|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **K** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 1:**  Students can determine *information* in grade-level academic spoken discourse. | **ToM.L.K.1**  Students can identify grade-appropriate words, phrases, or sentences that signal **individuals, events, and a main topic** in spoken discourse. | Student cannot or can identify a few grade-appropriate words or short phrases that signal **individuals, events, and a main topic** in spoken discourse. | Student can identify some grade-appropriate words, phrases, and a few simple sentences that signal **individuals, events, and a main topic** in spoken discourse. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal **individuals, events, and a main topic** in spoken discourse. | Student can identify most grade-appropriate simple sentences, and some complex sentences that signal **individuals, events, and a main topic** in spoken discourse. | Student can identify most grade-appropriate complex sentences that signal **individuals, events, and a main topic** in spoken discourse. |
| **ToM.L.K.2**  Students can identify grade-appropriate words, phrases, or sentences that describe **individuals, feelings, and events** in spoken discourse. | Student cannot or can identify a few grade-appropriate words or short phrases that describe **individuals, feelings, and events** in spoken discourse. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that describe **individuals, feelings, and events** in spoken discourse. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that describe **individuals, feelings, and events** in spoken discourse. | Student can identify most grade-appropriate simple sentences, and some complex sentences that describe **individuals, feelings, and events** in spoken discourse. | Student can identify most grade-appropriate complex sentences that describe **individuals, feelings, and events** in spoken discourse. |
| **ToM.L.K.3**  Students can determine the meaning of **grade-appropriate vocabulary** in spoken discourse. | Student cannot or can determine the meaning of one **grade-appropriate vocabulary** in spoken discourse. | Student can determine the meaning of a few **grade-appropriate vocabulary** in spoken discourse. | Student candetermine the meaning of some **grade-appropriate vocabulary** in spoken discourse. | Student can determine the meaning of most **grade-appropriate vocabulary** in spoken discourse. | Student can determine the meaning of all **grade-appropriate vocabulary** in spoken discourse. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **K** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 2:** Students can determine the *development of ideas* in grade-level academic spoken discourse. | **ToM.L.K.4**  Students can identify grade-appropriate language structures that **provide a description or a sequence of events** in spoken discourse. | Student cannot or can identify a few grade-appropriate simple language structures that **provide a description or a sequence of events** in spoken discourse. | Student can identify some grade-appropriate simple language structures that **provide a description or a sequence of events** in spoken discourse. | Student can identify most grade-appropriate simple and a few complex language structures that **provide a description or a sequence of events** in spoken discourse. | Student can identify most grade-appropriate simple and some complex language structures that **provide a description or a sequence of events** in spoken discourse. | Student can identify most grade-appropriate complex language structures that **provide a description or a sequence of events** in spoken discourse. |
| **ToM.L.K.5**  Students can determine how the structure of grade-appropriate language **describes** **characters and events** in spoken discourse. | Students cannot or can determine how the structure of the language—through words— **describes** **characters and events** in spoken discourse. | Students can determine how the structure of the language—through words and phrases— **describes** **characters and events** in spoken discourse. | Students can determine how the structure of the language—through simple and at least one complex sentence— **describes** **characters and events** in spoken discourse. | Students can determine how the structure of the language—through simple and a few complex sentences— **describes** **characters and events** in spoken discourse. | Students can determine how the structure of the language—through complex sentences— **describes** **characters and events** in spoken discourse. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1-2** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 1:**  Students can determine *information* in grade-level academic spoken discourse*.* | **ToM.L.1-2.1**  Students can identify grade-appropriate words, phrases, or sentences that signal **individuals, ideas, events, and the main topic or message** in spoken discourse. | Student cannot or can identify a few grade-appropriate words or short phrases that signal **individuals, ideas, events, and the main topic or message** in spoken discourse. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal **individuals, ideas, events, and the main topic or message** in spoken discourse. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal **individuals, ideas, events, and the main topic or message** in spoken discourse. | Student can identify most grade-appropriate simple and some complex sentences that signal **individuals, ideas, events, and the main topic or message** in spoken discourse. | Student can identify most grade-appropriate complex sentences that signal **individuals, ideas, events, and the main topic or message** in spoken discourse. |
