

Listening Comprehension Guide

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Introduction

aimswebPlus® Listening Comprehension is a group-administered assessment designed to be developmentally appropriate for students in Kindergarten through Grade 2. The Simple View of Reading (originally proposed by Gough & Tunmer, 1986) states that reading comprehension is the product of two primary factors—word recognition (or decoding) and linguistic comprehension—defined as follows:

- Word recognition is the ability to translate printed text into pronounceable words.
- Linguistic comprehension is the ability to understand words and sentences if they are heard or read.

Because word recognition can get in the way of linguistic comprehension for unskilled word readers, this construct may be better understood as *listening comprehension*. According to Hogan et al. (2014), “[l]istening comprehension draws on the same language processes used to comprehend language via text, but it is free of cognitive demands of having to decode text first” (p. 202). That is, when text decoding skills are controlled for, reading comprehension and listening comprehension are often similar (Hogan et al., 2014).

It is important to note, however, that aimswebPlus Listening Comprehension does not measure one’s ability to understand everyday spoken language but rather the ability to understand texts that were designed to be read. Written text is more formal than spoken language and more often uses embedded relative clauses and more advanced vocabulary (Oakhill et al., 2015). Additionally, written texts are much less anchored to the situation in which they are read than spoken dialogues, and they do not adapt to reader expression in the ways oral discussion can (Oakhill et al., 2015). As such, the construct targeted by aimswebPlus Listening Comprehension is more clearly defined as *listening comprehension in the service of reading comprehension*.

Good comprehenders, according to Hogan et al. (2014), “go beyond single word and sentence comprehension to construct a mental model that integrates a story’s multiple propositions (e.g., story elements, sentences) and prior knowledge into a cohesive whole” (p. 202). Although good comprehension requires the interaction of a myriad of skills and cognitive processes, there are three critical language influences of comprehension: the precision and flexibility of one’s word knowledge, the understanding and linking of sentences, and one’s ability to fill in the gaps left open by the story (i.e., vocabulary, grammar and intra-text connections, and inferencing). The aimswebPlus assessment was developed to measure student’s listening comprehension abilities as a combination of these three critical language influences.

Language Influences on Listening Comprehension

Vocabulary

Vocabulary consistently emerges as a strong predictor of listening and reading comprehension across the developmental span, even after decoding skills are controlled for (Braze et al., 2007). The precision and flexibility of word knowledge, or “lexical quality” (Perfetti, 2007), required to efficiently build a rich mental model is often overlooked. In addition to knowing fewer words overall, poor comprehenders show weaker semantic processing of words that they do know (Landi & Perfetti, 2007; Nation & Snowling, 1999). Moreover, deep vocabulary knowledge is important for building mental models to understand certain

aspects of word meanings that are emphasized more than others in texts. aimswebPlus Listening Comprehension operationalizes vocabulary as the understanding of a basic concept word, an uncommon vocabulary word, or a word with multiple meanings by the context of the sentence(s).

Grammar

Comprehenders use sentence structure (syntax) to interpret how words are related. Sentence structure, a subcategory of grammar, can vary quite a lot and still maintain the same mental model (Oakhill et al., 2015). Written texts tend to use more complex sentence structures than spoken sentences. aimswebPlus Listening Comprehension operationalizes grammar as the understanding of the structural aspects of language, such as word order, clauses, verb tense, and subordination.

Inferencing

To create a mental model of a passage, a reader needs to “fill in the gaps” left open in a story. Poor comprehenders typically can understand and extract literal information from text but struggle with inferring what was not explicitly stated (Fletcher et al., 2007; Kendeou et al., 2014). Inferencing is the process of filling in these gaps to create a cohesive mental model of a passage (Bowyer-Crane & Snowling, 2005). Although drawing an inference requires applying background knowledge, evidence suggests that even when that background knowledge is available, poor comprehenders make fewer correct inferences than good comprehenders. aimswebPlus Listening Comprehension operationalizes inference as the understanding of the unspoken message based on the information given or the context of the situation provided; that is, inference is the ability to draw conclusions.

Item Development

Each item includes a short stimulus text and a picture grid with four choices. Students must demonstrate their comprehension of the text by choosing which one of the four choices matches the text. To assess students’ abilities to comprehend texts without requiring the act of reading, texts are read aloud by the teacher and the student sees no text or print.

Specific criteria were followed when writing items to assess comprehension of the whole text while minimizing influences of prior knowledge and memory demands. First, the purpose of the test is to measure one’s understanding of texts read aloud without world knowledge or advanced vocabulary development. Therefore, items avoid dependency on prior specific knowledge, such as the use of scientific or technical terms. Next, all items were written as single complete sentences or brief paragraphs of two or three sentences to minimize the influence of memory demands. Last, key words or phrases that would “give an item away” were avoided to assess students’ comprehension of the text’s total message rather than just a portion of it. Nonliteral items were written using contemporary figurative language.

Items were developed to target specific components of the language influences on listening comprehension outlined above. These are referred to as vocabulary, grammar, and inference items based on the main focus of the text’s content and students’ responses. These item types were used to define the test blueprint for each grade.

Test Design

Three forms were designed for each of the three grade levels: Kindergarten, Grade 1, and Grade 2. All forms contain 16 items that map exclusively to either vocabulary, grammar, or inference. Test forms were constructed to satisfy the test blueprint shown in Table 1. Within a grade, test forms followed the same blueprint. For Kindergarten, 10 items target vocabulary, 5 items target grammar, and 1 item targets inference. The Grade 1 forms each include 5 items that target vocabulary, 9 items that target grammar, and 2 items that target inference. The Grade 2 forms each include 2 items that target vocabulary, 11 items that target grammar, and 3 items that target inference.

Table 1 Test Blueprints, by Grade and Season

	Kindergarten			Grade 1			Grade 2		
	F	W	S	F	W	S	F	W	S
Vocabulary	10	10	10	5	5	5	2	2	2
Grammar	5	5	5	9	9	9	11	11	11
Inference	1	1	1	2	2	2	3	3	3
Total	16	16	16	16	16	16	16	16	16

In addition to the explicit blueprint for each grade level, the forms were evaluated for other content dimensions to ensure a balanced design. Table 2 reports the frequencies of words per form that meet specific word types. For example, the Kindergarten Fall form includes 4 adjectives, 2 conjunctions, and 19 determiners while the Winter form includes 5 adjectives, 3 conjunctions, and 19 determiners.

Table 2 Frequencies of Word Types, by Grade and Season

	Kindergarten			Grade 1			Grade 2		
	F	W	S	F	W	S	F	W	S
Adjectives	4	5	5	8	11	6	10	14	6
Adverbs	0	0	0	0	5	1	1	3	4
Conjunctions	2	3	3	13	9	7	12	13	13
Determiners	19	19	25	36	50	37	35	33	35
Interjections	0	0	0	0	0	1	0	1	0
Nouns	39	39	40	71	99	65	74	63	70
Proper nouns	1	3	3	6	6	1	1	6	2
Prepositions	8	10	10	19	25	21	30	20	22
Pronouns	12	12	13	21	28	27	1	6	2
Qualifiers	0	0	0	1	2	1	1	0	2
Verbs	19	15	22	39	48	47	4	2	0

Likewise, Table 3 includes the frequencies of characters, syllables, words, unique words, and sentences across the 16 items per form. Table 4 includes average word and sentence statistics across the forms. For example, all three Grade 1 forms have an average of 4.1 characters per word and 1.3 syllables per word. The average words per sentence on the Grade 1 forms range from 8.2 to 11.8. Finally, Table 5 reports three readability scores for each form.

Taken together, these tables demonstrate the content balance of the within-year forms and also describe how the forms change from year to year. For example, the average number of words per sentence increases over the grades as does the Flesch-Kincaid grade level. Note that all the readability scores produced grade levels higher than the grade the form was designed for. This should not alarm users because teachers read the tests while students listen.

Table 3 Frequencies of Characters, Syllables, Words, and Sentences, by Grade and Season

	Kindergarten			Grade 1			Grade 2		
	F	W	S	F	W	S	F	W	S
Characters	419	414	466	828	753	865	929	858	812
Syllables	128	128	149	260	236	273	291	276	250
Words	103	103	118	204	185	212	226	212	203
Unique words	69	72	78	129	126	121	138	134	135
Sentences	18	17	18	25	23	20	20	19	18

Table 4 Average Word and Sentence Statistics, by Grade and Season

	Kindergarten			Grade 1			Grade 2		
	F	W	S	F	W	S	F	W	S
Characters per word	4.1	4	3.9	4.1	4.1	4.1	4.1	4	4
Syllables per word	1.2	1.2	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Words per sentence	5.7	6.1	6.6	8.2	8	11.8	11.3	11.2	11.3

Table 5 Readability Scores, by Grade and Season

	Kindergarten			Grade 1			Grade 2		
	F	W	S	F	W	S	F	W	S
Spache score	2.5	2.9	2.7	3.2	3.3	3.8	3.8	3.6	3.3
Flesch-Kincaid grade level	1.3	1.4	1.9	2.6	2.6	3.7	4	4.1	3.3
Powers Sumner Kearsley grade	3.8	3.8	4	4.1	4.1	4.4	4.4	4.8	4.3

Test Scoring

Listening Comprehension reports the raw summed score, which ranges from 0 (all items incorrect) to 16 (all items correct). Additionally, scaled scores and their conditional standard errors of measurement (*CSEMs*) are reported. The scaled scores are generated by a two-parameter item response model, with all item difficulties fixed to 0 and all item discrimination parameters fixed to 1.

This parameterization results in a scaled score that is a linear transformation of the raw score. The scaling parameters used to fix the scale are a mean of 200 and standard deviation of 15. The *CSEM* is the standard deviation of a student's observed scaled score that would be expected over repeated parallel measurements with a fixed, unchanging true score. Table 6 reports the scaled score and *CSEM* for each possible raw score.

