STUDENT LEARNER COMPETENCIES Grades Kindergarten- 2

COMMUNICATION An individual's ability to leverage venue, mode, and audience to effectively convey meaning, discern and interpret messages, and signify understanding.

Communication…	4	3	2	Beginning Goals
	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	
SELF-AWARENESS Reflecting on strengths and challenges with conveying and interpreting meaning. Understanding how communication choices affect others.	• Student listens respectfully and is attentive to verbal and nonverbal cues. (independently) • Student recognizes how tone, delivery, and expression affect message, when modeled by adults and peers. (Independently)	• Student listens to others and interacts when called upon. (With limited support and guidance) • Student recognizes how tone, delivery, and expression affect message, when modeled by adults and peers. (With limited support and guidance)	• Student is learning basic listening skills. (With guidance and support) • Student recognizes how tone, delivery, and expression affect message, when modeled by adults and peers. (With guidance and support)	• Student recognizes how tone, delivery, and expression affect message, when modeled by adults and peers. (not yet able)
CONTEXT MESSAGE Analyzing context as the basis for interpreting and planning messages, content, and framing. Code-switching to enhance clarity and effect in various contexts.	• Student can advance ideas clearly and support them. (independently) • Student plans and prepares for communication with guidance. (Independently)	• Student organizes basic ideas logically and coherently using appropriate convention. (With limited support and guidance) • Student plans and prepares for communication with guidance. (With limited support and guidance)	• Student is learning to express ideas using basic writing and speaking skills. (With guidance and support) • Student plans and prepares for communication with guidance. (With guidance and support)	• Student plans and prepares for communication with guidance. (not yet able)
ESTABLISHING MEANING Evaluating sources, using compelling examples, choosing effective formats to establish credibility. Receiving information and perspectives, drawing on one's own experience and knowledge to interpret effectively.	• Student selects the appropriate communication tools for the message and audience. (independently) • Student understands and conveys a message and appropriately use sources provided by others. (Independently)	• Student uses a variety of communication tools to convey meaning. (With limited support and guidance) • Student understands and conveys a message and appropriately use sources provided by others. (With limited support and guidance)	• Student is learning about basic communication tools and their uses. (With guidance and support) • Student understands and conveys a message and appropriately use sources provided by others. (With guidance and support)	• Student understands and conveys a message and appropriately use sources provided by others. (not yet able)
DELIVERY & EXPRESSION Choosing best mode for purpose, conveying clearly, and affecting audience through style. Using and interpreting tone, emphasis, and verbal and nonverbal signals as means of expression.	• Student develops tone and refines information according to audience needs. (independently) • Student conveys a clear and audible message. (Independently)	• Student identifies audience and purpose, aligning communication tools to audience needs. (With limited support and guidance) • Student conveys a clear and audible message. (With limited support and guidance)	• Student is learning about audience, key messages, and communication tools. (With guidance and support) • Student conveys a clear and audible message. (With guidance and support)	• Student conveys a clear and audible message. (not yet able)
MONITORING & ADAPTING Initiating and maintaining engagement, regulating emotional response, and adjusting approach or perspective to enhance understanding.	• Student designs the message and the media for a specific audience. (independently) • Student recognizes emotional responses and respond to guidance from others. (Independently)	• Student applies an understanding of the elements and principles of design to the needs of an audience. (With limited support and guidance) • Student recognizes emotional responses and respond to guidance from others. (With limited support and guidance)	• Student is learning to connect the message with the needs of the audience. (With guidance and support) • Student recognizes emotional responses and respond to guidance from others. (With guidance and support)	• Student recognizes emotional responses and respond to guidance from others. (not yet able)

STUDENT LEARNER COMPETENCIES Grades 3 - 5

COMMUNICATION An individual's ability to leverage venue, mode, and audience to effectively convey meaning, discern and interpret messages, and signify understanding.

