HACKING TALK

A step-by-step guide
to level up your teaching of Talk in
English Language Arts

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Welcome

This project involved Cycle 1 and 2 Secondary teachers and consultants from the Eastern Townships School Board, the English Montreal School Board, and the Western Quebec School Board. We collaborated to identify strategies to teach and assess the Talk Competency in Secondary ELA. Teachers worked with new _Developmental Continuum of Oracy Skills and Talk Profiles for Summative Competency Assessment_ developed at the provincial level as well as current research and resources in order to develop knowledge and expertise.

Exploring the strands of oracy (_cognitive_, _social emotional, physical, linguistic, and metacognitive_) allows students to engage in authentic and productive academic conversations. The building of these skills will have a far reaching impact on student success in all subject areas and beyond.

This guide resulted from our exploration of best practices in teaching talk.

"Over the last 40 years or so, research has established the importance of talk–students' talk–to learning. But it's not just any talk; it's talk that is on the topic being considered and talk that is thoughtful and respectful to others. This kind of productive talk doesn't just happen; it has to be developed, and it requires teachers to understand and practice the processes that develop classrooms where talk supports learning."

-Isabel L. Beck- PhD / Professor Emerita, School of Education, University of Pittsburgh
https://ifl.pitt.edu/accountable-talk/

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SETTING THE SCENE FOR TALK
Creating a Classroom Community

1.
Establish Expectations
Discuss with students the role **Talk** will play in the classroom. Introduce the tools which will help them envision what successful talk will look like. Emphasize why and how talk is important and discuss what "talk" is and what it is not.

2.
Create a Culture of Communication
Model ways to share ideas and opinions. Explore what active listening looks like. Demonstrate, scaffold and support respectful interactions between students. Design ways for students to build relationships and consider barriers to participation. Provide opportunities for students to build autonomy and confidence in contexts that are authentic and engaging.

3.
Set Up For Success
Design the environment in a flexible way. Incorporate movement and kinesthetics to increase engagement. Be intentional about groupings and seating arrangements. Choose visuals for the classroom that scaffold talk. Design activities to facilitate collection of observations and data. Establish routines and student tools that will reinforce successful talk.

"We make sense of our experiences in the world–what we read, write, view, talk about and think about–through language. We actively construct our view of the world, and we explore both our individual and social roles through language. A necessary and critical element in these processes is social interaction and the use of the kind of collaborative discourse called talk, and an important way of making meaning through talk is inquiry based learning."

-ELA: SECONDARY CYCLE ONE QEP

Teacher Moves

Norms and Guidelines

There is power in co-constructing guidelines with students. Here are a few of examples:

- We listen to each other.
- We share our own ideas and explain them.
- We respect one another's ideas, even if they are different.
- We respectfully disagree and try to see the other view.
- We let others finish explaining their ideas without interrupting.
- We try to come to some agreement in the end.
- We take turns and share air time.

-Zwiers, J & Crawford, M. (2011)
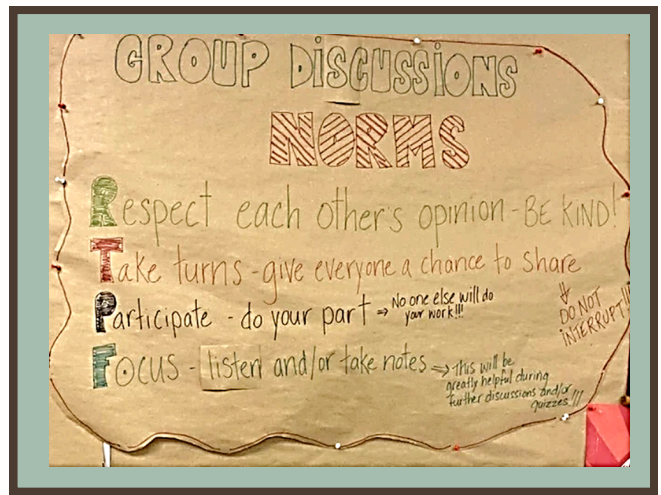
Gradual Release of Responsibility

I Do- teacher models for the whole class

We do- teacher does it alongside students

You do- students do it independently

✓ When it comes to talk, it will take time to build confidence, ease anxiety, and establish relationships.

