

Test item number
 Mark + if correct, – if incorrect
 CASAS competencies addressed ►

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	

TO USE AS A CHECKLIST:

1. Review test results. At top, mark items + or – .
2. Highlight dots for items answered correctly or incorrectly, depending on overall test performance.
3. At left, check standards frequently missed to target in instruction. Compare to total* times standard appears.

(Use Competency Matrix to assess performance by competency.)

Total*	Content Standard	Listening Item Type ►	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	L1 Phonology																															
30	L1.1 Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
30	L1.2 Recognize words and sounds when they are modified by adjacent sounds (e.g. final “s”: walks [s] vs. plays [z]; final “- ed”: walked [t] vs. played [d])	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
30	L1.3 Distinguish individual words in connected speech	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
30	L1.4 Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	L2 Vocabulary																															
2	L2.1 Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)	1																														
6	L2.2 Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated	2																														
11	L2.3 Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)	2	•																													
25	L2.4 Comprehend simple words, phrases, and simple idioms drawn from life skill topics (e.g., shopping, housing, health, transportation, employment)	3	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Item Type: 1 Picture prompt; 2 Comprehension question; 3 Predict next line of dialogue; 4 Identify true statement based on prompt. For further explanation see Test Administration Manual.

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		Mark + if correct, – if incorrect																															
	L3	Grammar																															
30	L3.1	Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to need, to have, can)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
30	L3.2	Recognize pronouns and follow pronouns across a statement (e.g., <i>Carlos lives with his mother.</i>)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
20	L3.3	Recognize contracted forms	•	•	•	•				•			•		•		•	•	•			•	•	•	•	•	•	•	•	•	•	•	
4	L3.4	Recognize imperative constructions									•						•									•				•			
10	L3.5	Recognize negative constructions																•	•	•	•			•		•	•	•	•	•	•	•	
19	L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements											•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	
7	L3.7	Recognize noun plurals			•					•			•				•				•	•								•			
14	L3.8	Recognize the possessive form of nouns and pronouns	•					•				•	•	•		•	•	•			•	•	•	•					•	•	•		
14	L3.9	Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)			•			•	•		•			•			•		•		•			•			•	•	•	•	•	•	
1	L3.10	Comprehend comparative forms of adjectives (e.g., faster, fastest)																•															
	L4	General Discourse																															
4	L4.1	Comprehend simple learned social exchanges												•							•								•			•	
25	L4.2	Comprehend simple conversations	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
3	L4.3	Comprehend simply expressed states and feelings	•											•						•													
4	L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)														•		•		•	•												
	L5	Informational Discourse																															
1	L5.1	Comprehend short emergency warnings and commands (e.g., Stop! Wait!)																				•											
1	L5.3	Comprehend brief non-face-to-face messages or announcements (e.g., <i>The store will close in ten minutes.</i>)																				•											
8	L5.4	Comprehend simple single-step instructions, explanations, and directions (e.g., <i>Turn off the lights. Put the boxes in the back.</i>)			•		•					•						•									•			•	•	•	
	L6	Strategies and Critical Thinking																															
10	L6.1	Identify the topic, main idea, or gist, of brief discourse or information	•	•	•	•	•	•	•	•	•	•																					

Life and Work Listening Form 81L

STUDENT PERFORMANCE BY CONTENT STANDARD

			Test item number																														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
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9	L6.2	Listen for simple specific details of brief discourse (e.g., <i>What time will the train leave?</i>)												•	•	•	•	•	•	•	•												
11	L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)																					•	•	•	•	•	•	•	•	•	•	•

FOR INSTRUCTOR USE ONLY

Summary of CASAS competencies covered on Form 81L										Number in parentheses shows the number of test items addressing the competency, if more than one.																								
0.1.2 (10)	0.2.1 (4)	1.1.4	1.8.1	2.1.8	2.6.1	3.1.2	3.5.9	4.5.1	4.6.1 (2)	0.1.3	0.2.4 (2)	1.1.6	1.9.2	2.2.3	2.8.4	3.1.3	3.6.1 (2)	4.6.5 (3)	0.1.4	1.2.8 (2)	1.9.9 (2)	2.3.1	3.6.3 (2)	4.7.3	0.1.5	1.2.9 (4)	2.3.2 (2)	4.8.1 (2)	0.1.7 (3)	1.4.2	4.8.3 (4)	0.1.8 (2)	1.4.7	4.8.4
<i>Refer to Competency Matrix for detailed information on competency coverage.</i>																																		