



Listening Rubric – Division 3

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"/> Consistently practises established classroom courtesies; e.g., makes eye contact, nods head, asks meaningful and relevant questions, paraphrases what is said, demonstrates awareness of the speaker's ideas.	<input type="checkbox"/> Engages with the speaker, using appropriate eye contact, verbal responses that include questions and comments, and waiting for the speaker to finish.	<input type="checkbox"/> With prompts, is beginning to make eye contact, and respond to and ask questions of the speaker.
Demonstrates interest	<input type="checkbox"/> Demonstrates interest in what is being said by asking probing questions, providing feedback with responses and paraphrasing spoken messages.	<input type="checkbox"/> Demonstrates interest in what is being said through structured participation, such as asking prepared questions.	<input type="checkbox"/> Is beginning to demonstrate some awareness of what is being said by selecting and using a structured response to a question.
Understands vocabulary	<input type="checkbox"/> Demonstrates understanding of a varied range of descriptive, informative and creative vocabulary.	<input type="checkbox"/> Demonstrates understanding of some informative and descriptive vocabulary.	<input type="checkbox"/> With visual supports, is beginning to demonstrate understanding of a small number of informative words or phrases.
Understands sentences	<input type="checkbox"/> Demonstrates understanding of information, ideas, perspectives and opinions in a variety of sentence structures.	<input type="checkbox"/> Demonstrates understanding of the main idea 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 a variety of multistep oral directions related to a range of individual and group tasks and responsibilities.	<input type="checkbox"/> With prompts, restates and follows multistep oral directions related to individual and group tasks.	<input type="checkbox"/> With support, is beginning to repeat and follow two-step oral directions related to individual or group tasks.
Understands questions	<input type="checkbox"/> Demonstrates understanding of open-ended and focused questions that elicit feedback, ideas, information and opinions, and extend understanding.	<input type="checkbox"/> Demonstrates understanding of focused questions that elicit information and ideas.	<input type="checkbox"/> With prompts, is beginning to demonstrate understanding of simple questions that elicit information or ideas.
Asks for clarification	<input type="checkbox"/> Extends and clarifies understanding by using exploratory questions and reinforcing statements.	<input type="checkbox"/> Clarifies understanding by repeating information and using focused questions to elicit additional ideas.	<input type="checkbox"/> With support, is beginning to request clarification by using basic questions.