| **ToM.L.1-2.2**  Students can identify grade-appropriate words, phrases, or sentences that **signal or describe** **sequence and relationships** in spoken discourse. | Student cannot or can identify a few grade-appropriate words or short phrases that **signal or describe** **sequence and relationships** in spoken discourse. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that **signal or describe** **sequence and relationships** in spoken discourse. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that **signal or describe** **sequence and relationships** in spoken discourse. | Student can identify most grade-appropriate simple and some complex sentences that **signal or describe** **sequence and relationships** in spoken discourse. | Student can identify most grade-appropriate complex sentences that **signal or describe** **sequence and relationships** in spoken discourse. |
| **ToM.L.1-2.3**  Students can determine the meaning of grade-appropriate **Tier 1 and Tier 2 vocabulary** in spoken discourse. | Students cannot or can determine the meaning of a few grade-appropriate **Tier 1 vocabulary** in spoken discourse. | Students can determine the meaning of some grade-appropriate **Tier 1** and a few **Tier 2 vocabulary** in spoken discourse. | Students can determine the meaning of most grade-appropriate **Tier 1** and a few **Tier 2 vocabulary** in spoken discourse. | Students can determine the meaning of most grade-appropriate **Tier 1** and some **Tier 2 vocabulary** in spoken discourse. | Students can determine the meaning of most grade-appropriate **Tier 1 and Tier 2 vocabulary** in spoken discourse. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1-2** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 2:** Students can determine the *development of ideas* in grade-level academic spoken discourse. | **ToM.L.1-2.4**  Students can identify grade-appropriate language structures that **provide a description, a sequence of events, or relationships** in spoken discourse. | Student cannot or can identify a few grade-appropriate simple language structures that **provide a description, a sequence of events, or relationships** in spoken discourse. | Student can identify some grade-appropriate simple language structures that **provide a description, a sequence of events, or relationships** in spoken discourse. | Student can identify most grade-appropriate simple and a few complex language structures that **provide a description, a sequence of events, or relationships** in spoken discourse. | Student can identify most grade-appropriate simple and some complex language structures that **provide a description, a sequence of events, or relationships** in spoken discourse. | Student can identify most grade-appropriate complex language structures that **provide a description, a sequence of events, or relationships** in spoken discourse. |
| **ToM.L.1-2.5**  Students can determine how the structure of grade-appropriate language **describes** **ideas, events, and relationships** in spoken discourse. | Student cannot or can determine how the structure of the language—through words— **describes** **ideas, events, or relationships** in spoken discourse. | Student can determine how the structure of the language—through words and phrases— **describes** **ideas, events, or relationships** in spoken discourse. | Student can determine how the structure of the language—through simple and at least one complex sentence— **describes** **ideas, events, or relationships** in spoken discourse. | Student can determine how the structure of the language—through simple and a few complex sentences— **describes** **ideas, events, or relationships** in spoken discourse. | Student can determine how the structure of the language—through complex sentences— **describes** **ideas, events, or relationships** in spoken discourse. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **3-4** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 1:**  Students can determine *information* in grade-level academic spoken discourse*.* | **ToM.L.3-4.1**  Students can identify grade-appropriate words, phrases, or sentences that signal **individuals, ideas, concepts, events, and the main topic or message** in spoken discourse. | Student cannot or can identify a few grade-appropriate words or short phrases that signal **individuals, ideas, concepts, events, and the main topic or message** in spoken discourse. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal **individuals, ideas, concepts, events, and the main topic or message** in spoken discourse. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal **individuals, ideas, concepts, events, and the main topic or message** in spoken discourse. | Student can identify most grade-appropriate simple and some complex sentences that signal **individuals, ideas, concepts, events, and the main topic or message** in spoken discourse. | Student can identify most grade-appropriate complex sentences that signal **individuals, ideas, concepts, events, and the main topic or message** in spoken discourse. |