Communication…	4	3	2	Goals
	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	
SELF-AWARENESS Reflecting on strengths and challenges with conveying and interpreting meaning. Understanding how communication choices affect others.	• Student listens respectfully and empathetically by demonstrating appropriate nonverbal behavior. (Independently) • Student conveys a clear and audible message with appropriate nonverbal cues. (Independently)	• Student listens respectfully and is attentive to verbal and nonverbal cues. (with limited guidance) • Student conveys a clear and audible message with appropriate nonverbal cues. (with limited guidance)	• Student listens to others and interacts when called upon. (with guidance and support) • Student conveys a clear and audible message with appropriate nonverbal cues. (with guidance and support)	• Student conveys a clear and audible message with appropriate nonverbal cues. (not yet able)
CONTEXT MESSAGE Analyzing context as the basis for interpreting and planning messages, content, and framing. Code-switching to enhance clarity and effect in various contexts.	• Student draws on a rich vocabulary and understanding to express ideas. (Independently) • Student incorporates some domain specific language when communicating their message. (Independently)	• Student can advance ideas clearly and support them. (with limited guidance) • Student incorporates some domain specific language when communicating their message. (with limited guidance)	• Student organizes basic ideas logically and coherently using appropriate convention. (with guidance and support) • Student incorporates some domain specific language when communicating their message. (with guidance and support)	• Student incorporates some domain specific language when communicating their message. (not yet able)
ESTABLISHING MEANING Evaluating sources, using compelling examples, choosing effective formats to establish credibility. Receiving information and perspectives, drawing on one's own experience and knowledge to interpret effectively.	• Student uses communication tools in to engage a target audience and achieve communication goals. (Independently) • Student evaluates sources and chooses the most appropriate to support their message with guidance (Independently)	• Student selects the appropriate communication tools for the message and audience. (with limited guidance) • Student evaluates sources and chooses the most appropriate to support their message with guidance (with limited guidance)	• Student uses a variety of communication tools to convey meaning. (with guidance and support) • Student evaluates sources and chooses the most appropriate to support their message with guidance (with guidance and support)	• Student evaluates sources and chooses the most appropriate to support their message with guidance (not yet able)
DELIVERY & EXPRESSION Choosing best mode for purpose, conveying clearly, and affecting audience through style. Using and interpreting tone, emphasis, and verbal and nonverbal signals as means of expression.	• Student adds creativity to a sophisticated understanding of audience's needs. (Independently) • Student recognizes formal and informal contexts and matches communication delivery, including tone and nonverbal cues. (Independently)	• Student develops tone and refine information according to audience needs. (with limited guidance) • Student recognizes formal and informal contexts and matches communication delivery, including tone and nonverbal cues. (with limited guidance)	• Student identifies audience and purpose, aligning communication tools to audience needs. (with guidance and support) • Student recognizes formal and informal contexts and matches communication delivery, including tone and nonverbal cues. (with guidance and support)	• Student recognizes formal and informal contexts and matches communication delivery, including tone and nonverbal cues. (not yet able)
MONITORING & ADAPTING Initiating and maintaining engagement, regulating emotional response, and adjusting approach or perspective to enhance understanding.	• Student designs the message and the media to engage a specific audience. (Independently) • Student selects an effective format to initiate their communication and engages their audience. (Independently)	• Student designs the message and the media for a specific audience. (with limited guidance) • Student selects an effective format to initiate their communication and engages their audience. (with limited guidance)	• Student applies an understanding of the elements and principles of design to the needs of an audience. (with guidance and support) • Student selects an effective format to initiate their communication and engages their audience. (with guidance and support)	• Student selects an effective format to initiate their communication and engages their audience. (not yet able)

STUDENT LEARNER COMPETENCIES Grades 6-8

COMMUNICATION An individual's ability to leverage venue, mode, and audience to effectively convey meaning, discern and interpret messages, and signify understanding.

