

## Washington State ESL Listening and Speaking Basic Competencies

	ESL Listening Competencies	ESL Speaking Competencies
<b>Level 1 Exit:</b>	<b>ESL Listening Competency Level 1</b>	<b>ESL Speaking Competency Level 1</b>
1.1	Respond to frequently used words, phrases, simple learned expressions and questions in familiar contexts related to personal information and the expression of immediate needs and wants.	Use words, phrases and simple learned expressions, and nonverbal behavior to express immediate needs and wants in a familiar context.
1.2	Follow simple one-step directions given orally or as indicated by appropriate gestures. (e.g. <i>sit down, come in</i> ).	Ask and/or respond to common personal information questions using the names of letters, numbers and appropriate learned phrases, (e.g. telephone, SS#, date, time, money, address, What is your name? My name is... )
1.3	Identify the relationship between the consonants and their related sounds.	Pronounce most consonant sounds with difficulty in familiar words.
<b>Level 2 Exit:</b>	<b>ESL Listening Competency Level 2</b>	<b>ESL Speaking Competency Level 2</b>
2.1	Respond to very simple sentences and questions spoken slowly with repetition and containing familiar words, phrases and learned expressions related to needs, wants, likes/dislikes, and basic feelings.	Use phrases and simple sentences and non-verbal behavior (as appropriate) to express needs, wants, likes/dislikes, and basic feelings (sad, happy, etc.) to engage in some routine social conversations.
2.2	Respond to simple requests related to personal needs (e.g., Can I...?).	Make requests related to personal needs.
2.3	Differentiate between statements and questions based on grammatical structure and intonation patterns.	Ask for clarification using very simple language or gestures to communicate level of understanding.
2.4	Identify the sound/symbol relationship of consonant blends and short vowels in familiar words.	Use basic vocabulary (words, phrases, common expressions) to describe familiar objects and activities.
2.5		Pronounce consonants blends and short vowels with difficulty in familiar words alone and in routine phrases.
<b>Level 3 Exit:</b>	<b>ESL Listening Competency Level 3</b>	<b>ESL Speaking Competency Level 3</b>
3.1	Demonstrate understanding of simple conversations containing learned phrases and simple sentences in a job (interview), life- skill or social situation.	State skills and interests clearly in a job (e.g. interview), life-skill or social situation.
3.2	Respond to some routine social phrases (e.g., <i>paper or plastic, have a good weekend, there you go, etc.</i> ).	Make a personal excuse or request (e.g. call in sick, ask for time off, etc.).
3.3	Follow two or three-step directions and simple rules or regulations presented orally in a variety of familiar situations (e.g., school, work, medical, safety).	Report the basic facts of an absence, injury, accident or incident to the appropriate authorities
3.4	Identify stressed and unstressed syllables in words, phrases and sentences that follow common English intonation patterns.	Respond appropriately to simple requests for more information or clarification.