| **ToM.L.3-4.2**  Students can identify grade-appropriate words, phrases, or sentences that signal or convey **key elements,** **sequence, connections, relationships, and point of view** in spoken discourse. | Student cannot or can identify a few grade-appropriate words or short phrases that signal or convey **key elements, sequence, connections, relationships, and point of view** in spoken discourse. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or convey **key elements, sequence, connections, relationships, and point of view** in spoken discourse. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey **key elements, sequence, connections, relationships, and point of view** in spoken discourse. | Student can identify most grade-appropriate simple and some complex sentences that signal or convey **key elements, sequence, connections, relationships, and point of view** in spoken discourse. | Student can identify most grade-appropriate complex sentences that signal or convey **key elements, sequence, connections, relationships, and point of view** in spoken discourse. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3-4** | **Target of Measurement** | **Entering**  (Formerly Beginning) | | | **Emerging**  (Formerly Low Intermediate) | | **Transitioning**  (Formerly Intermediate) | | **Expanding**  (Formerly Advanced) | | **Commanding**  (Formerly Proficient) | |
| **LISTENING GENERAL CLAIM 1 Cont’d:** | **ToM.L.3-4.3**  Students can determine the literal or figurative meaning of **grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary** in spoken discourse. | Student cannot or can determine the literal meaning of some **grade-appropriate** **Tier 1** **vocabulary** in spoken discourse. | | | Student can determine the literal meaning of some **grade-appropriate Tier 1 and a few Tier 2** **and** **Tier 3** **vocabulary** in spoken discourse. | | Student can determine most of the literal and a few of the figurative meaning of **grade-appropriate Tier 1** **and some Tier 2 and Tier 3 vocabulary**, in spoken discourse. | | Student can determine most of the literal and some of the figurative meaning of **grade-appropriate Tier 1** **and some Tier 2 and Tier 3 vocabulary** in spoken discourse. | | Student can determine most of the literal and figurative meaning of **grade-appropriate** **Tier 1 and some Tier 2 and Tier 3 vocabulary** in spoken discourse. | |
| **LISTENING GENERAL CLAIM 2:** Students can determine the *development of ideas* in grade-level academic spoken discourse. | **ToM.L.3-4.4**  Students can identify grade-appropriate language structures that **provide details, explain events, describe relationships, or develop a topic** in spoken discourse. | Student cannot or can identify a few grade-appropriate simple language structures that **provide details, explain events, describe relationships, or develop a topic** in spoken discourse. | | | Student can identify some grade-appropriate simple language structures that **provide details, explain events, describe relationships, or develop a topic** in spoken discourse. | | Student can identify most grade-appropriate simple and a few complex language structures that **provide details, explain events, describe relationships, or develop a topic** in spoken discourse. | | Student can identify most grade-appropriate simple and some complex language structures that **provide details, explain events, describe relationships, or develop a topic** in spoken discourse. | | Student can identify most grade-appropriate complex language structures that **provide details, explain events, describe relationships, or develop a topic** in spoken discourse. | |
| **ToM.L.3-4.5**  Students can determine how the structure of grade-appropriate language **develops details, connections, and topics** in spoken discourse. | Student cannot or can determine how the structure of grade-appropriate language—through words—**develops** **details, connections, and topics** in spoken discourse. | | | Student can determine how the structure of grade-appropriate language—through words and phrases—**develops** **details, connections, and topics** in spoken discourse. | | Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence—**develops** **details, connections, and topics** in spoken discourse. | | Student can determine how the structure of grade-appropriate language—through simple and a few complex sentences—**develops** **details, connections, and topics** in spoken discourse. | | Student can determine how the structure of grade-appropriate language—through complex sentences—**develops** **details, connections, and topics** in spoken discourse. | |