Table 6 Raw Score to Scaled Score Conversion

Raw score	Scaled score	<i>CSEM</i>
0	142	20
1	161	14
2	172	11
3	178	9
4	184	8
5	189	8
6	193	8
7	197	7
8	200	7
9	204	7
10	207	8
11	212	8
12	216	8
13	222	10
14	229	11
15	239	14
16	258	20

Notice that the *CSEMs* are smallest when students answer between 7 and 9 items correct. This is because the test is most informative for students who get an approximately equal number of correct and incorrect items. Conversely, the test provides less information about a student’s true listening comprehension ability when they get all or nearly all items correct or incorrect. As such, the *CSEM* is largest at the bounds of the scaled scores. Because aimswebPlus will report raw scores, scaled scores, and *CSEMs*, the following section discusses how to compare student performance using the reported scores.

Comparing Student Performance

Table 7 reports the raw and scaled scores earned by two pairs of hypothetical students, as well as the differences between earned raw and scaled scores for those same students. For the first pair of students, Student 1 answered 13 items correctly earning a scaled score of 222, while Student 2 answered 14 items correctly earning a scaled score of 229. The Pair 1 students differ by 1 raw score point and by 7 scaled score points. For the second pair of students, Student 1 answered 8 items correctly earning a scaled score of 200, while Student 2 answered 9 items correctly earning a scaled score of 204. The Pair 2 students differ by 1 raw score point and by 4 scaled score points.

Table 7 Raw and Scaled Scores and Their Differences for Two Pairs of Students

Pair	Student 1 scores			Student 2 scores			Score difference	
	Raw	Scaled	<i>CSEM</i>	Raw	Scaled	<i>CSEM</i>	Raw	Scaled
1	13	222	10	14	229	11	1	7
2	8	200	7	9	204	7	1	4

Based on the raw scores, one may infer that the two pairs of students are equally alike with regard to listening comprehension because both pairs of students differ by 1 raw score point. This inference fails to consider the error inherent in all tests because the raw score does not come equipped with a score-level standard error of measurement.

Based on the scaled scores, one may come to a different conclusion and infer that the students in Pair 2 are more alike with regard to listening comprehension because they differed by 4 scaled score points while the students in Pair 1 differed by 7 scaled score points. This inference does not account for the precision of an earned scaled score, which is presented in the *CSEM*.

To make the most valid comparisons between two students' scores, their scaled scores should be interpreted as the best estimates of their abilities, with *CSEM* values estimating a score distribution around that estimate. Using the scaled scores along with the *CSEM*, one may infer that the students in Pair 1 are less alike in their listening comprehension abilities because their score distributions have less overlap than the students in Pair 2. Specifically, score distributions follow a normal distribution with a mean equal to the scaled score and standard deviation equal to the *CSEM*. In this case, 72% of the score distributions for Pair 1 are overlapping compared to 76% of Pair 2. With a smaller overlap, the students belonging to Pair 1 are less likely to have the same true Listening Comprehension score.

Thus, while raw scores help contextualize student performance by reporting the number of items correct, this metric should not be used to draw inferences about a student's level of listening comprehension ability in general. Together, the scaled score and *CSEM* provide a richer description of a student's listening comprehension ability with respect to the design of this assessment.

Norms Development

Over 10,000 students who participated in benchmark testing during the 2020–21 school year were included in the standardization study. A stratified sampling plan ensured that the norm sample included representative proportions of examinees according to selected demographic variables. An analysis of data gathered in 2019 by the National Center for Education Statistics (NCES) provided the basis for stratification using the following demographic variables.

- Sex: female, male
- Race/ethnicity: African American, Asian, Hispanic, White, and Other racial/ethnic groups
- School socioeconomic status: measured by the percentage of students receiving free or reduced-price lunches (FRPL) and grouped into the following four levels:
 1. Low poverty schools: 25.0% or less of the students are eligible for FRPL
 2. Mid-low poverty schools: 25.1%–50.0% of the students are eligible for FRPL
 3. Mid-high poverty schools: 50.1%–75.0% of the students are eligible for FRPL
 4. High poverty schools: more than 75.0% of the students are eligible for FRPL

Table 8 reports the percentage of demographic characteristics of the NCES population estimate.

Table 8 Demographic Characteristics of the Norm Sample for Listening Comprehension, Kindergarten Through Grade 2

Stratification variables	NCES target	Kindergarten		Grade 1		Grade 2	
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex							
Female	51	456	52	437	51	507	51
Male	49	413	48	414	49	492	49
Race							
African American	16	145	17	113	13	42	4
Asian	6	49	6	45	5	5	1
Hispanic	28	279	32	270	32	393	39
White	45	350	40	395	46	509	51
Other	5	46	5	28	3	50	5
English language learner							
Yes	16	120	14	103	12	13	1
No	84	749	86	748	88	986	99
School socioeconomic status							
Low poverty	30	202	23	224	26	261	26
Mid-low poverty	27	237	27	223	26	246	25
Mid-high poverty	25	260	30	240	28	353	35
High poverty	18	170	20	164	19	139	14
Total	100	869	100	851	100	999	100

The stratification and resampling procedures were as follows:

1. List the target number of cases based on NCES percentages needed to match the combination of the sampling variables for each grade.
2. Stratify the data sample to match the NCES target list.
3. Apply a resampling method to generate a closer match to the NCES target list. The total target sample size for each grade was identified such that it did not exceed more than twice the original sample and no student would be resampled more than eight times.

After generating the final norm samples, the national percentiles were calculated for each grade and benchmark period (Fall, Winter, Spring) using an algorithm developed by Hill (1976), which is based on systems of frequency curves described by Johnson (1949). The mean, standard deviation, skewness, and kurtosis of the scale score and one of three possible Johnson curves were used to generate the theoretical distribution of the measure, yielding the smoothed mid-interval percentile rank norms. This method preserves the real underlying distribution of the population and thus provides a more accurate base for score interpretation.

Administration Guidelines

aimswebPlus Listening Comprehension is an untimed test. To administer Listening Comprehension, you will need the following materials:

- this guide
- Student Booklets (1 per student plus one extra for demonstration)
- pencils (1 per student plus extras)

Listening Comprehension offers a total of 9 forms across three grade levels (Kindergarten, Grade 1, and Grade 2). Three forms were developed for each grade to be administered at designated intervals throughout the school year (Fall, Winter, Spring). Each form consists of 18 items: 2 training items (the same across forms) and 16 test items (specific to each individual form). Testing sessions begin with the administration of training items, followed by the test items based on the form being used (e.g., Grade 1 Fall).

All students in a group testing session must have the same Listening Comprehension Student Booklet, appropriate for a given grade and season. Note that because only pictures are presented, Student Booklets can be used for either English or Spanish administration. Students should use a pencil to record their answers in the Student Booklet. Have some extra sharpened pencils on hand for students to use if any pencils break.

Be consistent and adhere to the administration procedures outlined in this guide. Familiarize yourself with the administration guidelines, test materials, and item content described in this guide prior to administering Listening Comprehension to students. If possible, practice administering a Listening Comprehension form to an appropriately aged student ahead of time to ensure you are comfortable with all aspects of testing.

Read all spoken directions exactly as they are written, slowly and clearly. Words you are to speak out loud are printed in **bold** type. Words printed in ***bold italics*** should be emphasized. If you paraphrase directions or coach for a correct answer, results will be skewed and will not accurately reflect your students' listening comprehension skills. As you administer the items, monitor the room to ensure that students are

- on the correct item page,
- marking their Student Booklets in the correct manner,
- keeping their eyes on their own work, and
- attempting each item.

You may want to enlist the help of a qualified teacher's assistant or other education professional to help monitor students when testing an entire class or to administer Listening Comprehension to small groups or individual students. Be sure to train anyone assisting with or conducting test sessions so that they do not provide inappropriate assistance to students. Note that while educational assistants may administer Listening Comprehension, only qualified professionals should interpret the scores.

Marking Responses

Students are instructed to respond either by putting an X on the bubble under the picture or directly on the picture they believe is the correct answer. Other methods of responding are also acceptable; for example, a student may choose to fill in the bubble or circle the picture itself. Responses should be accepted when the student's answer choice is clearly indicated. In this case, you may change the spoken directions to describe acceptable response methods to your students.

Training Items and Examples

Each test session begins with two training items. The training items are used to introduce the test and give students practice in marking their answers. Training items are not scored. In the Student Booklet, the first training item is marked with the correct answer to show students one method of marking correct answers. The second practice item is not marked with the correct answer, allowing students to practice indicating their answers and allowing the examiner to make sure students understand the task. Students can fill in the answer bubble, X the bubble, or X or circle the picture itself to indicate their answer.

Timing

Listening Comprehension is an untimed test. Students should be allowed to attempt all test items. When reading the items, make sure to allow enough time for all students to mark their answers. If you notice any student(s) spending too much time on a single item, encourage them to select an answer and move on to the next item when everyone has marked a response.

Repetition

The Listening Comprehension test is not intended to assess working memory or students' ability to remember what was said. If a student asks for an item to be repeated or students appear confused, you may repeat the item and encourage students to select an answer. Do not read an item more than two times.

Obtaining the Best Results

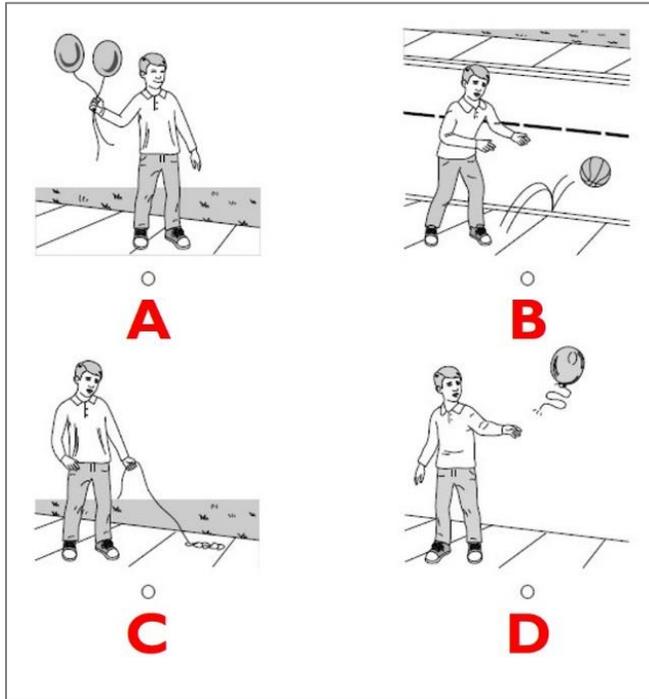
To obtain the most accurate results, adhere to the following guidelines:

- Read the instructions exactly as they are written.
- Be supportive and encourage students to give their best effort on each item.
- Avoid interruptions once you have started a test session.
- If students appear distracted, you may prompt by saying: **Listen carefully.**
- Read each item exactly as printed (i.e., do not paraphrase or explain).
- Present the items in your typical tone and with normal phrasing. Pay attention to the punctuation of an item and be careful not to provide hints by altering the normal inflection patterns.
- Do not coach for a correct response.
- Do not substitute a synonym for an unknown word.
- Give feedback only on the training items. Do not tell students whether an answer is correct or incorrect. If a student asks for help, say something like: **Just make your best guess.**
- Encourage students to attempt all items.

Scoring Student Booklets

In the sections to follow, each grade and season (e.g., Kindergarten Fall Form) has its own self-contained set of instructions that include the training items, test items, and answer keys. Answer keys are shown as letters A, B, C, or D. For each item, these letters correspond to the picture answer options as shown in Figure 1. When scoring Student Booklets, use this figure in conjunction with the appropriate answer key table to determine correct and incorrect responses.

Figure 1 Answer Key Lettering



Kindergarten Fall Form

Each Listening Comprehension item consists of one, two, or three sentences that you read aloud to the students. For each item, the students listen to you read while they look at a set of four pictures. Then they mark the picture that best fits what you read. While conducting a test session, have an extra Student Booklet available so you can show the students which page they should be looking at while you move through the test items.

While you administer Listening Comprehension, remember to read the items aloud slowly and clearly and to allow enough time between items for students to choose their responses. If any students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Do not read any test item more than two times.

Introduce the test to students by holding up a copy of the Listening Comprehension Student Booklet. Say:

We are going to work in some special books today. Each of you will get a book just like this one. Do not open it until I tell you what to do.

Distribute the appropriate Student Booklets to your students, and make sure each student has a sharpened pencil with an eraser.

When all students have a Student Booklet and pencil, say:

Listen to what I say. You are going to be marking pictures in this book. I will tell you what to mark. Open to the first page in your book.

If needed, hold up the Student Booklet open to the first training item and show to the class. Scan the room to make sure that each student is looking at the correct page. Say:

This page has the letter A at the top. Find the A and put your finger on it.

Check that each student has found the first training item. Then say:

Look at the four pictures. There are bubbles under each picture. One of the pictures already has its bubble filled in. This picture goes with the words I'm going to say.

Listen. *The boy is standing still.* (Pause.) *The boy is standing still.* The bubble is filled in under the picture of the boy standing still. Pick up your pencil and put an X on the filled-in bubble to mark it.

Check that all students put an X on the filled-in bubble. Then say:

Now, let's try one together. Turn to the next page.

If needed, hold up the Student Booklet open to the second training item and show to the class. Make sure that each student is looking at the correct page. Say:

This page has the letter B at the top. Find the B and put your finger on it.

Check that each student has found the second training item. Then say:

This time it's your turn to mark an answer. Look at the four pictures. Remember to listen to what I say before you write.

Ready? Listen. *He let go of the balloon.* (Pause.) Listen again. *He let go of the balloon.* Now mark the bubble under the picture that goes with what I said. You can fill in the bubble or put an X on the bubble.

Check that all students have marked an answer. Then say:

I said: *He let go of the balloon.* So, you should mark the bubble under the picture of the boy not holding the balloon. (If needed, point to the correct picture in the Student Booklet.)

Make sure that each student marked the correct picture. Say:

Good job! Does anyone have any questions?

Answer any questions the students have. Then move on to the test items. Say:

Let's do some more just like this. Listen carefully to what I say, and then mark the picture that goes with what I say. If your pencil breaks, raise your hand and I will bring you another pencil. If you make a mistake or change your mind, erase the mark you made and mark your new answer. Make sure you erase all the way so I know what your answer is.

As needed throughout the test session, use the extra Student Booklet to show students which item page they should be looking at.

Item 1

Say:

Now turn the page and find the number 1 at the top. Look at the four pictures on the page. Listen. *Mark the flowers.* Mark the bubble under the picture that goes with what I said. Listen again. *Mark the flowers.*

Item 2

Say:

Turn the page and find the number 2 at the top. Look at the four pictures on the page. Listen. *They look out the window.* Mark the bubble under the picture that goes with what I said. Listen again. *They look out the window.*

Item 3

Say:

Turn the page and find the number 3 at the top. Look at the four pictures on the page. Listen. *The kitten follows the girl.* Mark the bubble under the picture that goes with what I said. Listen again. *The kitten follows the girl.*

From this point on, if it appears that all students have responded after you have read the item once, it isn't necessary to read the item a second time before moving on to the next item. However, if some students have not responded after your first reading or if a student asks you to repeat the item, you may read the

item again. Remember, do not read any item more than two times and, if needed, use the extra Student Booklet to show students which item page they should be looking at.

Item 4

Say:

Turn the page and find the number 4 at the top. Look at the four pictures on the page. Listen.
The cat is alone.

Item 5

Say:

Turn the page and find the number 5 at the top. Look at the four pictures on the page. Listen.
He is wearing short sleeves.

Item 6

Say:

Turn the page and find the number 6 at the top. Look at the four pictures on the page. Listen.
He shows his drawing to his teacher.

Item 7

Say:

Turn the page and find the number 7 at the top. Look at the four pictures on the page. Listen.
The farmer waters the plants.

Item 8

Say:

Turn the page and find the number 8 at the top. Look at the four pictures on the page. Listen.
He wears only one sock.

Item 9

Say:

Turn the page and find the number 9 at the top. Look at the four pictures on the page. Listen.
The box is open.

Item 10

Say:

Turn the page and find the number 10 at the top. Look at the four pictures on the page.
Listen. *The birds are flying in different directions.*

Item 11

Say:

Turn the page and find the number 11 at the top. Look at the four pictures on the page.
Listen. *The dog is running.*

Item 12

Say:

Turn the page and find the number 12 at the top. Look at the four pictures on the page. Listen. *She touches her toes.*

Item 13

Say:

Turn the page and find the number 13 at the top. Look at the four pictures on the page. Listen. *The horse is jumping over the fence.*

Item 14

Say:

Turn the page and find the number 14 at the top. Look at the four pictures on the page. Listen. *She is catching a ball.*

Item 15

Say:

Turn the page and find the number 15 at the top. Look at the four pictures on the page. Listen. *The girl is having her hair cut.*

Item 16

Say:

Turn the page and find the number 16 at the top. Look at the four pictures on the page. Listen. *The boy takes art classes at school. He wears an apron to class to protect his clothes. What did the boy put on before art class?*

When everyone has marked an answer for the last item, you have finished the Listening Comprehension test session. Collect all the Student Booklets. To score student responses, use the answer key provided in Table 9. Turn to the Appendix for steps to enter scores into the aimswebPlus platform.

Table 9 Listening Comprehension Answer Key, Kindergarten Fall Form

Item	Key
1	A
2	C
3	D
4	A
5	D
6	B
7	B
8	C
9	A
10	D
11	B
12	C
13	D
14	C
15	B
16	A

Kindergarten Winter Form

Each Listening Comprehension item consists of one or two sentences that you read aloud to the students. For each item, the students listen to you read while they look at a set of four pictures. Then they mark the picture that best fits what you read. While conducting a test session, have an extra Student Booklet available so you can show the students which page they should be looking at while you move through the test items.

While you administer Listening Comprehension, remember to read the items aloud slowly and clearly and to allow enough time between items for students to choose their responses. If any students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Do not read any test item more than two times.

Introduce the test to students by holding up a copy of the Listening Comprehension Student Booklet. Say:

We are going to work in some special books today. Each of you will get a book just like this one. Do not open it until I tell you what to do.

Distribute the appropriate Student Booklets to your students, and make sure each student has a sharpened pencil with an eraser.

When all students have a Student Booklet and pencil, say:

Listen to what I say. You are going to be marking pictures in this book. I will tell you what to mark. Open to the first page in your book.

If needed, hold up the Student Booklet open to the first training item and show to the class. Scan the room to make sure that each student is looking at the correct page. Say:

This page has the letter A at the top. Find the A and put your finger on it.

Check that each student has found the first training item. Then say:

Look at the four pictures. There are bubbles under each picture. One of the pictures already has its bubble filled in. This picture goes with the words I'm going to say.

Listen. *The boy is standing still.* (Pause.) *The boy is standing still.* The bubble is filled in under the picture of the boy standing still. Pick up your pencil and put an X on the filled-in bubble to mark it.

Check that all students put an X on the filled-in bubble. Then say:

Now, let's try one together. Turn to the next page.

If needed, hold up the Student Booklet open to the second training item and show to the class. Make sure that each student is looking at the correct page. Say:

This page has the letter B at the top. Find the B and put your finger on it.

