



Listening Rubric – Division 2

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"/> Applies established classroom courtesies; e.g., waits for speaker to finish talking, looks at speaker, nods head, paraphrases what is said.	<input type="checkbox"/> Acknowledges the speaker through appropriate eye contact, body language and verbal responses.	<input type="checkbox"/> With prompts, is beginning to make eye contact and respond to the speaker.
Demonstrates interest	<input type="checkbox"/> Demonstrates interest in what is being said by asking pertinent questions and summarizing spoken messages.	<input type="checkbox"/> Demonstrates interest in what is being said by asking simple questions and/or paraphrasing spoken messages.	<input type="checkbox"/> When called upon, is beginning to demonstrate awareness of what is being said through verbal responses or gestures.
Understands vocabulary	<input type="checkbox"/> Demonstrates understanding of a varied range 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 descriptive single words.
Understands sentences	<input type="checkbox"/> Demonstrates understanding of combined ideas, information and opinions in a variety of sentence structures.	<input type="checkbox"/> Demonstrates understanding of the information presented in simple and compound sentences.	<input type="checkbox"/> With prompts, is beginning to demonstrate understanding of an idea in a simple sentence.
Follows directions	<input type="checkbox"/> Summarizes and follows multistep oral directions related to individual and group tasks.	<input type="checkbox"/> Restates and follows two-step oral directions related to individual and group tasks.	<input type="checkbox"/> With prompts, is beginning to follow one-step oral directions paired with visuals.
Understands questions	<input type="checkbox"/> Demonstrates understanding of open-ended and focused questions used to explore and investigate familiar and unfamiliar topics.	<input type="checkbox"/> Demonstrates understanding of directed questions that prompt or guide exploration of familiar and unfamiliar topics.	<input type="checkbox"/> With support, is beginning to demonstrate understanding of simple questions that address what, who, when and where.
Asks for clarification	<input type="checkbox"/> Clarifies and reinforces understanding by asking focused questions.	<input type="checkbox"/> Seeks clarification when needed by asking basic questions.	<input type="checkbox"/> Is beginning to use gestures, signs or simple words to request more information.