✓ Well established routines and lots of opportunities for talk allow students to build talk skills and trust.

✓ Beginning the year with smaller stakes and smaller groupings and allowing students a variety of ways to communicate will support their growth.

PLANNING FOR TALK
Purpose Driven Preparation

Overview of the Planning Process:

Steps to Success

Step 1: Use the profiles to identify a learning objective, consider which aspects of talk you want to assess.

Step 2: Consider the skills students need to develop

Step 3: Strategically plan activities to help students practice skills

Step 4: Select best fit tools to assess student progress

Step 5: Intentionally group and arrange students to optimize the learning environment

Determining Learning Objectives

Understand your audience of learners and identify areas for growth. Consider which skills are a best fit for each of your learning activities. Establish a realistic timeline that will allow students to meet learning objectives.

Explore Meaningful Purposes for Talk

Connect classroom talk to real world applications. Examine different types of audiences (ie: formal, informal, expert vs new learner, age, interests). Recognize and celebrate each unique student voice. Explain the role of talk as an integral part of the writing and response processes.

Carefully Configure Groups

Be intentional about using a variety of configurations to enable students to listen and to share diverse opinions and perspectives. Consider how groupings can affect time management. Set up consistent routines to effectively transition in and out of of talk (ie: home groups vs one-time quick discussion groups, ability level: homogeneous vs heterogenous groupings).

Talk Friendly Classroom Configurations
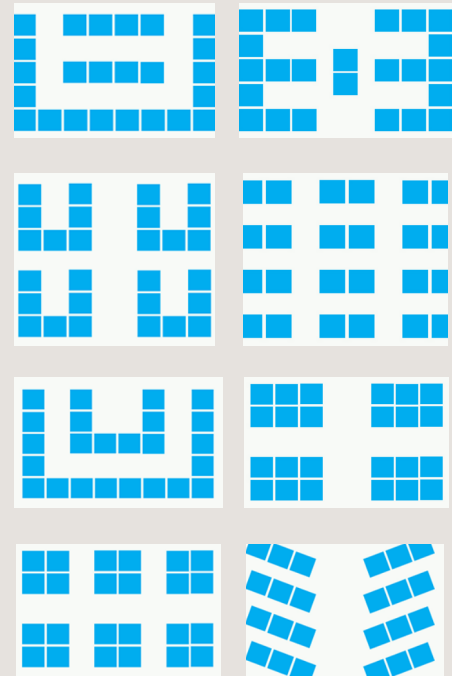
Talk can happen in any classroom configuration. Explore different seating arrangements to optimize the learning environment.

Planning for Different Types of Talk

If your learning objectives are focused on this strand...	Then consider trying...
Cognitive communicates ideas, enhances discussions, thinks critically & adjusts thinking	Debate, Book Clubs, 4 Corners, Jigsaw, Group Challenge
Social Emotional collaborates, listens actively, interacts respectively & constructively	Think, Pair, Share, Literature Circles, Speed Dating
Physical voice, body language	Inside/Outside Circle, Rants Ted Talks
Linguistic word choice, stylistic features, rhetorical strategies	Speeches, Poetry Cafe, Spoken Word
Metacognitive reflects on learning, sets goals, responds to feedback	Community Circle, Conferencing

Many of these talk formats can be paired with multiple oracy strands.

✓ Consider your learning objective and think strategically about the physical space and group composition.

✓ Choose the type of *talk* activity intentionally based on the strand you wish to evaluate.

✓ When planning for talk it can be effective and less overwhelming to evaluate one or two strands at a time.

TEACHING TALK
Explicit Instruction and Practice

✓ Questions and Prompts

Open ended questions and engaging prompts are key to students having rich discussions. Keep learning objectives in mind when choosing questions and prompts. Discussions evolve when there are no pre-determined answers.