Check that each student has found the second training item. Then say:

This time it's your turn to mark an answer. Look at the four pictures. Remember to listen to what I say before you write.

Ready? Listen. *He let go of the balloon.* (Pause.) Listen again. *He let go of the balloon.* Now mark the bubble under the picture that goes with what I said. You can fill in the bubble or put an X on the bubble.

Check that all students have marked an answer. Then say:

I said: *He let go of the balloon.* So, you should mark the bubble under the picture of the boy not holding the balloon. (If needed, point to the correct picture in the Student Booklet.)

Make sure that each student marked the correct picture. Say:

Good job! Does anyone have any questions?

Answer any questions the students have. Then, move on to the test items. Say:

Let's do some more just like this. Listen carefully to what I say, and then mark the picture that goes with what I say. If your pencil breaks, raise your hand and I will bring you another pencil. If you make a mistake or change your mind, erase the mark you made and mark your new answer. Make sure you erase all the way so I know what your answer is.

As needed throughout the test session, use the extra Student Booklet to show students which item page they should be looking at.

Item 1

Say:

Now turn the page and find the number 1 at the top. Look at the four pictures on the page. Listen. *Mark the trash can.* Mark the bubble under the picture that goes with what I said. Listen again. *Mark the trash can.*

Item 2

Say:

Turn the page and find the number 2 at the top. Look at the four pictures on the page. Listen. *The bowl and the glass are empty.* Mark the bubble under the picture that goes with what I said. Listen again. *The bowl and the glass are empty.*

Item 3

Say:

Turn the page and find the number 3 at the top. Look at the four pictures on the page. Listen. *The dog barks at everyone.* Mark the bubble under the picture that goes with what I said. Listen again. *The dog barks at everyone.*

From this point on, if it appears that all students have responded after you have read the item once, it isn't necessary to read the item a second time before moving on to the next item. However, if some students have not responded after your first reading or if a student asks you to repeat the item, you may read the

item again. Remember, do not read any item more than two times and, if needed, use the extra Student Booklet to show students which item page they should be looking at.

Item 4

Say:

Turn the page and find the number 4 at the top. Look at the four pictures on the page. Listen.
The monkey hangs from the tree.

Item 5

Say:

Turn the page and find the number 5 at the top. Look at the four pictures on the page. Listen.
She feeds her pet hamster.

Item 6

Say:

Turn the page and find the number 6 at the top. Look at the four pictures on the page. Listen.
He stands in front of his mom and dad.

Item 7

Say:

Turn the page and find the number 7 at the top. Look at the four pictures on the page. Listen.
Every child is wearing a hat.

Item 8

Say:

Turn the page and find the number 8 at the top. Look at the four pictures on the page. Listen.
The dogs are sharing the bone.

Item 9

Say:

Turn the page and find the number 9 at the top. Look at the four pictures on the page. Listen.
The dentist looks at pictures of your teeth.

Item 10

Say:

Turn the page and find the number 10 at the top. Look at the four pictures on the page.
Listen. *The water is frozen.*

Item 11

Say:

Turn the page and find the number 11 at the top. Look at the four pictures on the page.
Listen. *The boy is skating.*

Item 12

Say:

Turn the page and find the number 12 at the top. Look at the four pictures on the page. Listen. *He broke the dish.*

Item 13

Say:

Turn the page and find the number 13 at the top. Look at the four pictures on the page. Listen. *The girl is jumping on the bed.*

Item 14

Say:

Turn the page and find the number 14 at the top. Look at the four pictures on the page. Listen. *They are drinking.*

Item 15

Say:

Turn the page and find the number 15 at the top. Look at the four pictures on the page. Listen. *David is dressed to play outside on a cold day.*

Item 16

Say:

Turn the page and find the number 16 at the top. Look at the four pictures on the page. Listen. *Every morning, Sebastian combs his hair before he brushes his teeth. What does he do first?*

When everyone has marked an answer for the last item, you have finished the Listening Comprehension test session. Collect all the Student Booklets. To score student responses, use the answer key provided in Table 10. Turn to the Appendix for steps to enter scores into the aimswebPlus platform.

Table 10 Listening Comprehension Answer Key, Kindergarten Winter Form

Item	Key
1	C
2	D
3	C
4	A
5	A
6	D
7	B
8	D
9	A
10	D
11	C
12	B
13	D
14	A
15	C
16	B

Kindergarten Spring Form

Each Listening Comprehension item consists of one, two, or three sentences that you read aloud to the students. For each item, the students listen to you read while they look at a set of four pictures. Then they mark the picture that best fits what you read. While conducting a test session, have an extra Student Booklet available so you can show the students which page they should be looking at while you move through the test items.

While you administer Listening Comprehension, remember to read the items aloud slowly and clearly and to allow enough time between items for students to choose their responses. If any students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Do not read any test item more than two times.

Introduce the test to students by holding up a copy of the Listening Comprehension Student Booklet. Say:

We are going to work in some special books today. Each of you will get a book just like this one. Do not open it until I tell you what to do.

Distribute the appropriate Student Booklets to your students, and make sure each student has a sharpened pencil with an eraser.

When all students have a Student Booklet and pencil, say:

Listen to what I say. You are going to be marking pictures in this book. I will tell you what to mark. Open to the first page in your book.

If needed, hold up the Student Booklet open to the first training item and show to the class. Scan the room to make sure that each student is looking at the correct page. Say:

This page has the letter A at the top. Find the A and put your finger on it.

Check that each student has found the first training item. Then say:

Look at the four pictures. There are bubbles under each picture. One of the pictures already has its bubble filled in. This picture goes with the words I'm going to say.

Listen. *The boy is standing still.* (Pause.) *The boy is standing still.* The bubble is filled in under the picture of the boy standing still. Pick up your pencil and put an X on the filled-in bubble to mark it.

Check that all students put an X on the filled-in bubble. Then say:

Now, let's try one together. Turn to the next page.

If needed, hold up the Student Booklet open to the second training item and show to the class. Make sure that each student is looking at the correct page. Say:

This page has the letter B at the top. Find the B and put your finger on it.

Check that each student has found the second training item. Then say:

This time it's your turn to mark an answer. Look at the four pictures. Remember to listen to what I say before you write.

Ready? Listen. *He let go of the balloon.* (Pause.) Listen again. *He let go of the balloon.* Now mark the bubble under the picture that goes with what I said. You can fill in the bubble or put an X on the bubble.

Check that all students have marked an answer. Then say:

I said: *He let go of the balloon.* So, you should mark the bubble under the picture of the boy not holding the balloon. (If needed, point to the correct picture in the Student Booklet.)

Make sure that each student marked the correct picture. Say:

Good job! Does anyone have any questions?

Answer any questions the students have. Then move on to the test items. Say:

Let's do some more just like this. Listen carefully to what I say, and then mark the picture that goes with what I say. If your pencil breaks, raise your hand and I will bring you another pencil. If you make a mistake or change your mind, erase the mark you made and mark your new answer. Make sure you erase all the way so I know what your answer is.

As needed throughout the test session, use the extra Student Booklet to show students which item page they should be looking at.

Item 1

Say:

Now turn the page and find the number 1 at the top. Look at the four pictures on the page. Listen. *Mark the umbrella.* Mark the bubble under the picture that goes with what I said. Listen again. *Mark the umbrella.*

Item 2

Say:

Turn the page and find the number 2 at the top. Look at the four pictures on the page. Listen. *The bee flies into the hive.* Mark the bubble under the picture that goes with what I said. Listen again. *The bee flies into the hive.*

Item 3

Say:

Turn the page and find the number 3 at the top. Look at the four pictures on the page. Listen. *The bear follows another bear.* Mark the bubble under the picture that goes with what I said. Listen again. *The bear follows another bear.*

From this point on, if it appears that all students have responded after you have read the item once, it isn't necessary to read the item a second time before moving on to the next item. However, if some students have not responded after your first reading or if a student asks you to repeat the item, you may read the

item again. Remember, do not read any item more than two times and, if needed, use the extra Student Booklet to show students which item page they should be looking at.

Item 4

Say:

Turn the page and find the number 4 at the top. Look at the four pictures on the page. Listen.
The paper has a star near the top.

Item 5

Say:

Turn the page and find the number 5 at the top. Look at the four pictures on the page. Listen.
He exits the house.

Item 6

Say:

Turn the page and find the number 6 at the top. Look at the four pictures on the page. Listen.
He is running toward his mother.

Item 7

Say:

Turn the page and find the number 7 at the top. Look at the four pictures on the page. Listen.
Her shoe is missing.

Item 8

Say:

Turn the page and find the number 8 at the top. Look at the four pictures on the page. Listen.
At the park, she stood near the swings.

Item 9

Say:

Turn the page and find the number 9 at the top. Look at the four pictures on the page. Listen.
The boy will cross the finish line after his sister.

Item 10

Say:

Turn the page and find the number 10 at the top. Look at the four pictures on the page.
Listen. *The boy had peeled the orange and was sharing it with his friends.*

Item 11

Say:

Turn the page and find the number 11 at the top. Look at the four pictures on the page.
Listen. *The boy is cutting.*

Item 12

Say:

Turn the page and find the number 12 at the top. Look at the four pictures on the page. Listen. *She hung her coat on the hook.*

Item 13

Say:

Turn the page and find the number 13 at the top. Look at the four pictures on the page. Listen. *She is holding a big ball.*

Item 14

Say:

Turn the page and find the number 14 at the top. Look at the four pictures on the page. Listen. *They are sitting by the fire.*

Item 15

Say:

Turn the page and find the number 15 at the top. Look at the four pictures on the page. Listen. *The girl walking the dog is wearing a hood.*

Item 16

Say:

Turn the page and find the number 16 at the top. Look at the four pictures on the page. Listen. *Sophia is learning to read. Her favorite animal is a horse. Which book would Sophia like to read most?*

When everyone has marked an answer for the last item, you have finished the Listening Comprehension test session. Collect all the Student Booklets. To score student responses, use the answer key provided in Table 11. Turn to the Appendix for steps to enter scores into the aimswebPlus platform.

