

## Sample Self-assessment Listening Inventory

Check to appropriate column	Yes	No	Sometimes
<p><b>Learning How to Listen</b></p> <ul style="list-style-type: none"> <li>• Do I pay attention?</li> <li>• Do noises in the room interrupt my careful listening?</li> <li>• Am I willing to judge the speaker's ideas without letting my own ideas get in the way?</li> <li>• Do I find the speaker's personal habits distracting (e.g., clearing the throat constantly)?</li> </ul> <p><b>Listening for Information</b></p> <ul style="list-style-type: none"> <li>• Can I organize in my mind what I hear so that I can remember it?</li> <li>• Can I think up questions to ask the speaker about ideas that I don't understand?</li> <li>• Do I understand the meaning of unknown words from the rest of what the speaker says?</li> </ul> <p><b>Listening Carefully</b></p> <ul style="list-style-type: none"> <li>• Can I separate facts from explanations or from opinions?</li> <li>• Can I tell the difference between important and unimportant details?</li> <li>• Can I pick out unsupported points that a speaker makes?</li> <li>• Am I able to accept points of view that differ from my own?</li> </ul> <p><b>Listening Creatively</b></p> <ul style="list-style-type: none"> <li>• Am I able to identify specific words or phrases that impress me as I listen?</li> <li>• Do I get caught up in the poem, story, or play so that I believe the action is truly taking place?</li> <li>• Am I able to put what I hear into my own words so that I can describe it to others?</li> </ul>			
<b>Comments:</b>			

These criteria apply to a variety of listening situations. Teachers and students may design their own listening inventory using some of these examples as a starting point.

(Adapted from Mowbray & George, 1992, p. 64. Used with permission of Pembroke Publishers.)