

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	31
4.7.3, 4.6.5, 4.5.1, 4.6.1	4.3.4, 3.4.2, 3.4.7, 3.6.3	1.2.1, 3.3.1	2.1.7, 4.8.3, 2.5.2	4.8.1, 4.6.5, 0.1.8	4.6.4, 4.6.5, 4.8.4	2.2.4, 0.1.8, 2.3.1	3.1.5, 2.7.7	2.3.3, 0.1.3	4.7.3, 4.1.6, 4.6.1	3.6.3, 3.6.2, 3.6.4	1.5.1, 1.5.2	4.1.2, 4.1.7, 4.1.8, 2.1.8	0.1.4	2.6.1, 0.2.4	4.6.1, 4.6.5	3.5.9, 3.6.3	1.7.5, 2.1.8	0.1.2, 2.2.1	5.6.1, 0.1.8	1.4.7, 2.1.8, 1.4.1	5.1.1	2.8.3, 2.8.6, 2.3.2	3.5.9, 3.6.4, 3.5.2	2.2.1, 1.9.1	4.6.1, 4.8.4, 2.3.2	3.6.2, 3.6.4, 3.1.3	4.7.3, 4.6.5, 4.6.1	3.3.4, 3.6.4	0.1.8, 1.4.1	1.9.3, 2.2.3, 1.5.1

**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	31				
	<b>L1 Phonology</b>																																				
4	L1.7 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change I don’t believe it! from an expression of skepticism to an exclamation of surprise.)								●												●														●	●	
	<b>L2 Vocabulary</b>																																				
2	L2.6 Comprehend words changed by prefixes, suffixes, etc. (e.g., happy/unhappy; govern, government)																		●						●												
3	L2.7 Comprehend speech that contains unfamiliar vocabulary using contextual clues			●	●						●																										
20	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		●	●		●	●				●			●	●	●	●				●	●	●	●		●		●	●	●	●	●	●	●	●		
2	L2.9 Comprehend specialized vocabulary (e.g., technical, academic)			●	●																																
	<b>L3 Grammar</b>																																				
7	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.)		●			●	●														●							●	●						●		
10	L3.13 Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)		●		●	●	●		●	●	●							●		●													●				
2	L3.14 Recognize a range of question types (e.g., embedded questions, tag questions)							●														●															

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																																
	<b>L4</b>	<b>General Discourse</b>																																
3	L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)				•														•		•												
1	L4.6	Comprehend extended conversations					•																											
1	L4.11	Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)								•																								
	<b>L5</b>	<b>Informational Discourse</b>																																
5	L5.5	Comprehend multi-step instructions, directions (e.g., Turn off the lights when you leave, and lock the door.)		•		•						•														•			•					
1	L5.6	Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)	•																															
3	L5.7	Comprehend instructions or requests given tentatively or indirectly (e.g., <i>Why don't you ...? You may want to...</i> )					•										•	•																
	<b>L6</b>	<b>Strategies and Critical Thinking</b>																																
7	L6.1	Identify the topic, main idea, or gist of brief discourse or information			•				•	•													•	•		•	•							
7	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	L6.10	Make inferences and predictions and draw conclusions from lengthy or complex information								•																								

FOR INSTRUCTOR USE ONLY

<b>Summary of CASAS competencies covered on Form 86L</b> Number in parentheses shows the number of test items addressing the competency, if more than one.										
0.1.2	1.2.1	1.7.5	2.1.7	2.6.1	3.1.3	3.6.2 (2)	4.1.2	4.6.1 (5)	5.1.1	
0.1.3	1.4.1 (2)	1.9.1	2.1.8 (3)	2.7.7	3.1.5	3.6.3 (3)	4.1.6	4.6.4	5.6.1	
0.1.4	1.4.7	1.9.3	2.2.1 (2)	2.8.3	3.3.1	3.6.4 (4)	4.1.7	4.6.5 (5)		
0.1.8 (4)	1.5.1 (2)		2.2.3	2.8.6	3.3.4		4.1.8	4.7.3 (3)		
0.2.4	1.5.2		2.2.4		3.4.2		4.3.4	4.8.1		
			2.3.1		3.4.7		4.5.1	4.8.3		
			2.3.2 (2)		3.5.2			4.8.4 (2)		
			2.3.3		3.5.9 (2)					
			2.5.2							
<i>Refer to Competency Matrix for detailed information on competency coverage.</i>										