Table 11 Listening Comprehension Answer Key, Kindergarten Spring Form

Item	Key
1	D
2	B
3	B
4	D
5	C
6	A
7	C
8	A
9	B
10	C
11	A
12	D
13	C
14	A
15	B
16	D

Grade 1 Fall Form

Each Listening Comprehension item consists of one, two, or three sentences that you read aloud to the students. For each item, the students listen to you read while they look at a set of four pictures. Then they mark the picture that best fits what you read. While conducting a test session, have an extra Student Booklet available so you can show the students which page they should be looking at while you move through the test items.

While you administer Listening Comprehension, remember to read the items aloud slowly and clearly and to allow enough time between items for students to choose their responses. If any students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Do not read any test item more than two times.

Introduce the test to students by holding up a copy of the Listening Comprehension Student Booklet. Say:

Each of you will get a book just like this one. It is important that you do your best work. Do not open the book until I tell you what to do.

Distribute the appropriate Student Booklets to your students, and make sure each student has a sharpened pencil with an eraser.

When all students have a Student Booklet and pencil, say:

Listen to what I say. You are going to be marking pictures in this book. I will tell you what to mark. Open to the first page in your book.

If needed, hold up the Student Booklet open to the first training item and show to the class. Scan the room to make sure that each student is looking at the correct page. Say:

This page has the letter A at the top. Find the letter A.

Check that each student has found the first training item. Then say:

Look at the four pictures. There are bubbles under each picture. One of the pictures already has its bubble filled in. This picture goes with the words I'm going to say.

Listen. *The boy is standing still.* (Pause.) *The boy is standing still.* The bubble is filled in under the picture of the boy standing still. Pick up your pencil and put an X on the filled-in bubble to mark it.

Check that all students put an X on the filled-in bubble. Then say:

Now, let's try one together. Turn to the next page.

If needed, hold up the Student Booklet open to the second training item and show to the class. Make sure that each student is looking at the correct page. Say:

This page has the letter B at the top. Find the letter B.

Check that each student has found the second training item. Then say:

This time it's your turn to mark an answer. Look at the four pictures. Remember to listen to what I say before you write.

Ready? Listen. *He let go of the balloon.* (Pause.) Listen again. *He let go of the balloon.* Now mark the bubble under the picture that goes with what I said. You can fill in the bubble or put an X on the bubble.

Check that all students have marked an answer. Then say:

I said: *He let go of the balloon.* So, you should mark the bubble under the picture of the boy not holding the balloon. (If needed, point to the correct picture in the Student Booklet.)

Make sure that each student marked the correct picture. Say:

Good job! Does anyone have any questions?

Answer any questions the students have. Then move on to the test items. Say:

Let's do some more just like this. Listen carefully to what I say, and then mark the picture that goes with what I say. If your pencil breaks, raise your hand and I will bring you another pencil. If you make a mistake or change your mind, erase the mark you made and mark your new answer. Make sure you erase all the way so I know what your answer is.

As needed throughout the test session, use the extra Student Booklet to show students which item page they should be looking at.

Item 1

Say:

Now turn the page and find the number 1 at the top. Look at the four pictures on the page. Listen. *The tomatoes grow on a vine.* Mark the bubble under the picture that goes with what I said. Listen again. *The tomatoes grow on a vine.*

Item 2

Say:

Turn to page 2. Look at the four pictures. Listen. *John stayed home from school because he was feeling under the weather.* Mark the bubble under the picture that goes with what I said. Listen again. *John stayed home from school because he was feeling under the weather.*

From this point on, if it appears that all students have responded after you have read the item once, it isn't necessary to read the item a second time before moving on to the next item. However, if some students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Remember, do not read any item more than two times and, if needed, use the extra Student Booklet to show students which item page they should be looking at.

Item 3

Say:

Turn to page 3. Look at the four pictures on the page. Listen. *They are high off the ground.*
Mark the bubble under the picture that goes with what I said.

Item 4

Say:

Turn to page 4. Listen. *The boy will cross the finish line after his sister.*

Item 5

Say:

Turn to page 5. Listen. *The boy had peeled the orange and was sharing it with his friends.*

Item 6

Say:

Turn to page 6. Listen. *They are sitting by the fire.*

Item 7

Say:

Turn to page 7. Listen. *The girl walking the dog is wearing a hood.*

Item 8

Say:

Turn to page 8. Listen. *The woman is climbing a ladder.*

Item 9

Say:

Turn to page 9. Listen. *Daniel's mom said they will go on a picnic. They will pack sandwiches and sit on a blanket.*

Item 10

Say:

Turn to page 10. Listen. *Carlos got to cross the monkey bars after he waited for his turn.*

Item 11

Say:

Turn to page 11. Listen. *Ben's mom told him that he doesn't have school today because it snowed.*

Item 12

Say:

Turn to page 12. Listen. *The sun shines through the window.*

Item 13

Say:

Turn to page 13. Listen. *She is being helpful to her grandmother.*

Item 14

Say:

Turn to page 14. Listen. *The children lined up at the door.*

Item 15

Say:

Turn to page 15. Listen. *Sophia is learning to read. Her favorite animal is a horse. Which book would Sophia like to read most?*

Item 16

Say:

Turn to page 16. Listen. *The boy had hoped to do well on his test, but he hadn't studied for it the night before. How did he feel after taking the test?*

When everyone has marked an answer for the last item, you have finished the Listening Comprehension test session. Collect all the Student Booklets. To score student responses, use the answer key provided in Table 12. Turn to the Appendix for steps to enter scores into the aimswebPlus platform.

Table 12 Listening Comprehension Answer Key, Grade 1 Fall Form

Item	Key
1	D
2	A
3	C
4	B
5	C
6	A
7	B
8	D
9	A
10	C
11	B
12	D
13	C
14	B
15	D
16	A

Grade 1 Winter Form

Each Listening Comprehension item consists of one, two, or three sentences that you read aloud to the students. For each item, the students listen to you read while they look at a set of four pictures. Then they mark the picture that best fits what you read. While conducting a test session, have an extra Student Booklet available so you can show the students which page they should be looking at while you move through the test items.

While you administer Listening Comprehension, remember to read the items aloud slowly and clearly and to allow enough time between items for students to choose their responses. If any students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Do not read any test item more than two times.

Introduce the test to students by holding up a copy of the Listening Comprehension Student Booklet. Say:

Each of you will get a book just like this one. It is important that you do your best work. Do not open the book until I tell you what to do.

Distribute the appropriate Student Booklets to your students, and make sure each student has a sharpened pencil with an eraser.

When all students have a Student Booklet and pencil, say:

Listen to what I say. You are going to be marking pictures in this book. I will tell you what to mark. Open to the first page in your book.

If needed, hold up the Student Booklet open to the first training item and show to the class. Scan the room to make sure that each student is looking at the correct page. Say:

This page has the letter A at the top. Find the letter A.

Check that each student has found the first training item. Then say:

Look at the four pictures. There are bubbles under each picture. One of the pictures already has its bubble filled in. This picture goes with the words I'm going to say.

Listen. *The boy is standing still.* (Pause.) *The boy is standing still.* The bubble is filled in under the picture of the boy standing still. Pick up your pencil and put an X on the filled-in bubble to mark it.

Check that all students put an X on the filled-in bubble. Then say:

Now, let's try one together. Turn to the next page.

If needed, hold up the Student Booklet open to the second training item and show to the class. Make sure that each student is looking at the correct page. Say:

This page has the letter B at the top. Find the letter B.

Check that each student has found the second training item. Then say:

This time it's your turn to mark an answer. Look at the four pictures. Remember to listen to what I say before you write.

Ready? Listen. *He let go of the balloon.* (Pause.) Listen again. *He let go of the balloon.* Now mark the bubble under the picture that goes with what I said. You can fill in the bubble or put an X on the bubble.

Check that all students have marked an answer. Then say:

I said: *He let go of the balloon.* So, you should mark the bubble under the picture of the boy not holding the balloon. (If needed, point to the correct picture in the Student Booklet.)

Make sure that each student marked the correct picture. Say:

Good job! Does anyone have any questions?

Answer any questions the students have. Then move on to the test items. Say:

Let's do some more just like this. Listen carefully to what I say, and then mark the picture that goes with what I say. If your pencil breaks, raise your hand and I will bring you another pencil. If you make a mistake or change your mind, erase the mark you made and mark your new answer. Make sure you erase all the way so I know what your answer is.

As needed throughout the test session, use the extra Student Booklet to show students which item page they should be looking at.

Item 1

Say:

Now turn the page and find the number 1 at the top. Look at the four pictures on the page. Listen. *The pitcher waits for instructions.* Mark the bubble under the picture that goes with what I said. Listen again. *The pitcher waits for instructions.*

Item 2

Say:

Turn to page 2. Look at the four pictures. Listen. *After eating his ice cream too fast, the boy suddenly got brain freeze.* Mark the bubble under the picture that goes with what I said. Listen again. *After eating his ice cream too fast, the boy suddenly got brain freeze.*

From this point on, if it appears that all students have responded after you have read the item once, it isn't necessary to read the item a second time before moving on to the next item. However, if some students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Remember, do not read any item more than two times and, if needed, use the extra Student Booklet to show students which item page they should be looking at.

Item 3

Say:

Turn to page 3. Look at the four pictures on the page. Listen. *Mark the spotted cow.* Mark the bubble under the picture that goes with what I said.

