

**LEARNER'S CHECKLIST OF COMPETENCIES**

**Name of Learner:** \_\_\_\_\_

**Community Learning Center:** \_\_\_\_\_

**Level: Junior High School**

**Name of Learning Facilitator:** \_\_\_\_\_

**Directions: Here is a checklist of competencies. Please check (✓) the column (A, B, C, or D) that best matches your learning goals.**

Competencies (Kakayahan)	Learning Goals (Layunin sa Pagkatuto)				Learning Facilitator's Remarks (Puna)
	A	B	C	D	
	I can do this well (Maaari ko itong gawin)	I can do this but want to learn more (Maaari ko itong gawin ngunit nais na malaman ang higit pa)	I want to learn how to do this (Gusto kong mapag-aralan ito)	I want to learn this but not now (Gusto kong mapag-aralan ito ngunit hindi pa muna sa ngayon)	
<b>LS 1: Communication Skills-English</b>					
React intelligently and creatively to the text listened to					
Raise questions and seek clarifications on issues discussed in the text listened to:					
Validate ideas made after listening <ul style="list-style-type: none"> <li>• Religious leaders' sermons/ homilies/ preaching</li> <li>• Formal and informal discussions of people in the marketplace, etc.</li> <li>• Radio and television programs</li> <li>• Radio and television ads</li> </ul>					
Show understanding and respect for ideas and feelings of others by responding appropriately (e.g., concentrating on the speaker, showing interest in others' opinions, and interpreting the speaker's tone of voice)					
Share observation/ opinions with others					
Give one's opinion on materials read (e.g., literary materials, newspapers, magazines, ebook)					
Listen in order to recount accurately specific details of informative oral messages: <ul style="list-style-type: none"> <li>• religious leaders' sermons/ homilies/ preaching</li> <li>• radio/TV programs/speeches/advertisements</li> </ul>					
Show an understanding of conversations containing some familiar and					

unfamiliar vocabulary in the language being acquired ● understanding conversations to recount accurately specific details					
Show an understanding of oral messages intended/ meant to inform, entertain, and give directions (e.g., radio and TV programs, ads, newscasts; talk shows, soap opera, movies; do-it-yourself tasks such as games, recipes, and projects)					
Use appropriate vocabulary in expressing one’s ideas and feelings in formal situations (e.g., speeches and presentations) and informal situations (e.g., ordinary conversations)					

\_\_\_\_\_

*(Learner’s Signature over Printed Name)*

Date: \_\_\_\_\_

\_\_\_\_\_

*(Learning Facilitator’s Signature over Printed Name)*

Date: \_\_\_\_\_

**Note:** This RPL Form 4 for Junior High School is consisted of 56 pages.