

## ASSESSING LISTENING THROUGH THE CLASSICS

### Performance Standard 4A.A

Listen to a reading of a classic children's story accordingly:

- *Using listening behaviors:* Consistently demonstrate the following listening behaviors: assume appropriate listening position, minimize/avoid behaviors that interfere with listening; attend to speaker.
- *Distinguishing between real and make believe:* Clarify/distinguish between “real” and “make believe” by citing 2 or more examples of real events from the story and 2 or more examples of “make believe events” from the story.
- *Formulating questions:* Ask more than 2 questions based upon information taken from different parts of the story (different, unrelated questions).
- *Formulating questions that respond to statements:* State feelings about the specific character and formulate a question to find out how someone else feels about that same character at a specific time or in regard to a specific incident.

### Procedures

1. *In order to listen effectively in formal and informal situations (4A)*, students should experience sufficient learning opportunities to develop the following:
  - Assume requested position and attend to speaker.
  - Distinguish between “real” and “make believe” events.
  - Differentiate between a statement and a question.
  - Formulate both a response statement and a question at appropriate times.
  - Demonstrate through body language, art, gestures, and oral responses that some visual and auditory messages are being understood.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Allow students to practice interviewing peers.
4. Select an appropriate version of a classic children's story such as “The Three Little Pigs,” “Little Red Riding Hood,” or “Jack and the Bean Stalk” that can be presented in approximately 10 minutes. Practice reading the story, tape the selection, or obtain a recording of the text before class to focus on watching how the students listen.
5. Have children listen to a reading/recording of any of the children's classics. The listening activity should last for no longer than 10 minutes. Monitor each student's behavior and listening modes while the story is being read.
6. Immediately following the reading of the story, conduct an individual conference with the students to ask them the following questions, marking the student's individual performance levels on the “Assessing Listening Through the Classics” rubric:
  - Describe for us at least one thing that happened in the story that you would say was “make believe” (i.e., It couldn't happen in real life).
  - Describe for us at least one thing that happened in the story that you would say was very real (i.e., It could really happen).
  - Pretend that you are the teacher and I am the student. Please ask me at least 2 questions about the story that you think I should be able to answer if I had listened carefully to the tape/reading.
  - Tell me something you liked (or disliked) about \_\_\_\_\_.
  - Ask me a question to see how I felt about \_\_\_\_\_.
7. Observe each student's listening behavior and evaluate each student's performance as indicated in the first column of the rubric. After conducting a conference with each student, evaluate the student's performance in columns 2, 3, and 4 of the rubric. Add each student's scores to determine the performance level.

**Examples of Student Work not available**

**Time Requirements**

- Two class periods

**Resources**

- Pre-selected tape or copy of a children's classic tale
- Assessing Listening Through The Classics Rubric

## ASSESSING LISTENING THROUGH THE CLASSICS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 15 - 16 points)
- Meets standard (must receive 11 - 14 points)
- Approaches standard (must receive 7 - 10 points)
- Begins standard or absent (must receive 4 - 6 points)

|              | <b>During Reading</b>   | <b>After Reading</b>   |   |  |
|--------------|---|--|---|--|
|              | <b>Listening Behaviors</b>  | <b>Distinguishing Between Real and Make Believe</b>  | <b>Formulating Questions</b>  | <b>Formulating Questions That Respond to Statements</b>  |
| <b>4</b>     | <ul style="list-style-type: none"> <li>• Student consistently demonstrates all of the following listening behaviors:                             <ul style="list-style-type: none"> <li>○ Assumes appropriate listening position.</li> <li>○ Minimizes/avoids behaviors that interfere with his/her listening.</li> <li>○ Attends to speaker.</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Student is able to clarify/distinguish between “real” and “make believe” by citing:                             <ul style="list-style-type: none"> <li>○ 2 or more examples of real events from the story.</li> <li>○ 2 or more examples of “make believe” events from the story.</li> </ul> </li> </ul>          | <ul style="list-style-type: none"> <li>• Student asks more than 2 questions based upon information taken from different parts of the story (different, unrelated questions).</li> </ul> | <ul style="list-style-type: none"> <li>• Student is able to state how he/she feels about the specific character<br/><b>and</b></li> <li>• Can formulate a question that asks teacher how he/she feels about that same character at a specific time or in regard to a specific incident.</li> </ul> |
| <b>3</b>     | <ul style="list-style-type: none"> <li>• Student usually demonstrates most of the following listening behaviors:                             <ul style="list-style-type: none"> <li>○ Assumes appropriate listening position.</li> <li>○ Minimizes/avoids behaviors that interfere with his/her listening.</li> <li>○ Attends to speaker.</li> </ul> </li> </ul>      | <ul style="list-style-type: none"> <li>• Student is able to clarify/distinguish between “real” and “make believe” by citing:                             <ul style="list-style-type: none"> <li>○ 1 or 2 examples of real events from the story.<br/><b>and</b></li> <li>○ 1 or 2 examples of “make believe” events from the story.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Student asks 2 questions based upon information taken from different parts of the story (different, unrelated questions).</li> </ul>           | <ul style="list-style-type: none"> <li>• Student is able to state how he/she feels about the specific character<br/><b>and</b></li> <li>• Can formulate a question that asks teacher how he/she feels about that same character.</li> </ul>  |
| <b>2</b>     | <ul style="list-style-type: none"> <li>• Student occasionally demonstrates some of the following listening behaviors:                             <ul style="list-style-type: none"> <li>○ Assumes appropriate listening position.</li> <li>○ Minimizes/avoids behaviors that interfere with his/her listening.</li> <li>○ Attends to speaker.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Student is able to clarify/distinguish between “real” and “make believe” by citing:                             <ul style="list-style-type: none"> <li>○ 1 example of real events from the story.<br/><b>or</b></li> <li>○ 1 example of “make believe” events from the story.</li> </ul> </li> </ul>              | <ul style="list-style-type: none"> <li>• Student asks only one question based upon information taken from different parts of the story.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Student is able to state how he/she feels about the specific character,<br/><b>but</b></li> <li>• Cannot formulate a question that asks the teacher how he/she feels about that same character.</li> </ul>  |
| <b>1</b>     | <ul style="list-style-type: none"> <li>• Student seldom/never demonstrates these listening behaviors:                             <ul style="list-style-type: none"> <li>○ Assumes appropriate listening position.</li> <li>○ Minimizes/avoids behaviors that interfere with his/her listening.</li> <li>○ Attends to speaker.</li> </ul> </li> </ul>                 | <ul style="list-style-type: none"> <li>• Student is unable to cite an example of “real” and “make believe” events.</li> </ul>  | <ul style="list-style-type: none"> <li>• Student is unable to formulate a question based upon information from the text.</li> </ul>   | <ul style="list-style-type: none"> <li>• Student cannot state how he/she feels about the specific character<br/><b>and</b></li> <li>• Cannot ask a question about the teacher’s feelings.</li> </ul>   |
| <b>Score</b> |   |  |   |  |