✓ Routines and Procedures

Structures and scaffolds are necessary when explicitly teaching talk. As students become more comfortable with strategies adapt them to meet student needs. Following the idea of gradual release of responsibility, support students in making these strategies their own.

✓ Rethinking Roles

In Literature Circles, or other types of discussion, students may be assigned a role like focus monitor, note-taker, word wizard, discussion leader, etc. Roles encourage engagement, accountability, and the building of specific skills. Rethink these roles to make them more relevant to the task. What roles could you create with students that facilitate building talk skills and how will you introduce and teach them in a systematic and explicit way?
Ex. A "Clarifier" might summarize and synthesize discussions and ask clarifying questions, encouraging other students to do so as well.

Inspire Talk

- Picture Prompts
  - Ex: Once Upon a Picture
- Wordless Picture Books
- Poems
  - Ex: Self: Poems for Teens
- News Articles
  - Ex: CBC Kids News
- Picture Books
- Short Films
  - Ex: National Film Board of Canada
- Novel excerpts
- Quotes
  - Ex: The 100 Most Famous Quotes of All Time
- Famous Artwork
  - Ex: National Gallery
- Songs
- Hot Topics
- Student choice/interest

Teacher Moves

Models of Successful Talk

Show students what success looks like by giving them concrete examples.

- Videos of classroom discussions or other talk contexts.
- Live demonstrations:
  - Have two or three students try the activity in front of the group.
  - Partner with another teacher/adult and demonstrate specific strategies.
  - Use talk activities that involve modeling like "fishbowl".

Materials and Resources

Choose and prepare what is needed for the activity

- **Checklists**
- **Anchor Charts**
- **Models**
- **Continuums**
- **Journals**
- **Physical Materials**
- **Prompts**

✓ Increase participation and encourage richer, more purposeful discussions by giving students a few minutes to gather their thoughts before a talk activity. Have students brainstorm, sticky note, quick write, etc. before engaging in talk. Don't forget to give students time after discussion to update their thinking.

✓ Provide regular opportunities to practice talk skills. Regular practice will lead to confident talkers, authentic conversations, and deeper thinking. Tie talk to reading and writing.

✓ Support student reflection and engagement by asking them to observe, track, and give feedback to their peers about talk skill development. Ex. "Talk Detectives" circulate and collect observations on specific criteria, sharing their notes with the group after the discussion.

Talk Moves
Strategies for facilitating discussion

Getting started with Talk Moves:

Contribute an Idea
I think that...
It seems to me that...
It says that...
I wonder if...
Some people think that...
I'm not sure that this is important, but...

Build on an Idea
I would add that...
I want to say more about...
In addition...
As well...
Building on what ____ just said, I would like to add...

Support an Idea
For example...
In the text, it says that...
In fact,...
I wonder if...
Some people think that...
That's true because...
I would like to add...

Challenge an Idea
How does that relate to our discussion?
What makes that a good example?
Would we all agree with that?
Can you give me an example?
What do you mean by that?
However...

Teach and support students to select the appropriate talk moves for the appropriate context

Model the moves by using them in our discussions with students

Tie roles to sentence stems the student will need to contribute

Give students visual reminders like book marks or posters to help them remember the moves

Make observation and assessment easier by listening for students using the ones they were taught

Focus the Conversation

- We're talking about...
- This is similar to...
- We're not talking about... but we are considering...
- I think this means that...
- I think it's important to include...
- In other words...

Monitor, Focus & Understanding

- What do we know so far?
- So you're saying...
- I think what you mean is...
- I'm a little confused about...
- How can we bring this back to the question of...
- Can you explain that to me?

Synthesize the Conversation

- Let's review what we've said so far...
- Would someone like to tell us the main points?
- The big idea coming out of this conversation is...
- The main point seems to be...
- As a result of this discussion we should...
- From all that we've said, we can conclude that...