Item 4

Say:

Turn to page 4. Listen. *He is juggling.*

Item 5

Say:

Turn to page 5. Listen. *The tractor moves through the cornfield.*

Item 6

Say:

Turn to page 6. Listen. *The baby she smiled at was wrapped in a blanket.*

Item 7

Say:

Turn to page 7. Listen. *The girl's brother is helping her bake an apple pie.*

Item 8

Say:

Turn to page 8. Listen. *The boy is standing underneath the tree house.*

Item 9

Say:

Turn to page 9. Listen. *The cat is in the box.*

Item 10

Say:

Turn to page 10. Listen. *She would have gone to the party, but she was sick and could not go.*

Item 11

Say:

Turn to page 11. Listen. *She feeds old bread to the ducks at the park instead of throwing it away.*

Item 12

Say:

Turn to page 12. Listen. *Sara is folding the paper.*

Item 13

Say:

Turn to page 13. Listen. *Adam helps his grandfather in the garden by watering the seeds in the ground.*

Item 14

Say:

Turn to page 14. Listen. *The girl saw a turtle sitting on a rock. When she made a noise, the turtle tucked its head into its shell.*

Item 15

Say:

Turn to page 15. Listen. *A boy set up a birdbath in his backyard. He enjoys bird watching. What did he hope would happen?*

Item 16

Say:

Turn to page 16. Listen. *Eric's mother said, "Before you can play basketball, you must sweep the floor. So, you had better get on the ball." What did Eric have to do first?*

When everyone has marked an answer for the last item, you have finished the Listening Comprehension test session. Collect all the Student Booklets. To score student responses, use the answer key provided in Table 13. Turn to the Appendix for steps to enter scores into the aimswebPlus platform.

Table 13 Listening Comprehension Answer Key, Grade 1 Winter Form

Item	Key
1	B
2	C
3	D
4	A
5	C
6	A
7	B
8	A
9	D
10	C
11	A
12	D
13	B
14	B
15	C
16	A

Grade 1 Spring Form

Each Listening Comprehension item consists of one or two sentences that you read aloud to the students. For each item, the students listen to you read while they look at a set of four pictures. Then they mark the picture that best fits what you read. While conducting a test session, have an extra Student Booklet available so you can show the students which page they should be looking at while you move through the test items.

While you administer Listening Comprehension, remember to read the items aloud slowly and clearly and to allow enough time between items for students to choose their responses. If any students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Do not read any test item more than two times.

Introduce the test to students by holding up a copy of the Listening Comprehension Student Booklet. Say:

**Each of you will get a book just like this one. It is important that you do your best work.
Do not open the book until I tell you what to do.**

Distribute the appropriate Student Booklets to your students, and make sure each student has a sharpened pencil with an eraser.

When all students have a Student Booklet and pencil, say:

Listen to what I say. You are going to be marking pictures in this book. I will tell you what to mark. Open to the first page in your book.

If needed, hold up the Student Booklet open to the first training item and show to the class. Scan the room to make sure that each student is looking at the correct page. Say:

This page has the letter A at the top. Find the letter A.

Check that each student has found the first training item. Then say:

Look at the four pictures. There are bubbles under each picture. One of the pictures already has its bubble filled in. This picture goes with the words I'm going to say.

Listen. *The boy is standing still.* (Pause.) *The boy is standing still.* The bubble is filled in under the picture of the boy standing still. Pick up your pencil and put an X on the filled-in bubble to mark it.

Check that all students put an X on the filled-in bubble. Then say:

Now, let's try one together. Turn to the next page.

If needed, hold up the Student Booklet open to the second training item and show to the class. Make sure that each student is looking at the correct page. Say:

This page has the letter B at the top. Find the letter B.

Check that each student has found the second training item. Then say:

This time it's your turn to mark an answer. Look at the four pictures. Remember to listen to what I say before you write.

Ready? Listen. *He let go of the balloon.* (Pause.) Listen again. *He let go of the balloon.* Now mark the bubble under the picture that goes with what I said. You can fill in the bubble or put an X on the bubble.

Check that all students have marked an answer. Then say:

I said: *He let go of the balloon.* So, you should mark the bubble under the picture of the boy not holding the balloon. (If needed, point to the correct picture in the Student Booklet.)

Make sure that each student marked the correct picture. Say:

Good job! Does anyone have any questions?

Answer any questions the students have. Then move on to the test items. Say:

Let's do some more just like this. Listen carefully to what I say, and then mark the picture that goes with what I say. If your pencil breaks, raise your hand and I will bring you another pencil. If you make a mistake or change your mind, erase the mark you made and mark your new answer. Make sure you erase all the way so I know what your answer is.

As needed throughout the test session, use the extra Student Booklet to show students which item page they should be looking at.

Item 1

Say:

Now turn the page and find the number 1 at the top. Look at the four pictures on the page. Listen. *The man is almost finished washing the dishes.* Mark the bubble under the picture that goes with what I said. Listen again. *The man is almost finished washing the dishes.*

Item 2

Say:

Turn to page 2. Look at the four pictures. Listen. *The teacher gave her students clay, which the girl used to create a bowl on a pottery wheel.* Mark the bubble under the picture that goes with what I said. Listen again. *The teacher gave her students clay, which the girl used to create a bowl on a pottery wheel.*

From this point on, if it appears that all students have responded after you have read the item once, it isn't necessary to read the item a second time before moving on to the next item. However, if some students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Remember, do not read any item more than two times and, if needed, use the extra Student Booklet to show students which item page they should be looking at.

Item 3

Say:

Turn to page 3. Look at the four pictures on the page. Listen. *Which animal is sleeping?*
Mark the bubble under the picture that goes with what I said.

Item 4

Say:

Turn to page 4. Listen. *The rope is tangled.*

Item 5

Say:

Turn to page 5. Listen. *The teacher could not believe her eyes when all of the children raised their hands to answer her question.*

Item 6

Say:

Turn to page 6. Listen. *The girl wearing sunglasses is sitting next to the man reading the newspaper.*

Item 7

Say:

Turn to page 7. Listen. *Angela was excited to see her big sister who was visiting, so she flew home from school.*

Item 8

Say:

Turn to page 8. Listen. *The children read with their teacher during class.*

Item 9

Say:

Turn to page 9. Listen. *His pet sits on his lap.*

Item 10

Say:

Turn to page 10. Listen. *She forgot her pencil, so he gives her one to borrow.*

Item 11

Say:

Turn to page 11. Listen. *The girl had hoped to fly her kite, although there was no wind.*

Item 12

Say:

Turn to page 12. Listen. *The rabbit is next to the bush.*

Item 13

Say:

Turn to page 13. Listen. *After taking a bowl out of the cabinet, the chef mixes the ingredients in a bowl using a wooden spoon.*

Item 14

Say:

Turn to page 14. Listen. *He would have done the dishes had he not picked up the phone.*

Item 15

Say:

Turn to page 15. Listen. *The girl's mother told her to pick up her toys, but she didn't do it. What do you think the girl's mother was afraid would happen?*

Item 16

Say:

Turn to page 16. Listen. *After hearing a loud crash, the boy looked outside. What do you think he saw?*

When everyone has marked an answer for the last item, you have finished the Listening Comprehension test session. Collect all the Student Booklets. To score student responses, use the answer key provided in Table 14. Turn to the Appendix for steps to enter scores into the aimswebPlus platform.

Table 14 Listening Comprehension Answer Key, Grade 1 Spring Form

Item	Key
1	A
2	B
3	D
4	C
5	A
6	D
7	D
8	A
9	C
10	B
11	A
12	C
13	D
14	B
15	C
16	B

Grade 2 Fall Form

Each Listening Comprehension item consists of one, two, or three sentences that you read aloud to the students. For each item, the students listen to you read while they look at a set of four pictures. Then they mark the picture that best fits what you read. While conducting a test session, have an extra Student Booklet available so you can show the students which page they should be looking at while you move through the test items.

While you administer Listening Comprehension, remember to read the items aloud slowly and clearly and to allow enough time between items for students to choose their responses. If any students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Do not read any test item more than two times.

Introduce the test to students by holding up a copy of the Listening Comprehension Student Booklet. Say:

Each of you will get a book just like this one. It is important that you do your best work. Do not open the book until I tell you what to do.

Distribute the appropriate Student Booklets to your students, and make sure each student has a sharpened pencil with an eraser.

When all students have a Student Booklet and pencil, say:

Listen to what I say. You are going to be marking pictures in this book. I will tell you what to mark. Open to the first page in your book.

If needed, hold up the Student Booklet open to the first training item and show to the class. Scan the room to make sure that each student is looking at the correct page. Say:

This page has the letter A at the top. Find the letter A.

Check that each student has found the first training item. Then say:

Look at the four pictures. There are bubbles under each picture. One of the pictures already has its bubble filled in. This picture goes with the words I'm going to say.

Listen. *The boy is standing still.* (Pause.) *The boy is standing still.* The bubble is filled in under the picture of the boy standing still. Pick up your pencil and put an X on the filled-in bubble to mark it.

Check that all students put an X on the filled-in bubble. Then say:

Now, let's try one together. Turn to the next page.

If needed, hold up the Student Booklet open to the second training item and show to the class. Make sure that each student is looking at the correct page. Say:

This page has the letter B at the top. Find the letter B.

Check that each student has found the second training item. Then say:

This time it's your turn to mark an answer. Look at the four pictures. Remember to listen to what I say before you write.

Ready? Listen. *He let go of the balloon.* (Pause.) Listen again. *He let go of the balloon.* Now mark the bubble under the picture that goes with what I said. You can fill in the bubble or put an X on the bubble.

Check that all students have marked an answer. Then say:

I said: *He let go of the balloon.* So, you should mark the bubble under the picture of the boy not holding the balloon. (If needed, point to the correct picture in the Student Booklet.)

