

Communication

In Communication, standards for assessing and reporting on student achievement are introduced at Level 4. The learning focus statements for Levels 1, 2 and 3 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Communication – Progressing towards Level 4

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Listening, viewing and responding

- attentiveness to and understanding of ideas and information in peers' oral presentations; for example, project reports in Science or the Humanities
- relevance in the framing of questions about presentations
- explication of their interpretation of others' written or oral presentations
- use of simple criteria and strategies to evaluate others' presentations; for example, rubrics and Y-charts (looks like, feels like, sounds like)

Presenting

- inclusion of a small number of related ideas in written, visual and oral presentations
- communication of simple information through, for example, posters and short oral or written reports

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Listening, viewing and responding

- responsiveness to ideas and information in a variety of oral, written and visual forms, and on a range of topics and ideas
- relevant questioning to improve their own understanding
- recognition that others' interpretations may be different from their own
- understanding of the non-verbal strategies that presenters use to engage with audiences; for example, physical positioning, eye contact and gestures

Presenting

- selection and linking of some ideas and information in presentations
- control of a variety of presentation strategies; for example, appropriate pace of speaking, and use of different formats such as captioned photos

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Listening, viewing and responding

- identification of main ideas and supporting detail in presentations
- relevant questioning to improve understanding and provide feedback on oral and visual presentations
- interest in and exploration of interpretations that differ from their own
- reflection on their own and others' presentations, noting features and strategies that make them effective for different purposes and audiences; for example, graphic symbols in public signs, and tables presenting survey data

Presenting

- organised structure, including a beginning, middle and end in short, prepared individual or group oral, written and visual presentations
- use of a variety of formats; for example, pie charts and bar graphs, labelled diagrams or three-dimensional models in Health and Physical Education presentations

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- use of a small range of presentation features to support meaning; for example, labels in Humanities presentations, and pauses and repetition when speaking to a group
- awareness of audience by, for example, the use of props to hold the interest of a small group

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- appropriate comments and questions to give feedback on others' presentations
- appropriate choices of language features in presentations; for example, correct naming of scientific instruments used in experiments

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- reflection on the quality of their own and others' presentations
- use of specialised language to support effective communication in different contexts; for example, terms such as 'add', 'subtract', 'multiply', 'divide' and 'decimals' in Mathematics

Communication – Level 4**Listening, viewing and responding**

At Level 4, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations. They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.

Presenting

At Level 4, students summarise and organise ideas and information, logically and clearly in a range of presentations. They identify the features of an effective presentation and adapt elements of their own presentations to reflect them. Using provided criteria, they evaluate the effectiveness of their own and others' presentations.

Communication – Progressing towards Level 5
Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Listening, viewing and responding

- purposeful verbal and non-verbal responses to ideas and information presented orally, in writing, and visually; for example, asking a question about an omission in a presentation to provide useful feedback
- observation and discussion of features of effective presentations that take account of purpose and audience
- understanding of how graphics and illustrations support meaning; for example, the use of diagrams and symbols to explain procedures in reports of scientific investigations
- appropriate use of domain-specific vocabulary in discussions; for example, terms such as 'ecosystems', 'force' and 'energy' in Science

Presenting

- planned sequencing of ideas and information in written, visual and oral presentations in a variety of forms and contexts
- use of strategies for improving the effectiveness of their presentations; for example, rehearsing role plays and experimenting with multimedia products to demonstrate ideas
- participation in discussions identifying strategies used by peers to support clear communication in different contexts

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Listening, viewing and responding

- interpretation of conventional symbols and language; for example, in activities relating to place and direction in Mathematics, and map scales in Geography
- recognition of connections between ideas and information in presentations; for example, cause and effect in a fishbone diagram, and the central idea and its components in a concept map
- speculation about reasons for different interpretations of ideas and information presented in a variety of forms
- use of domain-appropriate language in response to ideas and information presented orally, visually and in writing

Presenting

- selection and clear organisation of relevant ideas and information in written, visual and oral presentations
- a repertoire of presentation formats, such as dramatic performances, oral reports, multimedia presentations and written reports, for a variety of topics or domains
- the provision to peers of feedback based on teacher-provided and/or class-generated criteria for effective presentations

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Listening, viewing and responding

- interpretation of a range of presentations in different forms through questioning and speculation
- reflection on point of view and interpretation
- regular use of relevant criteria to evaluate effectiveness of communication strategies used for a variety of purposes
- variation in verbal and non-verbal responses according to context, purpose and audience
- integration of oral, written and visual language in responses in ways relevant to the topic; for example, constructing timelines in History, and explaining a model in Science

Presenting

- selection of presentation forms and features, such as colour, two- and three-dimensional designs, diagrams and models, to clarify meaning for their audience
- incorporation of feedback from others in presentations; for example, by including more visual material, revising an introduction for greater clarity
- practical feedback to others about effective communication of meaning; for example, the need for more detail, use of visual information such as graphs, and clearer articulation of speech

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- use of appropriate key terms in different domains; for example, using scientific vocabulary instead of everyday language to describe and explain observations in Science

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- use of key terms in different domains to clarify meaning; for example, 'consumption' and 'production' in Economics

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- wide use and understanding of domain-specific terms and conventions

Communication – Level 5**Listening, viewing and responding**

At Level 5, students modify their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation. When responding, they use specialised language and symbols as appropriate to the contexts in which they are working. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.

Presenting

At Level 5, students use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience. They provide and use constructive feedback and reflection to develop effective communication skills.