| **5-6** | **Target of Measurement** | | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | | **Transitioning**  (Formerly Intermediate) | | **Expanding**  (Formerly Advanced) | | **Commanding**  (Formerly Proficient) | |
| **LISTENING GENERAL CLAIM 1:**  Students can determine *information* in grade-level academic spoken discourse. | **ToM.L.5-6.1**  Students can identify grade-appropriate words, phrases, or sentences that signal **individuals, two or more** **main ideas, reasons, events, key details and the message or theme** in spoken discourse. | | Student cannot or can identify a few grade-appropriate words or short phrases that signal **individuals, two or more** **main ideas, reasons, events, key details and the message or theme** in spoken discourse. | Student can identify some grade-appropriate words and a few phrases, and a few simple sentences that signal **individuals, two or more** **main ideas, reasons, events, key details and the message or theme** in spoken discourse. | | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal **individuals, two or more** **main ideas, reasons, events, key details and the message or theme** in spoken discourse. | | Student can identify most grade-appropriate simple and some complex sentences that signal **individuals, two or more** **main ideas, reasons, events, key details and the message or theme** in spoken discourse. | | Student can identify most grade-appropriate complex sentences that signal **individuals, two or more** **main ideas, reasons, events, key details and the message or theme** in spoken discourse. | |
| **ToM.L.5-6.2**  Students can identify grade-appropriate words, phrases, or sentences that **signal or convey key elements,** **sequence, connections, relationships, conclusions, and inferences** in spoken discourse. | | Student cannot or can identify a few grade-appropriate words or short phrases that **signal or convey key elements,** **sequence, connections, relationships, conclusions, and inferences** in spoken discourse. | Student can identify some grade-appropriate words, phrases, and a few simple sentences that **signal or convey key elements,** **sequence, connections, relationships, conclusions, and inferences** in spoken discourse. | | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that **signal or convey key elements,** **sequence, connections, relationships, conclusions, and inferences** in spoken discourse. | | Student can identify most grade-appropriate simple and some complex sentences that **signal or convey key elements,** **sequence, connections, relationships, conclusions, and inferences** in spoken discourse. | | Student can identify most grade-appropriate complex sentences that **signal or convey key elements,** **sequence, connections, relationships, conclusions, and inferences** in spoken discourse. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **5-6** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 1:** Students can determine *information* in grade-level academic spoken discourse. | **ToM.L.5-6.3**  Students can determine the figurative or connotative meaning of grade-appropriate **Tier 1 and Tier 2 vocabulary, including some figurative language, and some Tier 3 vocabulary** in spoken discourse. | Student cannot or can determine the literal meaning of some grade-appropriate **Tier 1 vocabulary** in spoken discourse. | Student can determine the literal meaning of some grade-appropriate **Tier 1** and a few **Tier 2 and Tier 3 vocabulary** in spoken discourse. | Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate **Tier 1, Tier 2 vocabulary, including some figurative language, and some Tier 3 vocabulary** in spoken discourse. | Student can determine some of the figurative or connotative meanings of grade-appropriate **Tier 1, Tier 2 vocabulary, including some figurative language, and some Tier 3 vocabulary** in spoken discourse. | Student can determine most of the figurative or connotative meanings of grade-appropriate **Tier 1, Tier 2 vocabulary, including some figurative language, and some Tier 3 vocabulary** in spoken discourse. |
| **LISTENING GENERAL CLAIM 2:** Students can determine the *development of ideas* in grade-level academic spoken discourse. | **ToM.L.5-6.4**  Students can identify grade-appropriate language structures that **provide details or supportive information, explain events, describe relationships, or develop a topic** in spoken discourse. | Student cannot or can identify a few grade-appropriate simple language structures that **provide details or supportive information, explain events, describe relationships, or develop a topic** in spoken discourse. | Student can identify some grade-appropriate simple language structures that **provide details or supportive information, explain events, describe relationships, or develop a topic** in spoken discourse. | Student can identify most grade-appropriate simple and a few complex language structures that **provide details or supportive information, explain events, describe relationships, or develop a topic** in spoken discourse. | Student can identify most grade-appropriate simple and some complex language structures that **provide details or supportive information, explain events, describe relationships, or develop a topic** in spoken discourse. | Student can identify most grade-appropriate complex language structures that **provide details or supportive information, explain events, describe relationships, or develop a topic** in spoken discourse. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **5-6** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 2:**  Students can determine the *development of ideas* in grade-level academic spoken discourse. | **ToM.L.5-6.5**  Students can determine how the structure of grade-appropriate language **develops or integrates details, connections, relationships, and topics** in spoken discourse. | Student cannot or can determine how the structure of grade-appropriate language—through words—**develops or integrates** **details, connections, relationships, and topics** in spoken discourse. | Student can determine how the structure of grade-appropriate language—through words and phrases—**develops or integrates** **details, connections, relationships, and a few topics** in spoken discourse. | Student can determine how the structure of grade appropriate language—through simple and at least one complex sentence—**develops or integrates** **details, connections, relationships, and topics** in spoken discourse. | Student can determine how the structure of grade-appropriate language—through simple and a few complex sentences—**develops or integrates** **details, connections, relationships, and topics** in spoken discourse. | Student can determine how the structure of grade-appropriate language—through complex sentences—**develops or integrates** **details, connections, relationships, and topics** in spoken discourse. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **7-8** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 1:**  Students can determine *information* in grade-level academic spoken discourse. | **TOM.L.7-8.1**  Students can identify grade-appropriate words, phrases, or sentences that signal **individuals, two or more main ideas, reasons, evidence, events, key details, literary devices and the message or theme** in spoken discourse. | Student cannot or can identify a few grade-appropriate words or short phrases that signal **individuals, two or more main ideas, reasons, evidence, events, key details, literary devices and the message or theme** in spoken discourse. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal **individuals, two or more main ideas, reasons, evidence, events, key details, literary devices and the message or theme** in spoken discourse. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal **individuals, two or more main ideas, reasons, evidence, events, key details, literary devices and the message or theme** in spoken discourse. | Student can identify most grade-appropriate simple and some complex sentences that signal **individuals, two or more main ideas, reasons, evidence, events, key details, literary devices and the message or theme** in spoken discourse. | Student can identify most grade-appropriate complex sentences that signal **individuals, two or more main ideas, reasons, evidence, events, key details, literary devices and the message or theme** in spoken discourse. |
| **TOM.L.7-8.2**  Students can identify grade-appropriate words, phrases, or sentences that **signal or convey** **sequence, connections, relationships, conclusions, and interactions** that develop spoken discourse, or provide summarization. | Student cannot or can identify a few grade-appropriate words or short phrases that **signal or convey** **sequence, connections, relationships, conclusions, and interactions** that develop spoken discourse, or provide summarization. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that **signal or convey sequence, connections, relationships, conclusions, and interactions** that develop spoken discourse, or provide summarization. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that **signal or convey** **sequence, connections, relationships, conclusions, and interactions** that develop spoken discourse, or provide summarization. | Student can identify most grade-appropriate simple and some complex sentences that **signal or convey** **sequence, connections, relationships, conclusions, and interactions** that develop spoken discourse, or provide summarization. | Student can identify most grade-appropriate complex sentences that **signal or convey** **sequence, connections, relationships, conclusions, and interactions** that develop spoken discourse, or provide summarization. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **7-8** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 1:** Students can determine information in grade-level academic spoken discourse. | **TOM.L.7-8.3**  Students can determine the figurative or connotative meaning of **grade-appropriate Tier 1 and Tier 2 vocabulary, including some figurative language, and Tier 3 vocabulary** **and its impact** in spoken discourse. | Student cannot or can determine the literal meaning of some **grade-appropriate Tier 1 vocabulary and its impact** in spoken discourse. | Student can determine the literal meaning of some **grade-appropriate** **Tier 1,** and a few **Tier 2 and Tier 3 vocabulary and its impact** in spoken discourse. | Student can determine most of the literal and a few of the figurative or connotative meanings of **grade-appropriate** **Tier 1, Tier 2, and Tier 3 vocabulary and its impact** in spoken discourse. | Student can determine some of the figurative or connotative meaning of most **grade-appropriate** **Tier 1, Tier 2, and Tier 3 vocabulary and its impact** in spoken discourse. | Student can determine most of the figurative or connotative meaning of **grade-appropriate** **Tier 1, Tier 2, and Tier 3 vocabulary and its impact** in spoken discourse. |