Make sure that each student marked the correct picture. Say:

Good job! Does anyone have any questions?

Answer any questions the students have. Then move on to the test items. Say:

Let's do some more just like this. Listen carefully to what I say, and then mark the picture that goes with what I say. If your pencil breaks, raise your hand and I will bring you another pencil. If you make a mistake or change your mind, erase the mark you made and mark your new answer. Make sure you erase all the way so I know what your answer is.

As needed throughout the test session, use the extra Student Booklet to show students which item page they should be looking at.

Item 1

Say:

Now turn the page and find the number 1 at the top. Look at the four pictures on the page. Listen. *He thinks it might rain.* Mark the bubble under the picture that goes with what I said. Listen again. *He thinks it might rain.*

Item 2

Say:

Turn to page 2. Look at the four pictures. Listen. *The teacher could not believe her eyes when all of the children raised their hands to answer her question.* Mark the bubble under the picture that goes with what I said. Listen again. *The teacher could not believe her eyes when all of the children raised their hands to answer her question.*

From this point on, if it appears that all students have responded after you have read the item once, it isn't necessary to read the item a second time before moving on to the next item. However, if some students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Remember, do not read any item more than two times and, if needed, use the extra Student Booklet to show students which item page they should be looking at.

Item 3

Say:

Turn to page 3. Look at the four pictures on the page. Listen. *The kids shared the book.*
Mark the bubble under the picture that goes with what I said.

Item 4

Say:

Turn to page 4. Listen. *They must wait for the popcorn to cool before they can start to eat it.*

Item 5

Say:

Turn to page 5. Listen. *He found a pretty rock and is showing it to his mother.*

Item 6

Say:

Turn to page 6. Listen. *After taking a bowl out of the cabinet, the chef mixes the ingredients in a bowl using a wooden spoon.*

Item 7

Say:

Turn to page 7. Listen. *At night, the boy and his father look at the stars.*

Item 8

Say:

Turn to page 8. Listen. *McKenzie takes rock climbing lessons once a week. Her teacher helps her climb up the wall.*

Item 9

Say:

Turn to page 9. Listen. *Dad will wait another minute before he takes the muffins out of the oven.*

Item 10

Say:

Turn to page 10. Listen. *The boy was very careful not to break his mother's expensive vase while he was dusting.*

Item 11

Say:

Turn to page 11. Listen. *Father would have moved the chair by himself had his brother not stopped by.*

Item 12

Say:

Turn to page 12. Listen. *The girl has finished her dinner and is eating ice cream for dessert.*

Item 13

Say:

Turn to page 13. Listen. *He would have done the dishes had he not picked up the phone.*

Item 14

Say:

Turn to page 14. Listen. *A boy set up a birdbath in his backyard. He enjoys bird watching. What did he hope would happen?*

Item 15

Say:

Turn to page 15. Listen. *After hearing a loud crash, the boy looked outside. What do you think he saw?*

Item 16

Say:

Turn to page 16. Listen. *After grabbing too many items, the man thought to himself, "I wish I would have grabbed a grocery cart."*

When everyone has marked an answer for the last item, you have finished the Listening Comprehension test session. Collect all the Student Booklets. To score student responses, use the answer key provided in Table 15. Turn to the Appendix for steps to enter scores into the aimswebPlus platform.

Table 15 Listening Comprehension Answer Key, Grade 2 Fall Form

Item	Key
1	B
2	A
3	C
4	B
5	D
6	D
7	D
8	C
9	A
10	D
11	A
12	C
13	B
14	C
15	B
16	A

Grade 2 Winter Form

Each Listening Comprehension item consists of one or two sentences that you read aloud to the students. For each item, the students listen to you read while they look at a set of four pictures. Then they mark the picture that best fits what you read. While conducting a test session, have an extra Student Booklet available so you can show the students which page they should be looking at while you move through the test items.

While you administer Listening Comprehension, remember to read the items aloud slowly and clearly and to allow enough time between items for students to choose their responses. If any students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Do not read any test item more than two times.

Introduce the test to students by holding up a copy of the Listening Comprehension Student Booklet. Say:

**Each of you will get a book just like this one. It is important that you do your best work.
Do not open the book until I tell you what to do.**

Distribute the appropriate Student Booklets to your students, and make sure each student has a sharpened pencil with an eraser.

When all students have a Student Booklet and pencil, say:

Listen to what I say. You are going to be marking pictures in this book. I will tell you what to mark. Open to the first page in your book.

If needed, hold up the Student Booklet open to the first training item and show to the class. Scan the room to make sure that each student is looking at the correct page. Say:

This page has the letter A at the top. Find the letter A.

Check that each student has found the first training item. Then say:

Look at the four pictures. There are bubbles under each picture. One of the pictures already has its bubble filled in. This picture goes with the words I'm going to say.

Listen. *The boy is standing still.* (Pause.) *The boy is standing still.* The bubble is filled in under the picture of the boy standing still. Pick up your pencil and put an X on the filled-in bubble to mark it.

Check that all students put an X on the filled-in bubble. Then say:

Now, let's try one together. Turn to the next page.

If needed, hold up the Student Booklet open to the second training item and show to the class. Make sure that each student is looking at the correct page. Say:

This page has the letter B at the top. Find the letter B.

Check that each student has found the second training item. Then say:

This time it's your turn to mark an answer. Look at the four pictures. Remember to listen to what I say before you write.

Ready? Listen. *He let go of the balloon.* (Pause.) Listen again. *He let go of the balloon.* Now mark the bubble under the picture that goes with what I said. You can fill in the bubble or put an X on the bubble.

Check that all students have marked an answer. Then say:

I said: *He let go of the balloon.* So, you should mark the bubble under the picture of the boy not holding the balloon. (If needed, point to the correct picture in the Student Booklet.)

Make sure that each student marked the correct picture. Say:

Good job! Does anyone have any questions?

Answer any questions the students have. Then move on to the test items. Say:

Let's do some more just like this. Listen carefully to what I say, and then mark the picture that goes with what I say. If your pencil breaks, raise your hand and I will bring you another pencil. If you make a mistake or change your mind, erase the mark you made and mark your new answer. Make sure you erase all the way so I know what your answer is.

As needed throughout the test session, use the extra Student Booklet to show students which item page they should be looking at.

Item 1

Say:

Now turn the page and find the number 1 at the top. Look at the four pictures on the page. Listen. *The trees show that it is fall.* Mark the bubble under the picture that goes with what I said. Listen again. *The trees show that it is fall.*

Item 2

Say:

Turn to page 2. Look at the four pictures. Listen. *They are playing different instruments.* Mark the bubble under the picture that goes with what I said. Listen again. *They are playing different instruments.*

From this point on, if it appears that all students have responded after you have read the item once, it isn't necessary to read the item a second time before moving on to the next item. However, if some students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Remember, do not read any item more than two times and, if needed, use the extra Student Booklet to show students which item page they should be looking at.

Item 3

Say:

Turn to page 3. Look at the four pictures on the page. Listen. *He is typing on a computer.*
Mark the bubble under the picture that goes with what I said.

Item 4

Say:

Turn to page 4. Listen. *Her sister did not have a good day.*

Item 5

Say:

Turn to page 5. Listen. *Emily's loose tooth fell out when she bit into an apple at lunch.*

Item 6

Say:

Turn to page 6. Listen. *After putting her bike in the garage, the girl played with her friends.*

Item 7

Say:

Turn to page 7. Listen. *The cat would have dashed out the door had Gabriella not been careful.*

Item 8

Say:

Turn to page 8. Listen. *Next to the wagon, the horse is huge.*

Item 9

Say:

Turn to page 9. Listen. *There is a little path in the forest that leads to a house that has been empty for a long time.*

Item 10

Say:

Turn to page 10. Listen. *Although Jenny wanted both a puppy and a kitten, her father would allow her to have only one pet.*

Item 11

Say:

Turn to page 11. Listen. *She was mad that her bike was stolen.*

Item 12

Say:

Turn to page 12. Listen. *Instead of wearing a skirt, she decided to wear pants.*

Item 13

Say:

Turn to page 13. Listen. *The puppy was hiding behind the plant next to the chair.*

Item 14

Say:

Turn to page 14. Listen. *Eric's mother said, "Before you can play basketball, you must sweep the floor. So, you had better get on the ball." What did Eric have to do first?*

Item 15

Say:

Turn to page 15. Listen. *Cody walked across the carpeted living room with his muddy shoes. Later that day, what did his mother see when she walked into the room?*

Item 16

Say:

Turn to page 16. Listen. *The couple was pleased that they were first in line to buy tickets at the movie theater.*

When everyone has marked an answer for the last item, you have finished the Listening Comprehension test session. Collect all the Student Booklets. To score student responses, use the answer key provided in Table 16. Turn to the Appendix for steps to enter scores into the aimswebPlus platform.

Table 16 Listening Comprehension Answer Key, Grade 2 Winter Form

Item	Key
1	C
2	D
3	A
4	D
5	B
6	D
7	A
8	B
9	D
10	C
11	B
12	A
13	C
14	A
15	C
16	A

Grade 2 Spring Form

Each Listening Comprehension item consists of one, two, or three sentences that you read aloud to the students. For each item, the students listen to you read while they look at a set of four pictures. Then they mark the picture that best fits what you read. While conducting a test session, have an extra Student Booklet available so you can show the students which page they should be looking at while you move through the test items.

While you administer Listening Comprehension, remember to read the items aloud slowly and clearly and to allow enough time between items for students to choose their responses. If any students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Do not read any test item more than two times.

Introduce the test to students by holding up a copy of the Listening Comprehension Student Booklet. Say:

Each of you will get a book just like this one. It is important that you do your best work. Do not open the book until I tell you what to do.