Communication – Progressing towards Level 6

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Listening, viewing and responding

- recognition of the relationships between the main ideas in presentations in varied forms
- use of a variety of verbal and non-verbal responses in different contexts; for example, small-group or whole-class discussions
- understanding of how specialised conventions contribute to precise meaning; for example, use of conventions such as scale, legend, title and north point in maps, ICT conventions in emails, and non-verbal gestures in oral presentations

Presenting

- choice of presentation formats best suited to purpose, audience and context; for example, data projected slides for an assembled general audience, and a blog for a special-interest Internet audience
- recognition of ways that presenters engage audiences, and the application of this knowledge in their own presentations
- revision of their presentations to include appropriate domain-specific language

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Listening, viewing and responding

- engagement in ongoing discussion about factors such as personal experiences and attitudes that influence interpretation of presentations
- questions and challenges to key ideas in complex presentations in a variety of forms such as dramatic performances and reports of scientific investigations
- reflection on alternative responses to a variety of communication forms and consideration of why some are more effective than others in different contexts and for different audiences
- knowledge of terminology, vocabulary, symbols and codes specific to different learning domains

Presenting

- experimentation with different presentation content and form; for example, the use of humour, deletion of detailed information, or the use of audio
- skill in identifying specific aspects of their own and others' work; for example, its expressive, technical or aesthetic qualities
- commentary on the effectiveness of strategies used by others in developing their presentations, and suggestions for alternatives

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Listening, viewing and responding

- responsiveness to a range of communication forms such as speeches, data projector presentations, blogs, brochures, meetings, projects, events and installations
- recognition of factors such as experiences, values and attitudes that influence different interpretations of information and ideas presented in oral, written or visual forms
- the use of self-generated criteria for recognising effective communication of complex ideas and information
- insight into the ways specialised language and symbols, and non-verbal cues support accurate communication of meaning in different domains

Presenting

- adjustment of presentation mode to suit purpose and audience, and responsiveness to cues from audiences
- selection of computer software for efficiency and effectiveness; for example, a program for producing a newspaper, and a program for presenting a report with tables and diagrams

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- choice of appropriate domain-specific vocabulary and conventions for particular tasks; for example, specialised language and procedures for a toolbox design brief in Design, Creativity and Technology

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- participation in discussions with others to evaluate successful communication of ideas and information to particular audiences, and the application of identified aspects of successful communication to enhance their own presentations
- consistent use of domain-specific vocabulary in their own presentations

Communication – Level 6**Listening, viewing and responding**

At Level 6, students identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication. When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight. They use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. Students use pertinent questions to explore, clarify and elaborate complex meaning.

Presenting

At Level 6, students demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. They use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information. They provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.

Communication – Progressing beyond Level 6

Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Listening, viewing and responding

- synthesis of key ideas to establish understanding of complex meaning in oral, written, visual and multimedia messages
- recognition of how the contexts in which ideas and information are presented influence interpretations; for example, a newspaper report and a scientific report on the same topic
- awareness and use of a wide range of effective communication techniques to respond to complex ideas and information in different presentation formats
- recognition of how specialist terms may have particular meanings within particular domains, but different meanings in other, non-specialist contexts

Presenting

- use of commonly accepted guidelines for layout and presentation of information in written, visual and multimedia presentations
- appropriate and timely responses to complex questions and arguments in different contexts; for example, formal debating, one-to-one discussion and demonstrations to peers

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Listening, viewing and responding

- focused discussion and questioning to establish understanding of central ideas in a wide range of presentation formats
- use of evidence from within a presentation to challenge alternative interpretations
- knowledge of strategies that affect the interpretation of complex texts; for example, humour, irony, rationalisation, comparison and contrast
- selection of the most effective strategies and formats to convey responses to key ideas in formats appropriate to audience and context; for example, a data projector to present the results of a research project
- identification of incorrect use of specialist terms in the mass media; for example, scientific terms

Presenting

- coherent ordering and development of complex and challenging arguments, ideas and information
- decisions about the suitable format, style and tone for presentations designed to influence and inform a particular audience
- detailed understanding of the impact of form, context and audience on effective communication, and the consistent use of this understanding in reflecting on and refining their presentations

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Listening, viewing and responding

- use of summaries, synthesis and precise questions to explore complex ideas and issues, and to clarify meaning
- understanding of how interpretations of oral, written, visual and multimedia presentations are influenced by the style, form and tone of presentations
- critical analysis of strategies and formats used by others to present complex and challenging ideas and information
- consistently effective communication in their own responses for different purposes, audiences and contexts
- knowledge, understanding and informed use of a wide range of domain-specific language, symbols and presentation formats

Presenting

- well-controlled, sustained and precise communication of a wide range of ideas, points of view and information in written, visual, oral and multimedia presentations
- explication of the reasons for the selection of particular presentation formats and modes for a variety of purposes and contexts; for example, the choice of a formal report rather than a personal narrative, and a demonstration of a working model rather than an oral report

Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- use of feedback from teachers and peers on presentations in particular contexts and formats, and the adaptation of this feedback for other contexts and formats
- active and effective participation in discussions with peers to critically evaluate own presentations, and to consider the need to discard or add material, or take a different direction
- control of domain-specific terminology, and use of tone and forms appropriate to the communication selected

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- articulation and critical evaluation of alternative strategies others might select to maximise the impact of their presentations; for example, alternative layout options for computer-generated presentations in Mathematics, and more effective display of models in Geography
- inclusion, where appropriate, of symbols and metaphors, both visual and written, to highlight the meaning of presentations

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- reflection on feedback about the effectiveness of particular structures and features of their presentations, and revision of such features to increase the impact of the messages presented
- use of a wide repertoire of strategies to critically evaluate others' presentations, including use of supporting evidence, and the application of these strategies in formulating feedback to others
- expertise and fluency in the use of domain-specific language and protocols such as those for online communication, or in debate