| **LISTENING GENERAL CLAIM 2:**  Students can determine the *development of ideas* in grade-level academic spoken discourse. | **TOM.L.7-8.4**  Students can identify grade-appropriate language structures that **provide** **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in spoken discourse. | Student cannot or can identify a few grade-appropriate simple language structures that provide **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in spoken discourse. | Student can identify some grade-appropriate simple language structures that **provide** **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in spoken discourse. | Student can identify most grade-appropriate simple and a few complex language structures that **provide** **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in spoken discourse. | Student can identify most grade-appropriate simple and some complex language structures that **provide** **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in spoken discourse. | Student can identify most grade-appropriate complex language structures that **provide** **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in spoken discourse. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **7-8** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 2:**  Students can determine the *development of ideas* in grade-level academic spoken discourse. | **TOM.L.7-8.5**  Students can determine how the structure of grade-appropriate language **develops or integrates details**, **connections, relationships, topics, and themes** in spoken discourse. | Student cannot or can determine how the structure of grade-appropriate language —through words—**develops or integrates** **details, connections, relationships, topics, and themes** in spoken discourse. | Student can determine how the structure of grade-appropriate language—through words and phrases—**develops or integrates details, connections, relationships, topics, and themes** in spoken discourse. | Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence—**develops or integrates** **details, connections, relationships, topics, and themes** in spoken discourse. | Student can determine how the structure of grade-appropriate language—through simple and a few complex sentences—**develops or integrates** **details, connections, relationships, topics, and themes** in spoken discourse. | Student can determine how the structure of grade-appropriate language—through complex sentences—**develops or integrates** **details, connections, relationships, topics, and themes** in spoken discourse. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **9-12** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 1:**  Students can determine *information* in grade-level spoken discourse. | **ToM.L.9-12.1**  Students can identify grade-appropriate words, phrases, or sentences that signal **characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme** in spoken discourse. | Student cannot or can identify a few grade-appropriate words or short phrases that signal **characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme** in spoken discourse. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal **characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme** in spoken discourse. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal **characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme** in spoken discourse. | Student can identify most grade-appropriate simple and some complex sentences that signal **characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme** in spoken discourse. | Student can identify most grade-appropriate complex sentences that signal **characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme** in spoken discourse. |
| **ToM.L.9-12.2**  Students can identify grade-appropriate words, phrases, or sentences that **signal or convey** **sequence, connections, relationships, conclusions, and interactions** that develop or refine spoken discourse or provide summarization. | Student cannot or can identify a few grade-appropriate words or short phrases that **signal or convey** **sequence, connections, relationships, conclusions, and interactions** that develop or refine spoken discourse or provide summarization. | Student can identify some grade-appropriate words, phrases, and a few simple sentences that **signal or convey sequence, connections, relationships, conclusions, and interactions** that develop or refine spoken discourse or provide summarization. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that **signal or convey** **sequence, connections, relationships, conclusions, and interactions** that develop or refine spoken discourse or provide summarization. | Student can identify most grade-appropriate simple and some complex sentences that **signal or convey** **sequence, connections, relationships, conclusions, and interactions** that develop or refine spoken discourse or provide summarization. | Student can identify most grade-appropriate complex sentences that **signal or convey** **sequence, connections, relationships, conclusions, and interactions** that develop or refine spoken discourse or provide summarization. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **9-12** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 1:** Students can determine *information* in grade-level academic spoken discourse. | **ToM.L.9-12.3**  Students can determine the figurative or connotative meaning of **grade-appropriate** **Tier 1, Tier 2, including some figurative language, and Tier 3 vocabulary, and the cumulative meaning of words, and its impact** in spoken discourse. | Student cannot or can determine the literal meaning of some **grade-appropriate Tier 1 vocabulary, including its impact,** in spoken discourse. | Student can determine the literal meaning of some **grade-appropriate** **Tier 1,** and a few **Tier 2 and Tier 3 vocabulary, including its impact,** in spoken discourse. | Student can determine  most of the literal and a few of the figurative or connotative meanings of **grade-appropriate** **Tier 1, Tier 2 and Tier 3 vocabulary, including the cumulative meaning of words, and its impact** in spoken discourse. | Student can determine some of the figurative or connotative meaning of **grade-appropriate** **Tier 1, Tier 2 and some Tier 3 vocabulary, including the cumulative meaning of words, and its impact** in spoken discourse. | Student can determine most of the figurative or connotative meaning of **grade-appropriate** **Tier 1, Tier 2 and Tier 3 vocabulary, including the cumulative meaning of words, and its impact** in spoken discourse. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **9-12** | **Target of Measurement** | | **Entering**  (Formerly Beginning) | | **Emerging**  (Formerly Low Intermediate) | | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **LISTENING GENERAL CLAIM 2:**  Students can determine the *development of ideas* in grade-level academic spoken discourse. | **ToM.L.9-12.4**  Students can identify grade-appropriate language structures that **provide details, characteristics, or supportive information, explain events, claims, or relationships, develop a topic, or review information** in spoken discourse. | | Student cannot or can identify a few grade-appropriate simple language structures that **provide details, characteristics, or supportive information, explain events, claims, or relationships, develop a topic, or review information** in spoken discourse. | | Student can identify some grade-appropriate simple language structures that **provide details, characteristics, or supportive information, explain events, claims, or relationships, develop a topic, or review information** in spoken discourse. | | Student can identify most grade-appropriate simple and a few complex language structures that **provide detail, characteristics, or supportive information, explain events, claims, or relationships, develop a topic, or review information** in spoken discourse. | Student can identify most grade-appropriate simple and some complex language structures that **provide details, characteristics, or supportive information, explain events, claims, or relationships, develop a topic, or review information** in spoken discourse. | Student can identify most grade-appropriate complex language structures that **provide details, characteristics, or supportive information, explain events, claims, or relationships, develop a topic, or review information** in spoken discourse. |
| **ToM.L.9-12.5**  Students can determine how the structure of grade-appropriate language **develops, integrates, or refines details, connections, relationships, topics, and themes** in spoken discourse. | Student cannot or can determine how the structure of grade-appropriate language—through words—**develops, integrates, or refines details, connections, relationships, topics, and themes** in spoken discourse. | | Student can determine how the structure of grade-appropriate language—through words and phrases—**develops, integrates, or refines details, connections, relationships, topics, and themes** in spoken discourse. | | Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence—**develops, integrates, or refines details, connections, relationships, topics, and themes** in spoken discourse. | | Student can determine how the structure of grade-appropriate language—through simple and a few complex sentences—**develops, integrates, or refines details, connections, relationships, topics, and themes** in spoken discourse. | Student can determine how the structure of grade-appropriate language—through complex sentences—**develops, integrates, or refines details, connections, relationships, topics, and themes** in spoken discourse. |