

CASAS Listening Basic Skills Content Standards by Instructional Level

Categories

- L1 Phonology
- L2 Vocabulary
- L3 Grammar
- L4 General Discourse
- L5 Informational Discourse
- L6 Strategies and Critical Thinking

Key to NRS ESL Educational Functioning Levels

- 1 Beginning Literacy
- 2 Beginning Low
- 3 Beginning High
- 4 Intermediate Low
- 5 Intermediate High
- 6 Advanced

CS#	Content Standard	NRS Level CASAS Level	ESL										
			1 A	2 A	3 A	4 B	5 B	6 C					
L1	Phonology												
L1.1	Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)		•	•	•								
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])		•	•	•								
L1.3	Distinguish individual words in connected speech		•	•	•								
L1.4	Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)		•	•	•								
L1.5	Recognize reduced forms of words and phrases (e.g., <i>gonna, gimme; Did you/Didja, twenty/twenny</i>)					•	•						
L1.6	Recognize location of stress in multi-syllable words (e.g., <i>My áddress is 312 Date Street. vs. Please addréss this envelope.</i>)						•	•					
L1.7	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change <i>I don’t believe it!</i> from an expression of skepticism to an exclamation of surprise.)							•	•	•			
L2	Vocabulary												
L2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)		•	•	•								
L2.2	Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated		•	•	•								
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)		•	•	•	•	•						
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)		•	•	•	•	•						
L2.5	Comprehend homonyms in context (e.g., <i>There’s a <u>hole</u> in the bag. / Get a <u>whole</u> bag.</i>)				•	•	•	•					
L2.6	Comprehend words changed by prefixes, suffixes, etc. (e.g., <i>happy/unhappy; govern, government</i>)				•	•	•	•					
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues				•	•	•	•					

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		CASAS Level	A	A	A	B	B	C	D
L2.8	Comprehend a wide range of vocabulary such as synonyms (e.g., <i>doctor</i> vs. <i>physician</i>), precise terminology (e.g., <i>home</i> vs. <i>duplex apartment</i>), phrasal verbs and idioms (e.g., <i>to be late</i> vs. <i>running behind schedule</i>) on a variety of topics							•	•
L2.9	Comprehend specialized vocabulary (e.g., technical, academic)							•	•
L3	Grammar								
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)		•	•	•				
L3.2	Recognize pronouns and follow pronouns across a statement (e.g., <i>Carlos lives with his mother.</i>)		•	•	•				
L3.3	Recognize contracted forms		•	•	•	•			
L3.4	Recognize imperative constructions		•	•	•	•			
L3.5	Recognize negative constructions		•	•	•	•			
L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements		•	•	•	•			
L3.7	Recognize noun plurals		•	•	•	•			
L3.8	Recognize the possessive form of nouns and pronouns			•	•	•			
L3.9	Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)				•	•	•		
L3.10	Comprehend comparative forms of adjectives (e.g., faster, fastest)				•	•	•		
L3.11	Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., <i>first, then, however, it's important that, well, anyway, that being said, etc.</i>)					•	•	•	•
L3.12	Comprehend comparative forms of adverbs (e.g., <i>more quickly, the most quickly</i>)						•	•	
L3.13	Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)						•	•	•
L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)						•	•	•
L4	General Discourse								
L4.1	Comprehend simple learned social exchanges		•	•	•				
L4.2	Comprehend simple conversations		•	•	•	•			
L4.3	Comprehend simply expressed states and feelings		•	•	•	•			
L4.4	Comprehend abbreviated forms of speech (e.g., <i>Want some?</i>)				•	•			
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)				•	•	•	•	
L4.6	Comprehend extended conversations					•	•	•	
L4.7	Comprehend extended social narrative (e.g., a description of weekend activities)						•	•	
L4.8	Recognize fillers and place holders in speech (e.g., <i>Um, You know, Like</i>)						•	•	
L4.9	Comprehend communicative function of speech (e.g., polite disagreement: <i>Do you really think so?</i>)						•	•	•

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L4.10	Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)						•	•	•
L4.11	Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)						•	•	•
L4.12	Understand humor, jokes, irony						•	•	•
L5	Informational Discourse								
L5.1	Comprehend short emergency warnings and commands (e.g., <i>Stop! Wait!</i>)	•	•						
L5.2	Comprehend brief messages (e.g., <i>Your husband called. Ms. Garcia wants to see you right away.</i>)		•	•	•				
L5.3	Comprehend brief non-face-to-face messages or announcements (e.g., <i>The store will close in ten minutes.</i>)		•	•	•				
L5.4	Comprehend simple single-step instructions, explanations, and directions (e.g., <i>Turn off the lights. Put the boxes in the back.</i>)		•	•	•				
L5.5	Comprehend multi-step instructions and directions (e.g., <i>Turn off the lights when you leave and lock the door.</i>)					•	•	•	
L5.6	Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)						•	•	•
L5.7	Comprehend instructions or requests given tentatively or indirectly (e.g., <i>Why don't you ...? You may want to...</i>)							•	•
L5.8	Comprehend essential points of topics of special interest (e.g., lectures, speeches, presentations in order to summarize or take notes)								•
L5.9	Comprehend details of descriptive and factual material in narrative form (e.g., lectures, business presentations)								•
L5.10	Comprehend detailed non-face-to-face communication in a wide range of contexts (e.g., teleconferences, recorded lectures, workplace instructions)								•
L6	Strategies and Critical Thinking								
L6.1	Identify the topic, main idea, or gist of brief discourse or information				•	•	•	•	
L6.2	Listen for simple specific details of brief discourse (e.g., <i>What time will the train leave?</i>)				•	•	•	•	
L6.3	Make inferences from simple statements or conversation				•	•	•		
L6.4	Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.)				•	•	•	•	•
L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)				•	•	•	•	•
L6.6	Demonstrate understanding of hypothetical situations (e.g., <i>You are a patient. What do you say to the doctor?</i>)					•	•	•	•
L6.7	Determine when clarification is necessary						•	•	•
L6.8	Identify the main idea or topic of extended discourse						•	•	•
L6.9	Listen for complex detail or several details in extended discourse (e.g., <i>What are the reasons for the company's new policy?</i>)							•	•
L6.10	Make inferences and predictions and draw conclusions from lengthy or complex information							•	•
L6.11	Differentiate fact from opinion							•	•
L6.12	Detect a speaker's direct or indirect purpose or bias (e.g., advertisements, persuasive arguments, political speeches)							•	•
L6.13	Listen critically in order to make informed decisions or formulate opinions							•	•