

Washington ESL Adult Learning Standards

Standard: To listen actively

- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address the listening purpose.

Beginning Literacy	Low Beginning	High Beginning	Low Intermediate	High Intermediate	Advanced
The following indicators are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.					
<p>By the end of Level 1, every WA ESL student will know and be able to:</p> <ul style="list-style-type: none"> • L 1.1 Understand and respond to learned words and phrases in simple questions, statements, and high frequency commands as part of short conversations, explanations, instructions, and narratives where the linguistic complexity is considerably simplified. 	<p>By the end of Level 2, every WA ESL student will know and be able to:</p> <ul style="list-style-type: none"> • L 2.1 Understand and respond to learned words and phrases in simple questions, statements, and high frequency commands as part of short conversations, explanations, instructions, and narratives where the linguistic complexity is simplified. 	<p>By the end of Level 3, every WA ESL student will know and be able to:</p> <ul style="list-style-type: none"> • L 3.1 Understand and respond to explanations, conversations, instructions, and narratives made up of sentence length utterances and some connected discourse on familiar topics related to personal background and needs, social conventions, and everyday tasks. 	<p>By the end of Level 4, every WA ESL student will know and be able to:</p> <ul style="list-style-type: none"> • L 4.1 Understand and respond to conversations, explanations, instructions and short narratives of a somewhat complex nature but related to familiar tasks and situations. Tasks may include short routine telephone conversations and some simple information conveyed through electronic media, such as television or radio. 	<p>By the end of Level 5, every WA ESL student will know and be able to:</p> <ul style="list-style-type: none"> • L 5.1 Understand and respond appropriately to extended explanations and narratives, detailed instructions, and complex conversations requiring adapting one's response to varied speakers and contexts when language is not adjusted for English language learners. 	<p>By the end of Level 6, every WA ESL student will know and be able to:</p> <ul style="list-style-type: none"> • L 6.1 Understand main ideas and most details in conversations, short lectures, news reports, extended explanations and other connected discourse on a range of topics, including topics beyond everyday contexts and immediate experiences in a variety of work, personal, and basic academic contexts.

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<ul style="list-style-type: none"> L 1.2 Use a few simple formulas to convey understanding and ask for repetition or clarification. 	<ul style="list-style-type: none"> L 2.2 Use a few simple formulas to convey understanding, and ask for repetition or clarification, and one or two simple strategies for gathering missing information and/or repairing problems in communication. 	<ul style="list-style-type: none"> L 3.2 Use several strategies, including formulas for asking for repetition and clarification, and strategies for indicating understanding, for giving feedback, for gathering missing information and/or for repairing problems in comprehension, such as by rephrasing, substituting a different word, or drawing a picture. 	<ul style="list-style-type: none"> L 4.2 Know when to use a range of strategies to repair gaps in understanding, comprehend information, and give feedback even when opportunities to seek clarification or repetition are somewhat limited and the context is somewhat unfamiliar. 	<ul style="list-style-type: none"> L 5.2 Effectively use a wide range of strategies to repair gaps in understanding and give feedback, tailoring the response to the purpose of the communication, the audience, the level of formality of the situation and other socio-cultural factors. 	<ul style="list-style-type: none"> L 6.2 Effectively use advanced strategies to repair gaps in understanding, to ask questions to deepen understanding and to give feedback appropriate to the situation, the audience and the purpose of the communication. Growing ability to use strategies appropriate to the socio-cultural context.
<ul style="list-style-type: none"> L 1.3 Use non-verbal and visual clues to understand the basic intent of the speaker and to meet the purpose of the communication. 	<ul style="list-style-type: none"> L 2.3 Use non-verbal and visual clues, as well as socio-cultural, linguistic, and other background knowledge to understand the basic intent of the speaker and to meet the purpose of the communication. 	<ul style="list-style-type: none"> L 3.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as expressing an opinion or collecting relevant information) to understand the intent of the speaker and what is required to respond appropriately and to meet the listening purpose. 	<ul style="list-style-type: none"> L 4.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as by taking notes and summarizing main points to share with others, evaluating what was heard, and sharing responses of a more complex nature) to understand the main intent and details communicated by the speaker, to respond 	<ul style="list-style-type: none"> L 5.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as comparing, integrating, and categorizing information for others) to understand fully the literal and implied intent of the speaker, to respond appropriately, and to meet the listening purpose. 	<ul style="list-style-type: none"> L 6.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as integrating information from more than one source; evaluating the relevance, validity, and adequacy of information; or adapting responses to the age, gender, status, and emotional state of the speaker) to understand fully the literal and

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<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 1 can comprehend the gist of short, simple conversations and explanations on familiar, learned topics in face-to-face situations when tasks are highly structured and include supports, such as visual cues, pre-learning of new vocabulary and phrases, or collaborative listening. Text is considerably adjusted for listeners who require a slower rate of speech with frequent opportunities for repetition or rephrasing. For English language learners, level of ease and confidence in using English may be low, even in familiar contexts.</i></p>	<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 2 can comprehend the gist of simple conversations and explanations on familiar topics in face-to-face situations when tasks are highly structured and include supports, such as visual cues, pre-learning of new vocabulary and phrases, or collaborative listening. Text is considerably adjusted for listeners who usually require a slower rate of speech with frequent opportunities for repetition or rephrasing. For English language learners, level of ease and confidence in using English may be low, even in familiar contexts.</i></p>	<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 3 can listen for structured and well-defined purposes related to maintaining personal conversations, acquiring information, or completing basic transactions, either face-to-face or in a brief telephone conversation when language is somewhat simplified and frequent opportunities for repetition, rewording and clarification are provided. For English language learners, level of ease using English is growing but varies depending on the level of familiarity with the audience and purpose and the stressfulness of the context.</i></p>	<p>appropriately, and to meet the listening purpose.</p> <p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 4 can listen and respond to most basic content related to personal background information, everyday transactions, and simple routine tasks but understanding the full range of details on less familiar topics may still be uneven. Limited adjustments in the text may be made. English language learners display growing comfort using English in simple interactions and social situations but may be less at ease in more complex and/or stressful contexts.</i></p>	<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 5 can comprehend relatively unstructured conversations and presentations of moderate length and in somewhat complex and unfamiliar situations when language is not adjusted for non-native speakers; however they may be unable to fully follow all main ideas, details, cultural nuances and implied meanings. May have some difficulty following conversations between native speakers but display growing ease in communicating with native speakers.</i></p>	<p>implied intent of the speaker, to respond appropriately, and to meet the listening purpose.</p> <p>SHOW FLUENCY, INDEPENDENCE AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 6 can function independently in most social and work situations and comprehend relatively complex and unstructured conversations or presentations requiring the integration and summary of several data sources or media with limited need for guidance and repetition and with few errors. Adults at this level may have some difficulty following the coherence or thematic organization of longer connected discourse or may have difficulty understanding when time frames and tense markers are complex. They can understand most English language communication at</i></p>

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					normal speed and often can function successfully (with some support) in adult education classrooms (such as GED classes) with native English speakers, although they may still lack full comfort and ease conversing with native speakers.