

NHLI **BEST** Communication Progressions

3-5

SELF-ASSESSMENT

Self-Awareness & Reflection

How am I using my past learning and my strengths to clearly communicate or interpret meaning when I listen, respond, speak, or write?

Context & Message

How do I use my knowledge of language and context to interpret a message or to help me plan my communications?

Establishing Meaning

How do I decide which sources, examples, or format to use when I'm developing and sharing ideas and interpreting ideas of others?

Delivery & Expression

How do tone, emphasis, and nonverbal cues help to convey or interpret a message and engage others?

SELF-ASSESSMENT

Monitoring & Adapting

How do I use verbal/nonverbal feedback to keep my audience engaged, monitor my emotional responses, and make changes when needed?

Extending



Self-Directed /
Leads Others

I can also...

set a goal for improving my speaking, writing, or active listening, using reflections on my past successes and challenges.

I can also...

use language skills that show my understanding of the content to create or respond to informal and formal communications.

I can also...

explain how the sources and examples used in a message help to interpret the intended meaning.

I can also...

explain how I wanted the audience to react to my use of tone or non-verbal cues and describe what actually happened (with guidance, such as a self-checklist).

I can also...

describe what I do well when I listen, respond, speak, or write and identify strategies to help me improve (with guidance, such as a self-reflection checklist).

Applying



Independent &
Consistent

I can also...

identify strategies I've used to increase my participation and be more actively engaged when listening and responding (with guidance, such as conferencing).

I can also...

use feedback from others to improve the clarity of formal written and oral communications (with guidance, such as peer conferencing).

I can also...

use feedback to select sources and examples that will make the meaning of my message clearer (with guidance, such as peer-conferencing).

I can also...

plan and give a presentation using tone and nonverbal cues (e.g., gestures, props, visuals, auditory) to support my meaning.

I can also...

use feedback from others to reflect on my communication strengths and set goals for improvement (with guidance).

Developing



With Structured
Guidance

I can also...

describe why I tried a new strategy for speaking, writing, or responding and how others reacted (e.g., non-verbal cues, follow-up questions).

I can also...

show my understanding of content using descriptive and content-specific vocabulary to communicate formal written and oral messages.

I can also...

select relevant sources and personal examples to describe what I know about a topic.

I can also...

use tone and nonverbal cues (e.g., gestures, props, visuals, auditory) to support my meaning in formal and informal situations.

I can also...

explain how I try to use my tone and expression to make my message clear and interesting when I speak or write.

Emerging



Requires Direct
Prompting

I can...

use specific examples to describe how tone, delivery, or expression change in different situations: context, formal, informal, audience.

I can...

answer questions and communicate informal messages using descriptive and content-specific vocabulary (with prompting).

I can...

explain whether the meaning of a message is/is not supported by a specific source or example.

I can...

describe the tone or non-verbal cues (e.g., gestures, props, visuals, auditory) used by others and explain why they were used.

I can...

use suggestions from others to make my speaking, writing, or responding clearer and more interesting.