

NHLI **BEST** Communication Progressions

K-2

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...

describe what I do well when I listen, speak, or write and identify ways I'd like to improve (with guidance, such as a self-reflection checklist).

I can also...

use descriptive and content-specific words to develop and elaborate on ideas in informal and formal communications.

I can also...

select from sources and examples provided to make the meaning of my message clearer (with guidance, such as a self-reflection checklist).

I can also...

explain how the audience reacted to my use of tone or non-verbal cues and decide if that's what I wanted them to do (with guidance, such as peer feedback).

I can also...

describe why I tried a new strategy and how well it worked.

Applying



Independent &
Consistent

I can also...

use examples of my work to show how my tone, delivery, or expression changes in different situations: informal, formal, audience.

I can also...

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

I can also...

use familiar sources and personal examples to describe what I know about a topic.

I can also...

use different tones and non-verbal cues (e.g., gestures, props, visuals) to figure out what helps to make my meaning clear.

I can also...

work with others to figure out different ways to keep the audience involved.

Developing



With Structured
Guidance

I can also...

explain how I use my tone and verbal/non-verbal expression to make my message clear and interesting when I respond, speak, or write.

I can also...

use guidelines provided to communicate formally (presentation, writing) and informally (conversation, responding).

I can also...

explain how the meaning of an idea in a message is supported by a specific source or example.

I can also...

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

I can also...

use suggestions from others to make my speaking more interesting (with guidance, such as peer conferencing).

Emerging



Requires Direct
Prompting

I can...

work with others to identify how tone, delivery, or expression can affect how audiences interpret a message.

I can...

interpret the main message of oral and written communications modeled by others.

I can...

use a source provided by others to support my message.

I can...

convey a message using basic speaking or writing conventions.

I can...

describe how I was feeling when I was listening, speaking, or responding.