



3. ORAL & WRITTEN COMMUNICATIONS

Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.



	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>3.1 Develop ideas for a specific purpose</p>	<p>I can choose the main thing I want to share with my audience.</p> <p>I can say what my purpose is for sharing.</p> <p>I can choose the details I want to share.</p> <p>I can put the details in the order that makes sense.</p>	<p>I can choose a central message (e.g., thesis, claim, plot) and determine my purpose and audience for my product/performance.</p> <p><i>With guidance, I can decide on one or two things that I know my audience will be interested in.</i></p> <p>I can choose details and information that support my central message, and organize them in a way that will help my audience understand my message and follow along easily.</p>	<p>I can choose a focused central message for my product/performance, drawing on sources when applicable.</p> <p>I can implement one or more specific ideas for tailoring my product to my purpose and audience.</p> <p>I can choose important details and/or evidence to help develop my central idea and achieve my purpose.</p> <p>I can organize my ideas in a logical way that is easy for my audience to follow.</p>	<p>Drawing on diverse sources, I can develop a focused central message that connects to an important theme, idea, or issue, and that has a specific purpose and audience.</p> <p>I can implement specific ideas for tailoring my product and/or approach to my purpose and audience.</p> <p>I can choose the most relevant and important details, descriptions, and/or evidence to develop my central message.</p> <p>I can organize my ideas and supporting content around a logical arc, and provide the audience with a memorable conclusion/resolution.</p>	<p>Drawing on diverse sources, I can develop a focused central message that connects to an important theme, idea, or issue, and that has a specific purpose and audience.</p> <p>I can implement specific ideas and/or strategies for tailoring my product and/or approach to my purpose and audience.</p> <p>I can choose the most relevant and important details, descriptions, and/or evidence to add depth or complexity to my central message, acknowledging alternative ideas or perspectives (when applicable).</p> <p>I can organize my ideas and supporting content around a logical, coherent arc and provides the audience with an insight in the conclusion/resolution.</p> <p>I can articulate the impact I hope to have on my audience.</p>	<p>Drawing on diverse sources and original insight, I can develop a focused, purpose-driven central message that connects to an important theme, idea, or issue and contributes to the field/discipline.</p> <p>I can implement specific ideas and strategies for tailoring my product and approach to my purpose and audience.</p> <p>I can choose the most relevant and important details and/or evidence to add depth or complexity to my central message, addressing conflicting or alternative ideas or perspectives (when applicable).</p> <p>I can organize my ideas and supporting content around a logical, coherent and compelling arc, and provides the audience with a powerful insight in the conclusion/resolution.</p> <p>I can anticipate the impact these ideas will have on different audiences and craft my message in a responsible way.</p>
<p>3.2 Engage in academic discussion with others</p> <p><i>Oral & Written Communications continued on next page >></i></p>	<p>I can listen without interrupting when others are speaking.</p> <p>When it's my turn, I can share an idea or thoughts about the topic or question asked.</p>	<p>I can follow discussion norms (e.g., active listening, avoid interrupting others, share airtime).</p> <p>When it's my turn, I can share my ideas, respond to a question or prompt, or pose a question about the topic.</p> <p>I can show respect for the views of others.</p>	<p>I can come to the discussion having completed the prep work necessary, and I can follow established norms for the discussion.</p> <p>I can respond to questions or prompts in a way that shows my knowledge of the topic.</p> <p>I can pose specific questions related to the topic, and demonstrate active listening (e.g., focused listening, eye contact, receptive posture) and respect for different opinions.</p> <p>I can reflect on how well the discussion went and what I learned.</p>	<p>I can come to the discussion having completed the prep work necessary, and I can suggest and/or follow norms for the discussion.</p> <p>I can respond to questions, prompts, or comments by citing evidence to support my perspectives.</p> <p>I can pose questions about the topic to get more information about other people's ideas and/or to propel the discussion forward, and I can demonstrate active listening and openness to other points of view (e.g., cultural, religious, personal, political).</p> <p>I can practice building on the idea/s of another (e.g., elaborating on the idea, connecting to related idea/s or evidence).</p> <p>I can reflect on how the reasons or evidence provided by others inform or change the way I am thinking.</p>	<p>I can come to the discussion having completed the prep work necessary, and I can co-create and/or follow established norms for the discussion.</p> <p>I can respond to questions, prompts, or comments in a way that shows my knowledge of the topic and that offers a new insight, perspective, or evidence-based connection.</p> <p>I can pose exploratory or probing questions to elicit a wide range of perspectives and/or to propel the discussion forward, and I can demonstrate active listening, openness, and an appreciation for diverse points of view.</p> <p>I can practice building on the idea/s of another, and/or challenging claims through strategic questioning, citing relevant evidence, or elevating minoritized perspectives.</p> <p>I can reflect on how the reasons, evidence, or perspectives of others expand or evolve my thinking.</p>	<p>I can come to the discussion having completed the prep work necessary, as well as extra reading or research on the topic or issue, and I can co-create and follow established norms for the discussion.</p> <p>I can help orchestrate an equitable and inclusive discussion, seeking to include and/or elicit a wide range of perspectives, and ensuring a curious and respectful discourse.</p> <p>I can deepen and propel the discussion by posing insightful questions, using specific evidence to support my claims or to clarify, confirm, or challenge those of others, and providing the group with new information, perspectives, insights, or relevant connections that build on my or others' ideas.</p> <p>I can practice building on the idea/s of another, and/or challenging claims through strategic questioning, citing relevant evidence, or elevating minoritized perspectives.</p> <p>I can reflect on how the reasons, evidence, insights or perspectives of others expand or evolve my thinking.</p>



