



COMMUNICATION

Competency Profiles

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OVERVIEW



Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

Development of communication competency begins within families, before students enter formal schooling, and expands at every level of schooling. At each stage, students maintain and enhance competencies from previous stages, while developing new skills. Students move from basic or highly supported to increasingly complex, sophisticated, and independent communication. The development of competence in communication does not end with school graduation, but continues to develop in personal, social, educational, and workplace contexts.

The Communication Competency Profiles describe and illustrate students' development, focusing on four interrelated facets, described below.

1. Connect and engage with others (to share and develop ideas)

Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. Examples include literature circles, book clubs, blogs, and small group discussions/decision making/informal debating.

SAMPLE "I" STATEMENTS

- I ask and respond to simple, direct questions.
- I am an active listener; I support and encourage the person speaking.
- I recognize that there are different points-of-view and I can disagree respectfully.



2. Acquire, interpret, and present information (includes inquiries)

Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples include “show and tell,” explaining a concept, sharing a Power Point presentation about a research/inquiry topic, and creating a video proposal.

SAMPLE “I” STATEMENTS

- I can understand and share information about a topic that is important to me.
- I present information clearly and in an organized way.
- I can present information and ideas to an audience I may not know.

3. Collaborate to plan, carry out, and review constructions and activities

Students work together to accomplish goals, either face to face, or through digital media. Examples include planning a construction, inquiry or performance, solving a problem, conducting an inquiry, and working together on community projects.

SAMPLE “I” STATEMENTS

- I can work with others to achieve a common goal; I do my share.
- I can take on roles and responsibilities in a group.
- I can summarize key ideas and identify the ways we agree (commonalities).

4. Explain/recount and reflect on experiences and accomplishments

Students tell about their experiences—especially their learning experiences—and reflect, and share what they learned. Examples include presentations of learning, self-assessment, and receiving/offering feedback.

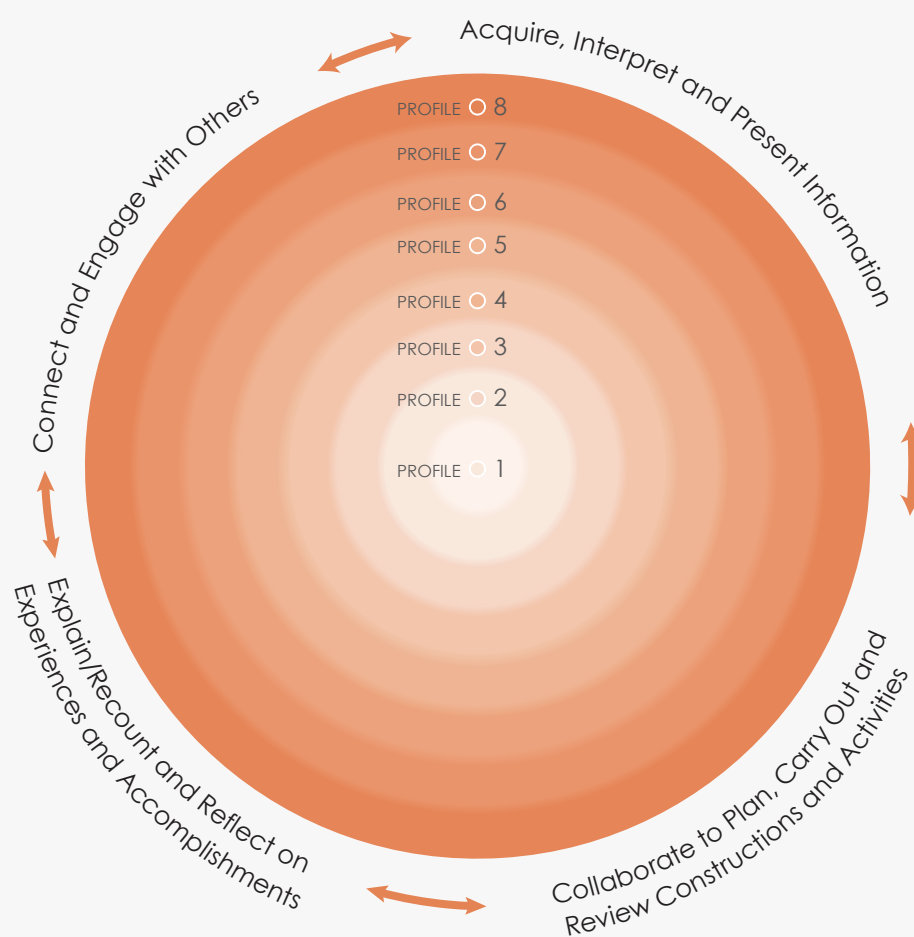
SAMPLE “I” STATEMENTS

- I give, receive, and act on feedback.
- I can recount simple experiences and activities and tell something I learned.
- I can represent my learning, and tell how it connects to my experiences and efforts.

COMMUNICATION COMPETENCY











The communication Competency Profiles emphasize the concept of expanding and growing. They are progressive and additive, as illustrated by the concentric circles in this graphic.



Set of Profiles: Communication Competency

These profile descriptions include four facets that underpin Communication Competency: connect and engage with others; acquire, interpret, and present information; collaborate to plan, carry out, and review constructions and activities; and explain/recount and reflect on experiences and accomplishments. The four facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
 1	In a safe and supported environment, I respond meaningfully to communication from peers and adults. With support, I can be part of a group.
 2	In familiar situations, with direct support, I communicate with peers and adults. I understand and share basic information about topics that are important to me. I talk and listen to people I know. I plan and complete activities with peers and adults. I can answer simple direct questions about my activities and experiences.
 3	In familiar situations, with some support or guidance, I communicate with peers and adults. I understand and share basic information about topics that are important to me, and participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn/share). I listen and respond to others. I can work with others to achieve a short-term, concrete goal; I do my share. I can recount simple experiences and activities, and tell something I learned.
 4	I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. I am becoming an active listener; I ask questions and make connections. When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles and responsibilities. I recount and comment on events and experiences.
 5	I communicate clearly, in an organized way, using a variety of forms appropriately. I acquire the information I need for school tasks and for my own interests, and present it clearly. In discussions and collaborative activities, I am an engaged listener—I ask clarifying and extending questions. I share my ideas and try to connect them with others' ideas. I contribute to planning and adjusting a plan, and help to solve conflicts or challenges. I am able to represent my learning, and connect it to my experiences and efforts. I give and receive constructive feedback.
 6	I communicate confidently in organized forms that show attention to my audience and purpose. I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. I contribute positively to discussions and collaborations, and help to organize and monitor the work. I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. I offer detailed descriptions of my own efforts and experiences. I give, receive, and act on constructive feedback.
 7	I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. I acquire, critically analyse, and integrate well-chosen information from a range of sources. I show understanding and control of the forms and technologies I use. In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. I offer both leadership and support; I am flexible and have a variety of strategies and experiences to draw on. I am able to represent my learning and my goals, and connect these to my previous experiences. I accept constructive feedback and use it to move forward.
 8	I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. I access and make strategic choices from complex and specialized information sources. I show expertise in the forms and technologies I use. I can take leadership in a discussion or collaboration, and focus on deepening or transforming our thinking. I seek consensus, and focus on collective results. I can articulate a keen awareness of my strengths, my aspirations and myself. I offer detailed analysis, using specific terminology, of my progress, work and goals.