



## Listening Rubric – Division 1

For each skill listed below, read the three statements and select the one that best describes this student's current level of performance for listening. Use this information to determine a starting point for choosing strategies and supports the student will need to be successful.

Proficient = universal strategies and supports  
Approaching proficiency = targeted strategies and supports  
Limited = specialized strategies and supports

Listening	Proficient	Approaching proficiency	Limited
Attends to speaker	<input type="checkbox"/> Follows established classroom courtesies; e.g., waits for speaker to finish talking, looks at speaker.	<input type="checkbox"/> Acknowledges the speaker through appropriate eye contact and appropriate verbal responses when called upon.	<input type="checkbox"/> With prompts, is beginning to focus on the speaker.
Demonstrates interest	<input type="checkbox"/> Demonstrates interest in what is being said by asking questions, making comments and responding to ideas.	<input type="checkbox"/> Demonstrates attention to what is being said through facial expressions and responses.	<input type="checkbox"/> Is beginning to demonstrate initial awareness of what is being said through facial expressions and gestures.
Understands vocabulary	<input type="checkbox"/> Demonstrates understanding of a variety of descriptive and subject-specific vocabulary.	<input type="checkbox"/> Demonstrates understanding of a range of general and descriptive vocabulary.	<input type="checkbox"/> With visual supports, is beginning to demonstrate understanding of a small number of familiar words.
Understands sentences	<input type="checkbox"/> Demonstrates understanding of the main idea in compound and complex sentences on both familiar and unfamiliar topics.	<input type="checkbox"/> Demonstrates understanding of the gist of simple sentences on familiar topics.	<input type="checkbox"/> Is beginning to demonstrate understanding of single, familiar words used in sentences.
Follows directions	<input type="checkbox"/> Follows multistep oral directions related to both familiar and unfamiliar tasks.	<input type="checkbox"/> Follows two-step oral directions related to familiar tasks.	<input type="checkbox"/> With models and prompts, is beginning to follow one-step oral (or visual/signed) directions related to familiar tasks.
Understands questions	<input type="checkbox"/> Demonstrates understanding of open-ended questions about familiar topics.	<input type="checkbox"/> Demonstrates understanding of basic questions (what, when, where, who, how many) related to familiar topics.	<input type="checkbox"/> With models and prompts, is beginning to demonstrate understanding of basic questions.
Asks for clarification	<input type="checkbox"/> Clarifies understanding by asking specific questions.	<input type="checkbox"/> Requests more information using familiar phrases.	<input type="checkbox"/> Is beginning to use gestures or single words to request information, questions or statements to be repeated.