Students who are ready can be given talk moves that encourage richer discussions

Source: Literacy Today

Discussion Strategies & Structures

Choose a structure with your objectives in mind. The right structure and strategy can increase engagement, equity, and rigour.

High Preparation

- **Gallery Walk (Chat Stations)**
- **Philosophical Chairs**
- **Socratic Circles**
- **Pinwheel**

Low Preparation

- **Affinity Mapping**
- **Concentric Circles**
- **Traverse Talk**
- **Conver-Stations**
- **Fishbowl**
- **Hot Seat**
- **Snowball Discussion**

Ongoing

- **Asynchronous Voice**
- **Backchannel Discussions**
- **Teach-OK**
- **Think Pair Share**
- **Thoughts, Questions, & Epiphanies**
- **Ongoing Conversations**

WHOLE GROUP- SOCRATIC CIRCLE

Seat students in a circle, allowing them to see each other

- Encourages higher order thinking
- Allows students to facilitate their own discussions
- Supports active listening and meaning making

*Can be paired with "fishbowl"

SMALL GROUP- CONVER-STATIONS

Arrange students into groups of four or six

- Allows for movement
- Encourages active participation from all students
- Inspires an evolving conversation as new student voices are added

PARTNERS- CONCENTRIC CIRCLES

Arrange students into inner and outer circles facing each other

- Supports students talking with different partners
- Provides an efficient way to practice talk moves
- Allows quick discussions and explorations of engaging topics
- Allows for movement

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ASSESSING TALK
Setting Students Up For Success

1. **Establish What You Want to Assess (Formative and Summative)**
Determine the talk skills that will become the focus of the assessment. Learning objectives should be shared with students early on in the process. A good place to start is the *Developmental Continuum of Oracy Skills* that outlines the various strands (physical, cognitive, social and emotional, linguistic, and meta- cognitive). The continuum is available as both teacher and student versions.

2. **Select/Create Your Assessment Tools**
For formative assessment, it is important to start slow and focus on one strand at a time. Tools such as checklists, exit cards and student reflection can be used to triangulate the data collected to support your professional judgment and inform next steps in teaching and learning. The *Talk Profiles for Summative Competency Assessment* can be used to assess students at the end of term.

3. **Provide Frequent and Varied Opportunities for Students to Demonstrate their Learning**
Authentic talk contexts might include daily current event discussions, talking about a text, problem solving an issue, and/or working on a common project. Student-generated questions on topics of personal and social relevance also make for great discussions. Learning may also be assessed through student reflections and self-evaluations.

THINGS TO KEEP IN MIND

- Strategically evaluate skills that were explicitly taught and developed.

- Assess often, create many different opportunities for students to talk.

- Checklists and other tools can be used to track student progress at different stages of the learning process.

- Students can keep a talk notebook to collect evidence of discussions and reflect on their learning.

- Audio recordings of discussions can help students and teachers unpack and analyze talk moves.

- Conferencing with students and giving feedback should be done often and in different contexts throughout the year.

- Final assessment of competency can be done using the Talk Profiles.

Thorough Level Competency Assessment

Legend of Oracy Strands

Cognitive	Social & Emotional	Physical	Linguistic	Metacognitive

Cycle 1

- Shares justified opinions and thoughtful, focused ideas that support conversations.
- Asks focused questions.
- Clarifies, reshapes and expands ideas.
- Acknowledges diverse points of view and is able to understand another perspective.
- Takes risks and builds confidence.
- Listens actively with increasing awareness and sensitivity.
- Participates and contributes constructively and positively in various contexts.
- Reads their audience and adapts communication accordingly.
- Controls voice and body language and adjusts them to suit a variety of contexts.
- Uses an expanding vocabulary.
- Employs stylistic features and register for an intended effect.
- Independently self-assesses oracy skills development.

Cycle 2

- Shares insightful ideas and expresses opinions that enhance meaningful conversations.
- Asks focused questions that provoke thought.
- Develops and defends ideas.
- Negotiates meaning and formulates or modifies a stance.
- Interacts with confidence.
- Listens actively with awareness and sensitivity.
- Disagrees constructively.
- Adapts to a variety of audiences and contexts.
- Controls voice and body language and uses them to create an impact.
- Uses an expanding vocabulary and appropriate register in a variety of situations.
- Uses stylistic features and rhetorical strategies purposefully.
- Independently uses self-assessment and reflection to examine oracy skills development.
- Accepts feedback from others to inform goal setting.

TALK JOURNAL
Reader, Writer, "Speaker" Notebook

A talk journal can be a spot to...

-keep evaluation and goal setting tools to track growth throughout the year

-reflect on small group discussions over the course of a text

-keep specific talk moves or strategies that are being explicitly taught

-jot down ideas prior to and after a discussion

-take notes when observing talk models

-tie reading, writing & talk together
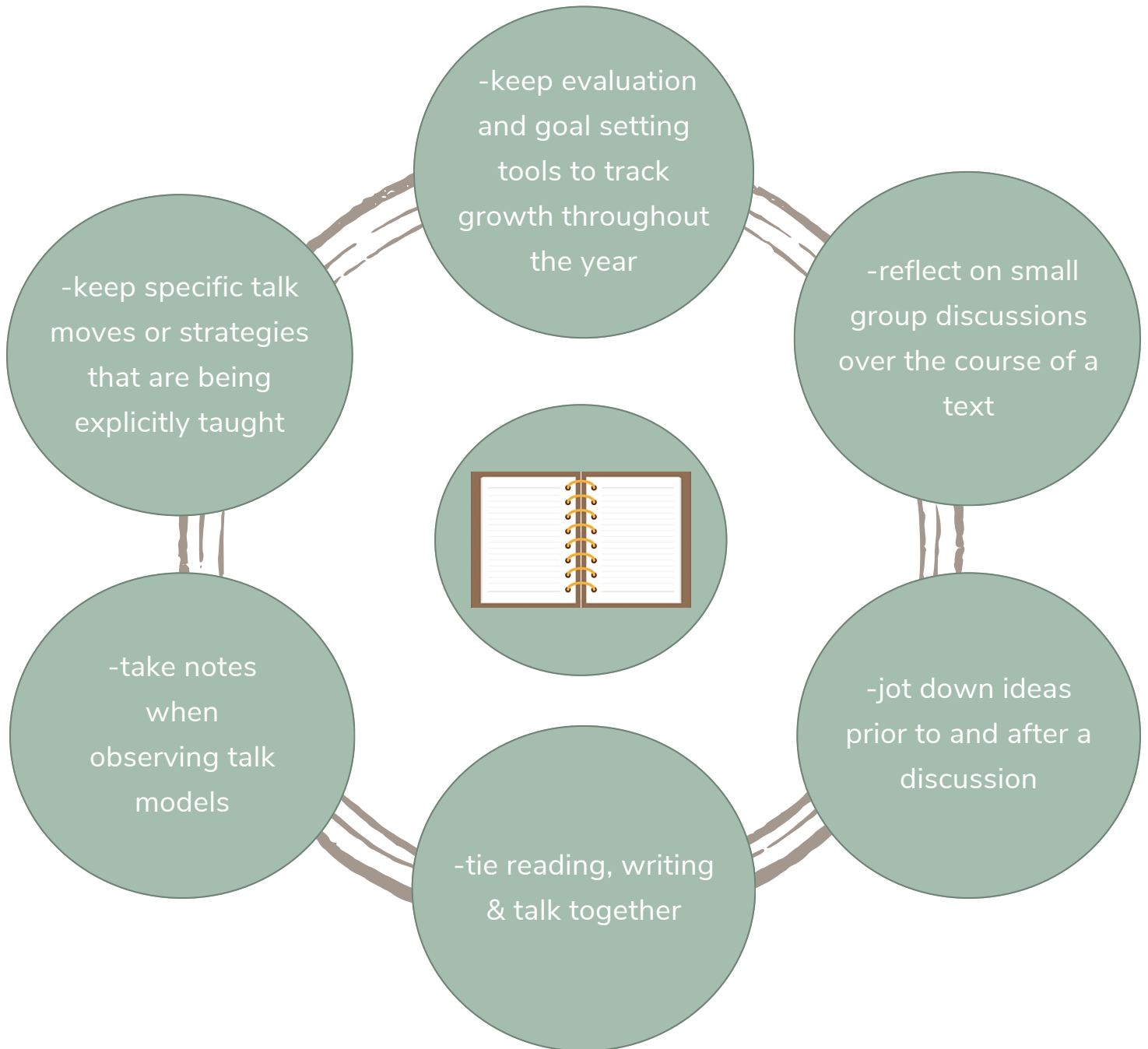
A talk journal can look a lot of different ways...

Journals can be paper notebooks, tied to an existing reader/writer notebook, digital (google slides), whatever is most meaningful for your students.

Key Ideas I want to bring to my discussion:
•

Watch our group discussion video here: LINK OR QR Code

Exit Ticket:
My biggest takeaway from today's discussion...

I noticed during the Socratic Circle....
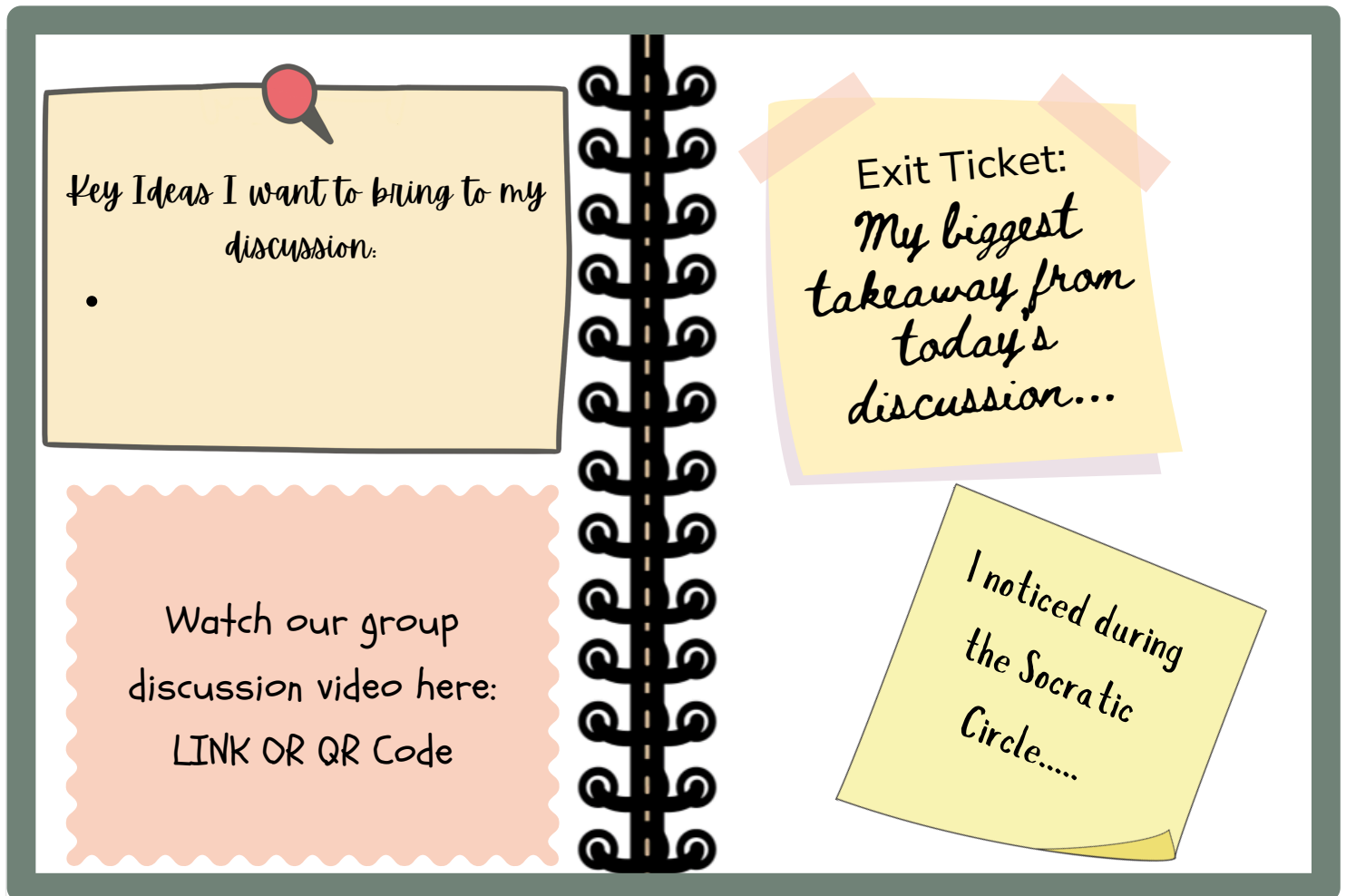
Learning Target	Self Reflection
I used the talk move "I wonder" or "I notice"	
I used talk moves to respectfully agree and disagree	

Resources

Cult of Pedagogy- The Big List of Class Discussion Strategies

Oracy Toolkit (Literacy Today)

Socratic Seminar

Talk Profiles for Summative Competency Assessment

University of Pittsburgh, Institute for Learning: Accountable Talk ®

Zwiers, J & Crawford, M. (2011) *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings*

19 Classroom seating arrangements fit for your teaching

Appendix

Contents

DEVELOPMENTAL CONTINUUM OF ORACY SKILLS

FOR PLANNING INSTRUCTION AND PROVIDING FEEDBACK

PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
• Voice • Body language	• Language • **Stylistic features** • **Rhetorical strategies**	• Communicates ideas and information • Organizes, structures and adjusts talk and thinking • Negotiates meaning • Thinks critically • Considers interplay context, **audience** and purpose	• Collaborates • Interacts respectfully and constructively • **Listens actively** • Demonstrates self-confidence

In a variety of talk contexts, both formal and informal, the student:

EXTENDING

PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
Masters the use of voice and body language and uses them deliberately to connect with and/or make an impact on the audience. Varies, adapts and controls these skills with ease.	Adapts register, adjusts word choice and uses specific vocabulary effectively and accurately for a range of contexts, purposes and audiences. Integrates stylistic features and rhetorical strategies skilfully and purposefully.	Has internalized the cognitive skills to communicate with ease. Tailors content and delivery to audience, adjusts talk as needed (can ad-lib). Processes and synthesizes information and ideas to fuel discussion and advance thinking.	Listens actively by interacting purposefully, respectfully and with flexibility. Communicates in a highly engaging manner; has a rapport with the audience. Chooses to lead or defer to another speaker when beneficial for group cohesion or audience interaction.

CONSOLIDATING

PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
Varies, adapts and controls voice and body language in light of context, purpose and audience.	Uses their understanding of register in light of purpose, context and audience. Makes deliberate word choices and employs a more extensive vocabulary. Employs and expands upon a growing repertoire of stylistic features and rhetorical strategies.	Makes connections and can expand on ideas. Purposefully chooses strategies to share ideas with clarity; persuade, convince, inform, entertain to meet the needs of the audience. Acknowledges and considers different perspectives. Analyses, selects and organizes pertinent information to fuel a discussion; explain, support, defend or rebut a position.	Listens actively by considering and responding to the feelings and ideas of others. Reads their audience and adapts communication to connect with them. Contributes in an assured manner through constructive and positive interactions.