Communication...	4	3	2	Goals
	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	
SELF-AWARENESS Reflecting on strengths and challenges with conveying and interpreting meaning. Understanding how communication choices affect others.	• Student gives his or her full attention when others are speaking and asks insightful questions that deepen understanding. (Independently) • Student grasps the importance of context, audience, formality and cultural differences in communication. (Independently)	• Student listens respectfully and empathetically by demonstrating appropriate nonverbal behavior. (with limited guidance) • Student grasps the importance of context, audience, formality and cultural differences in communication (with limited guidance)	• Student listens respectfully and is attentive to verbal and nonverbal cues. (with guidance and support) • Student grasps the importance of context, audience, formality and cultural differences in communication (with guidance and support)	Student grasps the importance of context, audience, formality and cultural differences in communication (not yet able)
CONTEXT MESSAGE Analyzing context as the basis for interpreting and planning messages, content, and framing. Code-switching to enhance clarity and effect in various contexts.	• Student communicates complex ideas in an insightful, clear, and engaging manner. (Independently) • Student illustrates a message through intentional word choice, demonstrating familiarity with context-specific, domain-specific and technical knowledge. (Independently)	• Student draws on a rich vocabulary and understanding to express ideas. (with limited guidance) • Student illustrates a message through intentional word choice, demonstrating familiarity with context-specific, domain-specific and technical knowledge. (with limited guidance)	• Student can advance ideas clearly and support them. (with guidance and support) • Student illustrates a message through intentional word choice, demonstrating familiarity with context-specific, domain-specific and technical knowledge. (with guidance and support)	• Student illustrates a message through intentional word choice, demonstrating familiarity with context-specific, domain-specific and technical knowledge. (not yet able)
ESTABLISHING MEANING Evaluating sources, using compelling examples, choosing effective formats to establish credibility. Receiving information and perspectives, drawing on one's own experience and knowledge to interpret effectively.	• Student crafts sophisticated and creative presentations in a variety of forms. (Independently) • Student selects and evaluates relevant sources for quality, audience, and purpose. (Independently)	• Student uses communication tools in to engage a target audience and achieve communication goals. (with limited guidance) • Student selects and evaluates relevant sources for quality, audience, and purpose. (with limited guidance)	• Student selects the appropriate communication tools for the message and audience. (with guidance and support) • Student selects and evaluates relevant sources for quality, audience, and purpose. (with guidance and support)	• Student selects and evaluates relevant sources for quality, audience, and purpose. (not yet able)
DELIVERY & EXPRESSION Choosing best mode for purpose, conveying clearly, and affecting audience through style. Using and interpreting tone, emphasis, and verbal and nonverbal signals as means of expression.	• Student evaluates and reflects how he/she has impacted the audience. (Independently) • Student speaks, writes, responds or performs with clear and effective style choosing the best mode of presentation. (Independently)	• Student adds creativity to a sophisticated understanding of audience's needs. (with limited guidance) • Student speaks, writes, responds or performs with clear and effective style choosing the best mode of presentation. (with limited guidance)	• Student develops tone and refines information according to audience needs. (with guidance and support) • Student speaks, writes, responds or performs with clear and effective style choosing the best mode of presentation. (with guidance and support)	• Student speaks, writes, responds or performs with clear and effective style choosing the best mode of presentation. (not yet able)
MONITORING & ADAPTING Initiating and maintaining engagement, regulating emotional response, and adjusting approach or perspective to enhance understanding.	• Student designs and adapts sophisticated messages and media to influence the audience. (Independently) • Student monitors own understanding and level of active engagement and adjust as necessary. (Independently)	• Student designs the message and the media to engage a specific audience. (with limited guidance) • Student monitors own understanding and level of active engagement and adjust as necessary. (with limited guidance)	• Student designs the message and the media for a specific audience. (with guidance and support) • Student monitors own understanding and level of active engagement and adjust as necessary. (with guidance and support)	• Student monitors own understanding and level of active engagement and adjust as necessary. (not yet able)

STUDENT LEARNER COMPETENCIES Grades 9-12

COMMUNICATION An individual's ability to leverage venue, mode, and audience to effectively convey meaning, discern and interpret messages, and signify understanding.

Communication…	4 I have done everything in level 3 +	3 I have done everything in level 2 +	2 I have done everything in level 1 +	Goals
SELF-AWARENESS Reflecting on strengths and challenges with conveying and interpreting meaning. Understanding how communication choices affect others.	• Student gives his or her full attention when others are speaking and asks insightful questions that deepen understanding.	• Student listens respectfully and empathetically by demonstrating appropriate nonverbal behavior.	• Student listens respectfully and is attentive to verbal and nonverbal cues.	
CONTEXT MESSAGE Analyzing context as the basis for interpreting and planning messages, content, and framing. Code-switching to enhance clarity and effect in various contexts.	• Student communicates complex ideas in an insightful, clear, and engaging manner.	• Student draws on a rich vocabulary and understanding to express ideas.	• Student can advance ideas clearly and support them. •	
ESTABLISHING MEANING Evaluating sources, using compelling examples, choosing effective formats to establish credibility. Receiving information and perspectives, drawing on one's own experience and knowledge to interpret effectively.	• Student crafts sophisticated and creative presentations in a variety of forms.	• Student uses communication tools in to engage a target audience and achieve communication goals.	• Student selects the appropriate communication tools for the message and audience.	
DELIVERY & EXPRESSION Choosing best mode for purpose, conveying clearly, and affecting audience through style. Using and interpreting tone, emphasis, and verbal and nonverbal signals as means of expression.	• Student evaluates and reflects how he/she has impacted the audience.	• Student adds creativity to a sophisticated understanding of audience's needs.	• Student develops tone and refines information according to audience needs.	•
MONITORING & ADAPTING Initiating and maintaining engagement, regulating emotional response, and adjusting approach or perspective to enhance understanding.	• Student designs and adapts sophisticated messages and media to influence the audience.	• Student designs the message and the media to engage a specific audience.	• Student designs the message and the media for a specific audience.	