Form 85L Life and Work Listening – Level C

STUDENT PERFORMANCE BY CONTENT STANDARD

Name of Examinee	(or Class)
Name of Examinee	(Ul Class)

Test Item Correlation to CASAS Listening Content Standards

Date

		Test item number	î 1	2	3	4	5	6	7	8	9	10 1	1 12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29 (30 3
		Mark + if correct, - if incorrec CASAS competencies addressed l	-																										<u> </u>	_	
. Revie . Highl test pe . At lef total*	ew test resight dots erformance, t, check s times sta	CHECKLIST: ults. At top, mark items + or for items answered correctly or incorrectly, depending on overall e. tandards frequently missed to target in instruction. Compare to ndard appears. Matrix to assess performance by competency.) Content Standard Listening Item Type	2 4.6.1, 1.2.9, 4.6.4	4.3.2, 3.6.4,	4.3.2, 4.6.1,	N 1.3.1, 1.2.3, 1.6.5	0 4.3.2, 4.6.1	2.8.6	4.4.4, 4.4.5,	4.2.1, 4.6.5,		0.1.8, 1.2.8		0.1.8, 1.4.7		ω 0.1.7, 0.1.2		5.1.1,	2.1.7, 2.8.9		5.1.4, 0.1.2	3.3.1, 3.6.3, 3.6.4, 2.1		4 2.5.8, 5.7.1, 5.6.1	3.6.3,	4 2.3.1, 2.2.3, 0.1.2	4.3.3, 4.3.2, 0.1.3	4 1.8.4, 1.8.6, 1.9.5	3.6.4, 3.5.	2.1.7, 1.4.2	4.4.5, 4.5.1, 4.6.5
	L1	Phonology																													
7	L1.7	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation car change I don't believe it! from an expression of skepticism to an exclamation of surprise.)	1				•	•				•		•									•				•				
	L2	Vocabulary																													
18	L2.8	Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics	•	•		•	•	•			•		•	•		•	•	•					•	•	•	•	•			•	
11	L2.9	Comprehend specialized vocabulary (e.g., technical, academic)		•			•			•							•	•			•	•		•			•	•	•		
	L3	Grammar																													
6	L3.11	Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)	•	,	•	•			•									•			•									Ī	Ī
10	L3.13	Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)	l	•		•	•		•	•			•			•					•	•								•	
1	L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)																					•								
	L4	General Discourse																													
3	L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)											•									•								•	

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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		Test item number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15 1	6 1	7 1	8 10	20) 21	22	23	24	25	26	27 ′	28 29	30	31
			1		5	+	"	0		0	2	10	11	14	13	14	1.0	10 1	/ 1	0 13	/ 20	<i>J</i> ∠ I	. 22	23	24	23	20	21 2	20 29	130	51
	1	Mark + if correct, - if incorrect	-																									\vdash	+	+-	_
1	L4.6	Comprehend extended conversations		•																											
4	L4.8	Recognize fillers and place holders in speech (e.g., Um, You know, Like)				•		•				•													•						
2	L4.9	Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)																					•	,							•
	L5	Informational Discourse																													
5	L5.5	Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)	•											•			•										•			•	
3	L5.6	Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)		•	•		•																								
6	L5.7	Comprehend instructions or requests given tentatively or indirectly (e.g., Why don't you? You may want to)									•			•		•		•				•	,				•				
	L6	Strategies and Critical Thinking																													
8	L6.1	Identify the topic, main idea, or gist of brief discourse or information							•													•	,	•		•		•	•	•	,
6	L6.2	Listen for simple specific details of brief discourse (e.g., What time will the train leave?)	•		•	•		•		•															•						
12	L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)									•	•	•	•	•	•	•	•	•	•	•	•									
1	L6.8	Identify the main idea or topic of extended discourse		•																											
1	L6.9	Listen for complex detail or several details in extended discourse (e.g., What are the reasons for the company's new policy?)					•																								

FOR INSTRUCTOR USE ONLY

0.1.2(6)	1.2.3	1.6.5	2.1.7(2)	2.5.8	3.1.2	3.6.3 (5)	4.1.6	4.6.1 (4)	5.1.1	5.6.1
0.1.3	1.2.8	1.8.4	2.1.8(2)	2.8.6	3.1.3	3.6.4 (6)	4.2.1	4.6.4	5.1.4	5.7.1
0.1.7	1.2.9	1.8.6	2.2.3	2.8.9	3.3.1		4.3.2 (4)	4.6.5 (3)		
0.1.8(4)	1.3.1	1.9.5	2.3.1		3.5.9(3)		4.3.3	4.7.3 (2)		
	1.4.2(2)		2.3.2				4.4.3	4.8.1		
	1.4.3						4.4.4	4.8.2		
	1.4.5						4.4.5 (2)	4.8.3		
	1.4.7(2)						4.5.1	4.8.4(2)		