



Large Group L.I.F.E. Listening Inventory For Education-Revised (L.I.F.E.-R.) Teacher Appraisal of Listening Difficulty for Whole Classes

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Teacher _____ School _____

Date(s) completed _____ Trial Period No Yes Length _____ Pretest Post-test

Type of Classroom Hearing Technology _____

There are times when learners are active and generate noise in the learning environment. Background noise from ventilation systems or outside of the classroom or reverberation can also cause interference to listening. The purpose of this checklist is to provide a way for the teacher to gauge the general listening and attention abilities of whole classes of students. It is recognized that individual students will have varying levels of performance.

Please rate how your group of students as a whole is most likely to respond in these situations by placing an X on the 1-5 rating. As you answer the questions, consider:

As you answer the questions, think about:

- how long it takes for the class to respond to your instructions
- the number of students you may need to redirect
- level of hesitation before responding
- number of students who look confused

RATING SCALE
For questions 1 - 8
1 = Unfocused, off task, and/or very slow to respond
TO
5 = Very alert, focused, and/or very quick to respond

1. Students just got to class and are settling in. It is noisy. You say something to get their attention so you can get started teaching. How quickly do they respond to your call to attention?	1.....2.....3.....4.....5
2. School has been in session for awhile and the class has settled into the daily routine. You provide a simple instruction, like asking them to get out certain materials (e.g., book, pencil, paper). How attentively do the students follow the instruction without hesitation?	1.....2.....3.....4.....5
3. You are conducting a class discussion. How attentive are the students to following along as their peers answer questions or share information?	1.....2.....3.....4.....5
4. You have just finished reviewing concepts (known information) and are now checking general comprehension of the class by asking questions. How attentive are the students to your questions and willing to volunteer to answer (number and speed of hands raised by volunteers)?	1.....2.....3.....4.....5
5. You have been instructing for awhile on new material. You ask the class a question about the new concepts. How attentive are the students to your questions and willing to volunteer to answer (number and speed of hands raised by volunteers)?	1.....2.....3.....4.....5
6. Following teaching new material, you give instructions on an in-class assignment. There is more than one part to the instructions. How rapidly do students get to work (consider # needing redirection)?	1.....2.....3.....4.....5
7. Students are working in groups, discussing an activity. It is noisy. You say something to get their attention so you can get started teaching. How quickly do they respond to your call to attention?	1.....2.....3.....4.....5
8. It is toward the end of the teaching day. This is typically a low energy time. How attentive are the students to your instruction and questions in the last hour of class?	1.....2.....3.....4.....5
9. You are at the end of the teaching day. Please use the 1-5 rating to estimate your own energy level.	Low to High 1.....2.....3.....4.....5
10. Based on your experience with different classes, how would you estimate the overall rate of learning for this class over the last month? A rating of 3 would mean typical or the rate expected.	Slow to Fast 1.....2.....3.....4.....5

Comments: