

Learner: _____ Date: _____

Skill: Communication	Yes	Somewhat	Not Really
1. The learner can listen to others with attention and focus.			
They are able to: <ul style="list-style-type: none"> • understand what people mean through their words and through things like tone of voice, facial expressions, and posture. • show other they're listening by holding eye contact, not fidgeting, nodding, etc. • ask questions and repeat back main points to make sure they understand. • recognize that personal beliefs/judgements may affect how all of us 'hear' things. 			
2. The learner can listen to understand and think critically about what they are hearing.			
They are able to: <ul style="list-style-type: none"> • understand why someone is speaking. (e.g. Are they trying to build a relationship? Share information? Sell them something?) • decide whether the information is reliable or true. • decide whether people's arguments make sense. • understand different people's perspectives and positions on something. 			
3. The learner can speak clearly to others.			
They are able to: <ul style="list-style-type: none"> • use the correct words, grammar, pronunciation, etc. when needed. 			
4. The learner can speak with purpose to reach their communication goals.			
They are able to: <ul style="list-style-type: none"> • make other people understand what they're trying to say. • speak in a way that matches their purpose. (e.g. trying to share important information in a hurry, persuade someone to do something or agree, tell an entertaining story) 			
5. The learner can make changes based on who is listening and the situation they are in.			
They are able to: <ul style="list-style-type: none"> • recognize that people may have very different needs, preferences, and interests and make changes if needed. (e.g. cultural differences in eye contact, no interest in sports, hearing concerns) • understand that different situations will change how they speak. (e.g. talking with friends vs. meeting with employer) • understand and manage the risks or consequences that can happen when communicating. (e.g. damage to a relationship, doing poorly in an interview) 			
6. The learner can adapt to other people's different communication methods and tools.			
They are able to: <ul style="list-style-type: none"> • choose the best content, structure and approach for their audience. (e.g., use a summary of experience for an interview, make a powerful video to convince the community to take action, or create an organized slide presentation for a meeting) 			

COMMUNICATION PROFICIENCY LEVELS

Proficiency levels are the level at which a person demonstrates a particular skill.

Entry Level	Intermediate Level	Advance Level
<ul style="list-style-type: none"> <input type="checkbox"/> The learner can speak and listen to a narrow range of subject matter, using factual and concrete language. <input type="checkbox"/> The learner can do this in predictable and familiar contexts, interacting one-on-one. <input type="checkbox"/> The learner can use and interpret straightforward non-verbal cues. (e.g. facial expression, eye contact) 	<ul style="list-style-type: none"> <input type="checkbox"/> The learner can speak and listen to a moderate range of subject matter, using both factual and abstract language. <input type="checkbox"/> The learner can do this in less predictable contexts, interacting one-on-one or in small groups. <input type="checkbox"/> The learner can interpret more complex non-verbal cues, including those with cultural implications, to better understand the speaker's intention and purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> The learner can speak and listen to a wide range and depth of subject matter, using both factual and abstract or conceptual language. <input type="checkbox"/> The learner can do this in a variety of contexts shifting from routine to unpredictable, and by interacting with familiar and unfamiliar audiences of various sizes. <input type="checkbox"/> The learner can interpret complex and subtle non-verbal cues and use them to adapt your own communication styles.

Comments

Please note that the Proficiency Levels and Self-Assessment Checklists have been adapted from material created by Skills for Success and available on their website. canada.ca/en/services/jobs/training/initiatives/skills-success.html