3. ORAL & WRITTEN COMMUNICATIONS (Cont.)

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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
3.3 Prepare and finalize ideas in written formats	<p>I can talk with others about my work and the choices made and why.</p> <p>I can use feedback to improve my work.</p> <p>I can share about what I liked about my work.</p>	<p>I can use criteria to self-assess and identify areas for improvement.</p> <p>I can use feedback to improve my product.</p> <p>I can edit my final product to ensure it meets the guidelines provided by my teacher.</p> <p>I can explain what I did well and what I would change the next time.</p>	<p>I can use criteria to self-assess and identify areas for improvement.</p> <p>I can use feedback to improve my product for my specific audience and purpose.</p> <p>I can edit my final product to ensure it follows conventions and standards for the chosen genre.</p> <p>I can reflect on my final product to identify areas of strength and areas for improvement.</p>	<p>I can use criteria to self-assess and identify areas for improvement.</p> <p>I can gather and selectively use feedback from others, to improve my product for my specific audience and purpose.</p> <p>I can edit my final product to ensure it follows conventions and standards for the chosen genre.</p> <p>I can reflect on both my process and final product to identify areas of strength and areas for improvement.</p>	<p>I can solicit general as well as targeted feedback based on my self-assessment, and selectively integrate feedback to improve my product for my specific audience and purpose.</p> <p>I can edit my final product to ensure it follows conventions and standards consistent with the professional world.</p> <p>I can evaluate both my process and final product to identify areas of strength and areas for improvement.</p>	<p>I can solicit general as well as targeted feedback from expert/s based on my self-assessment, and selectively integrate feedback to improve my product for my specific audience and purpose.</p> <p>I can edit my final product to ensure it follows conventions and standards consistent with the professional world, or breaks from standard conventions for a specific purpose or effect.</p> <p>I can evaluate both my process and product to identify areas of strength and areas for improvement and improve my strategic approach to similar work in the future.</p>
3.4 Deliver presentations	<p>I can say what I will talk about (my main idea).</p> <p>I can share details to help my audience understand what I am talking about, using a picture or item that relates.</p> <p>I can speak loudly and clearly so my audience can hear me.</p> <p>I can say something to clearly end my presentation.</p>	<p>I can organize my presentation so there is a clearly organized beginning, middle, and end.</p> <p>I can speak loudly and clearly and make eye contact with my audience.</p> <p>I can practice or rehearse my performance before I share (when applicable).</p>	<p>I can engage my audience with a hook that connects to my central idea, present my central idea and supporting details in an organized way, and conclude by reviewing key ideas or providing closure.</p> <p>I can speak loudly and clearly, make eye contact with my audience, and keep my place and pace during my presentation.</p> <p>I can practice or rehearse my performance, and make one or more adjustments to prepare for my performance.</p>	<p>I can engage my audience with a hook that connects to my central idea, present my central idea and supporting details in an organized and focused way, and conclude by reviewing key ideas and providing closure.</p> <p>I can maintain good posture, speak loudly and clearly, make eye contact with my audience, move with purpose, and keep my place and pace during my presentation.</p> <p>I can practice or rehearse my performance, and make adjustments to prepare for my performance and to ensure supporting materials or supplies are ready (when applicable)</p>	<p>I can engage my audience with a hook that connects to my central idea, present my central idea and supporting details in an organized, compelling, and focused way, addressing alternative views and the limitations of my work, and conclude by reviewing key ideas and connecting to larger themes/ideas.</p> <p>I can maintain good posture, eye contact, and purposeful movement, while making real-time changes (e.g., pace, tone, length, selected anecdotes) to emphasize important points.</p> <p>I can participate in sufficient practice or rehearsal rounds to ensure a high quality performance, make adjustments to prepare for my performance, and ensure supporting technologies, supplies, and materials are ready (when applicable).</p>	<p>I can engage my audience with a substantive hook, present my central idea and supporting details in an organized, compelling, and focused way, addressing alternative views and attending to the limitations of my perspective, evidence, and/or knowledge, and conclude by reviewing key ideas, and connecting to larger themes/ideas or domain-specific context.</p> <p>I can maintain good posture, eye contact, and purposeful movement, while making real-time changes (e.g., pace, tone, length, selected anecdotes) to maintain audience interest and/or to emphasize important points.</p> <p>I can participate in sufficient practice or rehearsal rounds to ensure a high quality performance, make adjustments to prepare for my performance, and ensure supporting technologies, supplies, and materials are ready (when applicable).</p>