New Hampshire Learning Initiative

NHLI BEST Communication Progressions

Building My Skills

K-2	SELF-ASSESSMENT Self-Awareness & Reflection	Context & Message	Establishing Meaning	Delivery & Expression	SELF-ASSESSMENT Monitoring & Adapting
	How am I using my past learning and my strengths to clearly communicate or interpret meaning when I listen, respond, speak, or write?	How do I use my knowledge of language and context to interpret a message or to help me plan my communications?	How do I decide which sources, examples, or format to use when I'm developing and sharing ideas and interpreting ideas of others?	How do tone, emphasis, and nonverbal cues help to convey or interpret a message and engage others?	How do I use verbal/nonverbal feedback to keep my audience engaged, monitor my emotional responses, and make changes when needed?
Extending	**I can also...**	**I can also...**	**I can also...**	**I can also...**	**I can also...**
Self-Directed / Supports Others	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).	use descriptive and content-specific words to develop and elaborate on ideas in informal and formal communications.	select from sources and examples provided to make the meaning of my message clearer (with guidance, such as a self-reflection checklist).	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).	describe why I tried a new strategy and how well it worked.
Applying	**I can also...**	**I can also...**	**I can also...**	**I can also...**	**I can also...**
Independent & Consistent	use examples of my work to show how my tone, delivery, or expression changes in different situations: informal, formal, audience.	use feedback from others to improve the clarity of written and oral communications (with guidance, such as peer conferencing).	use familiar sources and personal examples to describe what I know about a topic.	use different tones and non-verbal cues (e.g., gestures, props, visuals) to figure out what helps to make my meaning clear.	work with others to figure out different ways to keep the audience involved.
Developing	**I can also...**	**I can also...**	**I can also...**	**I can also...**	**I can also...**
With Structured Guidance	explain how I use my tone and verbal/non-verbal expression to make my message clear and interesting when I respond, speak, or write.	use guidelines provided to communicate formally (presentation, writing) and informally (conversation, responding).	explain how the meaning of an idea in a message is supported by a specific source or example.	describe the tone or non-verbal cues (e.g., gestures, props, visuals) used by others and explain why they were used.	use suggestions from others to make my speaking more interesting (with guidance, such as peer conferencing).
Emerging	**I can...**	**I can...**	**I can...**	**I can...**	**I can...**
Requires Direct Prompting	work with others to identify how tone, delivery, or expression can affect how audiences interpret a message.	interpret the main message of oral and written communications modeled by others.	use a source provided by others to support my message.	convey a message using basic speaking or writing conventions.	describe how I was feeling when I was listening, speaking, or responding.

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