Distribute the appropriate Student Booklets to your students, and make sure each student has a sharpened pencil with an eraser.

When all students have a Student Booklet and pencil, say:

Listen to what I say. You are going to be marking pictures in this book. I will tell you what to mark. Open to the first page in your book.

If needed, hold up the Student Booklet open to the first training item and show to the class. Scan the room to make sure that each student is looking at the correct page. Say:

This page has the letter A at the top. Find the letter A.

Check that each student has found the first training item. Then say:

Look at the four pictures. There are bubbles under each picture. One of the pictures already has its bubble filled in. This picture goes with the words I'm going to say.

Listen. *The boy is standing still.* (Pause.) *The boy is standing still.* The bubble is filled in under the picture of the boy standing still. Pick up your pencil and put an X on the filled-in bubble to mark it.

Check that all students put an X on the filled-in bubble. Then say:

Now, let's try one together. Turn to the next page.

If needed, hold up the Student Booklet open to the second training item and show to the class. Make sure that each student is looking at the correct page. Say:

This page has the letter B at the top. Find the letter B.

Check that each student has found the second training item. Then say:

This time it's your turn to mark an answer. Look at the four pictures. Remember to listen to what I say before you write.

Ready? Listen. *He let go of the balloon.* (Pause.) Listen again. *He let go of the balloon.* Now mark the bubble under the picture that goes with what I said. You can fill in the bubble or put an X on the bubble.

Check that all students have marked an answer. Then say:

I said: *He let go of the balloon.* So, you should mark the bubble under the picture of the boy not holding the balloon. (If needed, point to the correct picture in the Student Booklet.)

Make sure that each student marked the correct picture. Say:

Good job! Does anyone have any questions?

Answer any questions the students have. Then move on to the test items. Say:

Let's do some more just like this. Listen carefully to what I say, and then mark the picture that goes with what I say. If your pencil breaks, raise your hand and I will bring you another pencil. If you make a mistake or change your mind, erase the mark you made and mark your new answer. Make sure you erase all the way so I know what your answer is.

As needed throughout the test session, use the extra Student Booklet to show students which item page they should be looking at.

Item 1

Say:

Now turn the page and find the number 1 at the top. Look at the four pictures on the page. Listen. *The boy caught a cold after his trip.* Mark the bubble under the picture that goes with what I said. Listen again. *The boy caught a cold after his trip.*

Item 2

Say:

Turn to page 2. Look at the four pictures. Listen. *Our dog runs in circles chasing her tail, but she never catches it.* Mark the bubble under the picture that goes with what I said. Listen again. *Our dog runs in circles chasing her tail, but she never catches it.*

From this point on, if it appears that all students have responded after you have read the item once, it isn't necessary to read the item a second time before moving on to the next item. However, if some students have not responded after your first reading or if a student asks you to repeat the item, you may read the item again. Remember, do not read any item more than two times and, if needed, use the extra Student Booklet to show students which item page they should be looking at.

Item 3

Say:

Turn to page 3. Look at the four pictures on the page. Listen. *The kitten plays with the string.* Mark the bubble under the picture that goes with what I said.

Item 4

Say:

Turn to page 4. Listen. *Long ago, people found food by looking for fruits and nuts outside.*

Item 5

Say:

Turn to page 5. Listen. *Instead of twins, the mother had triplets.*

Item 6

Say:

Turn to page 6. Listen. *After getting off the bike, she took off her helmet.*

Item 7

Say:

Turn to page 7. Listen. *The children wait in line while a man checks out his library books.*

Item 8

Say:

Turn to page 8. Listen. *She picked up the toy after the baby dropped it.*

Item 9

Say:

Turn to page 9. Listen. *The boy got a toy truck for his birthday, which he traded for a puzzle at the store.*

Item 10

Say:

Turn to page 10. Listen. *The man walks along the shore every morning wearing a hat to keep the sun out of his eyes.*

Item 11

Say:

Turn to page 11. Listen. *As they swam in the pond, the ducks looked like fluffy cotton balls.*

Item 12

Say:

Turn to page 12. Listen. *Erika is visiting her cousins during vacation and she took a plane to get there.*

Item 13

Say:

Turn to page 13. Listen. *The grandfather strolls through the park.*

Item 14

Say:

Turn to page 14. Listen. *He has too many bags to carry.*

Item 15

Say:

Turn to page 15. Listen. *The boy wanted a piece of cake, but when he went to the kitchen, he saw that the cake was gone. His cat, Sophie, likes to eat cake. What do you suppose happened to the cake?*

Item 16

Say:

Turn to page 16. Listen. *When the boy won a trophy, his friends felt jealous.*

When everyone has marked an answer for the last item, you have finished the Listening Comprehension test session. Collect all the Student Booklets. To score student responses, use the answer key provided in Table 17. Turn to the Appendix for steps to enter scores into the aimswebPlus platform.

Table 17 Listening Comprehension Answer Key, Grade 2 Spring Form

Item	Key
1	C
2	D
3	B
4	C
5	A
6	C
7	D
8	B
9	A
10	D
11	C
12	D
13	A
14	B
15	A
16	B

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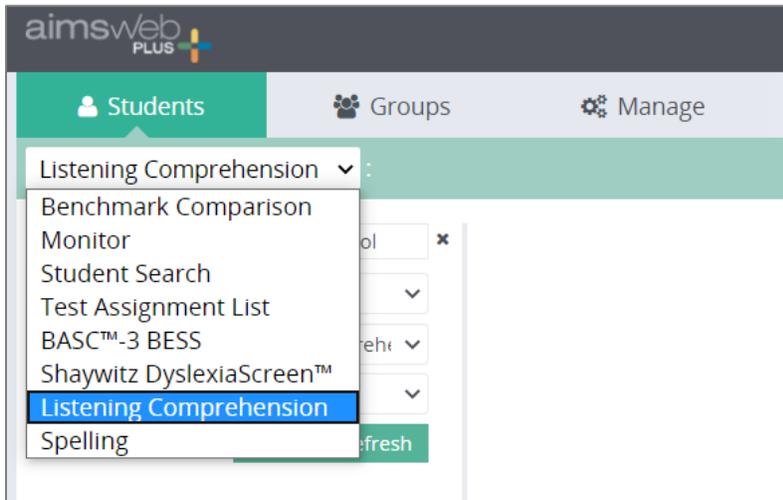
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Appendix

Entering Data in the aimswebPlus Platform

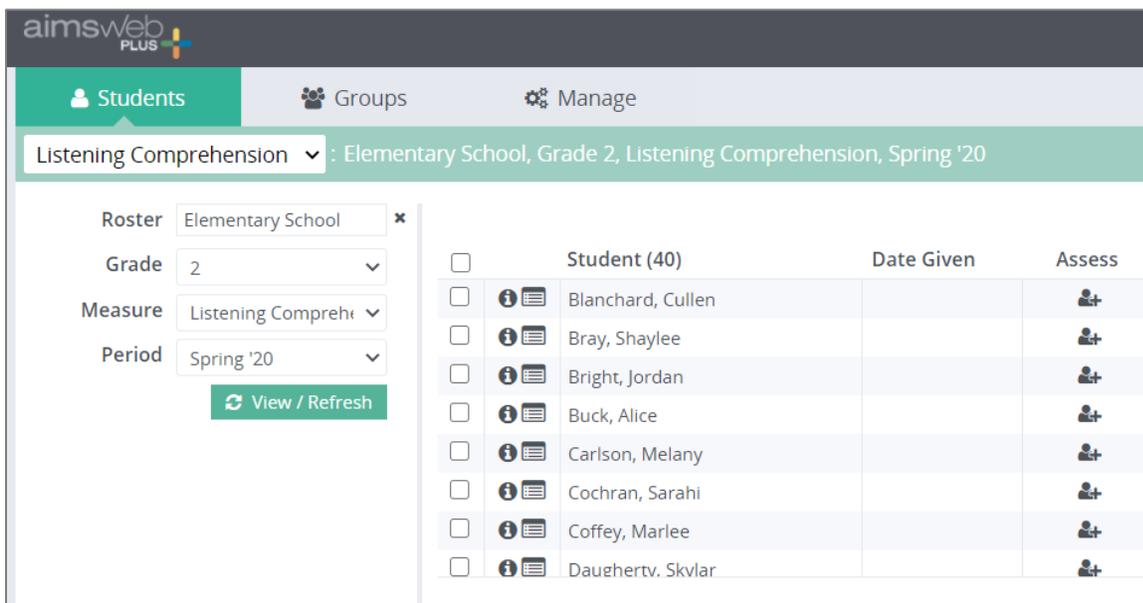
In the aimswebPlus platform, select Listening Comprehension from the drop-down menu on the Students screen (see Figure A1).

Figure A1 Students Screen Drop-Down Menu



Then select the appropriate Roster, Grade, Measure (Listening Comprehension), and Period from the drop-down menus on the left side of the screen (see Figure A2) and click the View/Refresh button.

Figure A2 Selecting Roster Information



Next, click on the icon in the Assess column to enter test data for a given student (see Figure A2). When the pop-up window appears, enter the date of test administration in the Test Date box and click on the item numbers to indicate incorrect responses (see Figure A3).

Figure A3 Test Date and Data Entry Window

Blanchard, Cullen
Listening Comprehension, Grade 2

Please select the test date and the item number(s) that the student answered **incorrectly**.

Test Date

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16				

The items you select as incorrectly answered will turn red (see Figure A4). After you have marked all incorrect responses, click the Save button in the lower right corner of the pop-up window to save the data entered for that student. Repeat this process for each student as needed.

Figure A4 Test Date Entered and Incorrect Responses Marked

Blanchard, Cullen
Listening Comprehension, Grade 2

Please select the test date and the item number(s) that the student answered **incorrectly**.

Test Date

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16				



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