



Some Features of Communication Across Stage I Listening

| CLB 1 Initial Basic Ability | CLB 2 Developing Basic Ability | CLB 3 Adequate Basic Ability | CLB 4 Fluent Basic Ability |
|--|--|--|---|
| <ul style="list-style-type: none">Communication is face-to-face (usually one-on-one) or via digital media (video, online).Speech is clear and at a slow rate.Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures).Listening texts can be short, informal monologues, dialogues or short, simple instructions.Monologues are very short (a few phrases or a simple sentence).Dialogues are very short (2 turns, often a simple question and answer).Instructions are short and simple (just a few words).Language is limited to familiar, individual, high-frequency words and short phrases.Topics are related to familiar, everyday situations of immediate personal needs.Context is non-demanding (i.e., routine, predictable) and personally relevant.Response to task does not require much speaking or writing. | <ul style="list-style-type: none">Communication is face-to-face (usually one-on-one) or via digital media (video, online).Speech is clear and at a slow rate.Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures).Listening texts can be very short, informal monologues, dialogues or simple instructions.Monologues are short (up to a few phrases or sentences).Dialogues are short (no more than 4 turns).Instructions are a few simple sentences.Language is limited to simple phrases and simple, short sentences.Topics are related to familiar, everyday situations of immediate personal needs.Context is non-demanding (i.e., routine, predictable) and personally relevant.Response to task does not require much speaking or writing. | <ul style="list-style-type: none">Communication is face-to-face (usually one-on-one or in small groups) or via digital media (video, online).Speech is clear and at a slow to normal rate.Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures).Listening texts can be short, informal monologues, dialogues or simple instructions.Monologues are relatively short (a few short sentences).Dialogues are relatively short (up to about 6 turns).Instructions are simple and may contain simple and compound structures.Language is limited to formulaic phrases, questions, commands and requests of immediate personal relevance.Topics are related to familiar, everyday situations of personal relevance.Context is non-demanding (i.e., routine, predictable) and personally relevant.Response to task does not require much speaking or writing. | <ul style="list-style-type: none">Communication is face-to-face (usually one-on-one or in small groups), very briefly on the phone or via digital media (video, online).Speech is clear and at a slow to normal rate.Visual clues and setting support the meaning when the topic or situation is less routine or familiar.Listening texts can be short, informal monologues, presentations, dialogues or instructions.Monologues and presentations are relatively short (up to about 10 sentences).Dialogues are relatively short (up to about 8 turns).Instructions contain simple and compound structures, and longer phrases of location, movement and manner.Language is simple and related to everyday topics and situations.Topics are related to familiar, everyday situations of personal relevance.Context is non-demanding (i.e., routine, predictable) and personally relevant.Response to task does not require much speaking or writing. |

Note: Length of text and speed of delivery are often beyond the listener's control and are determiners of degrees of simplicity across Listening Stage I.