  | **[ ]**  |  |
| Understands a range of common vocabulary. | **[ ]**  | **[ ]**  |  |
| Understand short sets of instructions and directions. | **[ ]**  | **[ ]**  |  |
| Sometimes requires slower speech, repetitionsand rewording. | **[ ]**  | **[ ]**  |  |

**I 3 Accomplished:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** |  No |  Notes/Comments |
| Comprehends main points, details, and speaker’s purpose,in most common classroom context.Understands main points and details in most commondiscussions about home and family. |  **[ ]**  **[ ]**  |  **[ ]**  **[ ]**  |  |
| Comprehends an expanded range of concrete language.Understands some abstract and conceptual language. | **[ ]** **[ ]**  | **[ ]** **[ ]**  |  |
| Is beginning to determine mood, attitude, and feelings. | **[ ]**  | **[ ]**  |  |
| Understands sufficient vocabulary and “common” expressions to follow stories and descriptions. | **[ ]**  | **[ ]**  |  |
| Has difficulty following rapid speech by native speakers. | **[ ]**  | **[ ]**  |  |

###  ***LISTENING STAGE THREE: ADVANCED PROFICIENCY***

***NOTE:*** ***These Benchmarks are to be used in an age/grade-appropriate context***.

**A 1 Developmental:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** |  No |  Notes/Comments |
| Obtains information for important tasks by listening to 15to 30-minute discussion in some demanding contexts of language use. | **[ ]**  |  **[ ]**  |  |
| Grasps the meaning of discussion in order to summarize key points and important details. | **[ ]**  | **[ ]**  |  |
| May miss some details in a discussion and may becomeLost. | **[ ]**  | **[ ]**  |  |
| May have difficulty understanding verbal humour.May have difficulty understanding cultural references. | **[ ]** **[ ]**  | **[ ]** **[ ]**  |  |

**A 2 Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** |  No |  Notes/Comments |
| Obtains information for important tasks by listening to 15to 30-minute discussion in some demanding contexts of language use. |  **[ ]**  |  **[ ]**  |  |
| Follows most discussions on topics of general interest, delivered at a normal rate of speed. | **[ ]**  | **[ ]**  |  |
| Occasionally misses a topic shift or other transition. | **[ ]**  | **[ ]**  |  |
| Understands a broad range of factual and expressive oral language in the classroom setting.Understands a broad range of factual and expressive oral language in the home settings. | **[ ]** **[ ]**  | **[ ]** **[ ]**  |  |
| Sometimes has difficulty interpreting culturally basedverbal humour, especially when spoken at a rapid rate. | **[ ]**  | **[ ]**  |  |
| Has an adequate listening/interpreting skill to satisfy most school, social, and family-related situations. | **[ ]**  | **[ ]**  |  |

**A 3 Accomplished:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** |  No |  Notes/Comments |
| Competently and fluently interprets all spoken language ina broad variety of demanding contexts. |  **[ ]**  |  **[ ]**  |  |
| Follows long stretches of oral discussion with complex language. | **[ ]**  | **[ ]**  |  |
| Understands most stated and unstated information in a discussion. | **[ ]**  | **[ ]**  |  |
| Critically evaluates most aspects of oral discussion. | **[ ]**  | **[ ]**  |  |