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3.5	Identify with difficulty some essential information in an observed conversation (e.g., telephone number, address, time, etc.)	Use basic vocabulary to describe a person, place or event.
3.6	Differentiate the appropriate use of formal and informal language including some high frequency reduced speech in simple familiar expressions (e.g. <i>How's it going?</i> versus <i>How are you? gonna, wanna, etc.</i> ).	Initiate and maintain simple conversations using appropriate forms of address and register.
3.7	Identify the sound/symbol relationship of long vowels and diphthongs in familiar words.	Pronounce consonants, consonant blends and all vowel sounds with difficulty in routine words and phrases or expressions.
<b>Level 4 Exit:</b>	<b>ESL Listening Competency Level 4</b>	<b>ESL Speaking Competency Level 4</b>
4.1	Identify essential information on a familiar subject in an observed conversation in a variety of situations (work, medical, safety, social, etc.)	Request, confirm and clarify basic information in a variety of situations including telephone conversations on a familiar subject.
4.2	Respond to common requests for assistance or information and record important facts , directions, and appointments in person and on the phone.	Give reason or excuse for personal behavior or actions.
4.3	Identify essential information in rules and regulations.	State a personal opinion and make simple statements of agreement or disagreement.
4.4	Follow multi-step directions and respond to warnings.	Explain the steps in a process.
4.5	Differentiate between the use of formal and informal language including reduced speech and slang.	Provide accurate personal background and employment history in employment or social settings.
4.6	Respond to basic cultural nonverbal behaviors (e.g., cross arms, look at a watch, etc.)	Ask for and give directions using a map.
4.7	Distinguish among questions, statements and imperatives based on voice patterns (stress, pitch, rhythm, and intonation.	Demonstrate appropriate non-verbal language (eye contact and body movement) and conversational skills of showing comprehension, asking questions, interrupting, and encouraging others to participate in group interactions or paired situations.
4.8		Pronounce words and phrases in a manner usually understandable to the general public using appropriate stress, rhythm and intonation with some repetition.
<b>Level 5 Exit:</b>	<b>ESL Listening Competency Level 5</b>	<b>ESL Speaking Competency Level 5</b>
5.1	Identify vital information in an announcement or a report (e.g. news, radio, medical, etc.).	Summarize and clarify information orally from a single source.
5.2	Identify patterns of reduced speech and linked words (e.g., oughta, hafta, etc.) in employment, social and classroom settings with short, but sustained and connected conversation.	Make an oral complaint and give reasons for dissatisfaction to appropriate person or agency.
5.3	Extract meaning from commonly used phrasal verbs (e.g. <i>pick-up, get in, get away with, etc.</i> ) and frequently used idioms and slang (e.g. <i>out</i>	Demonstrate the use of small talk when initiating conversations in a work-related or social setting.

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	<i>of the blue, give me a break, etc.)</i> in employment, social and classroom settings with short, but sustained and connected conversation.	
5.4	Follow multi-step instructions presented in sustained discourse with some repetition.	Report an accident, injury or incident and elaborate by providing important details.
5.5	Respond to negative statements and tag endings and questions (e.g. <i>isn't it, didn't you, never-ever, either/neither, etc.</i> )	Advocate and negotiate for self and others in a variety of situations.
5.6	Identify interpersonal messages given by nonverbal cues (e.g. distance for interpersonal space, pauses, facial expressions, etc.)	Explain information orally from simple graphs, diagrams or maps.
5.7	Infer emotional content of a spoken message (e.g. anger, compliment, condolence, or sarcasm) by using intonation, rhythm, and stress.	Demonstrate appropriate stress, rhythm and intonation patterns in pronunciation of words, phrases, statements and questions.
<b>Level 6 Exit:</b>	<b>ESL Listening Competency Level 6</b>	<b>ESL Speaking Competency Level 6</b>
6.1	Follow (attend to) and identify the gist of face-to-face conversations on a variety of everyday subjects spoken at normal speed and using common patterns of reduced speech, phrasal verbs, idioms and slang.	Summarize orally and clarify information received from a variety of sources.
6.2	Acknowledge conversational amenities ( e.g. turn-taking, not interrupting, etc.)	Persuade someone to a particular point of view in order to negotiate options or resolve a conflict.
6.3	Analyze interpersonal non-verbal behavior.	Initiate, maintain and terminate conversations by the use of appropriate conversational techniques including pauses, interruptions and applying active listening strategies.
6.4	Identify accurate and applicable information and adjust listening strategies (use prior knowledge, listen for the gist, use organizational patterns and association, find listening clues) when appropriate in a variety of listening contexts (e.g. on the telephone, work meetings, lectures, etc.).	Use appropriate organizational pattern (e.g. chronological, topical, problem-solution, etc.) for intended audience to make an oral presentation on a chosen topic.
6.5	Apply critical thinking skills (recognize loaded language, distinguish fact from opinion, identify inferences, evaluate sources) to determine the usefulness, bias and/or accuracy of information presented orally.	Speak effectively by paying attention to pronunciation (including stress, rhythm and intonation), grammar and word choice appropriate to purpose and audience.
6.6	Extract meaning from complex grammar speech patterns using some extensive vocabulary (e.g. conditionals, subordinate clauses, compound-complex sentences, etc.) in a variety of contexts including work, community, or educational (academic, vocational, or job training).	