DEVELOPING

PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
Builds control of voice and body language and starts to use them to communicate in a variety of situations.	Experiments with register in light of a growing awareness of purpose and audience. Explores the versatility of words and increases vocabulary. Begins to use familiar stylistic features.	Expresses and supports ideas related to the topic and/or purpose. Begins to read the audience and experiments with physical, linguistic and social and emotional skills to meet their needs. Experiments with a range of strategies: questions, clarifies, gives examples, explains, summarizes, builds on ideas to construct meaning.	Follows **social conventions** for talk in a variety of contexts. Demonstrates listening using a variety of verbal and non-verbal responses. Builds confidence in own opinions by contributing thoughts or ideas to support learning/meaning in a variety of contexts.

BEGINNING

PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
Explores different ways to utilize voice. Uses gestures to support developing linguistic and cognitive skills.	Adopts a register for a familiar audience and context. Uses familiar vocabulary and attempts to use new words. Is acquiring a working knowledge of grammar.	Shares own ideas. Develops an emerging awareness of purpose and audience. Adjusts thinking and organizes ideas when questioned, encouraged or supported.	Understands social conventions of communication: waiting their turn, listening when others are speaking. Expresses thoughts, ideas or understanding, sometimes tentatively, as their self-confidence grows.

BEFORE BEGINNING

Behaviours and skills not yet at the beginning level do not appear on the continuum.

LITERACY TODAY
UNDERSTANDING THE WORD AND THE WORLD

- This continuum shows the development of oracy skills. Refer to the *Oracy Skills* tool for more details.
- These descriptors provide an overview of what oracy skills could look like in action. They are NOT an exhaustive list.
- Levels build upon each other. Higher levels assume that students have already mastered the skills in the previous steps.
- Terms in **BOLD** are defined in the *Glossary of Oracy Terms*.
- Oracy skill development requires explicit instruction, scaffolding and practice in a variety of contexts.

Talk Profiles for Summative Competency Assessment

The *Talk Profiles for Summative Competency Assessment* have been developed to support teachers in assessing the ELA *Talk* competency: Uses language to communicate and to learn. **Literacy Today**, the official ELA Program website affiliated with the Québec Ministry of Education, presents *oracy* as "learning to use our voices as well as learning through our voices. Oracy enables us to navigate the world and our own learning through the skills and processes of talking and listening."

Part of the inspiration for these *Talk Profiles* comes from the ministry's *Scales of Competency*. The scales are no longer prescribed by the Ministry, but remain an available resource for summative competency-based assessment. The new *Talk Profiles* were developed to align with the **MEQ Oracy Skills Framework and Continua**, released recently by ELA Programs. These continua reflect the **Cognitive, Social Emotional, Physical, Linguistic,** and **Meta-Cognitive** strands of oracy, which provide a comprehensive view of what good talk looks like.

The *Talk Profiles* are for teachers to use in summative evaluation and reporting, assisting the teacher with summative assessment using a body of evidence collected over time. The profiles are not intended to be used to assess specific tasks or contexts. They include a range of percentages associated with the various levels of achievement.

The profiles are to be used in conjunction with formative tools like the **Developmental Continuum of Oracy Skills**, used for instructional planning and providing student feedback. Teachers are encouraged to use the **Developmental Continuum of Oracy Skills for students** for peer feedback, student self-reflection and goal setting. **Strategies for Teaching Talk**, can be found in the **Literacy Today: Oracy Toolkit**

Sources Referenced for Creating the Talk Profiles
Talk to Learn Profiles (TLP), Oracy Skills Framework, Oracy Skills Teacher Continuum, End of Cycle Outcomes and QEP Evaluation Criteria, ELA Scales of Competency (SoC), Progressions of Learning (POL), **Oracy Skills Glossary**

Legend of Oracy Strands	
	Cognitive
	Social & Emotional
	Physical
	Linguistic
	Metacognitive

Key Terms	
audience	Any individual or group the speaker is communicating with, during formal or informal contexts.
body language	A range of nonverbal signals that can be used to communicate feelings and intentions. These include posture, facial expressions, and hand gestures.
register	The act of tailoring language to suit the intended audience (addressing younger children as opposed to parents), context (speaking with the principal about yearbook planning versus getting reprimanded), and content (a science fair presentation versus an informal discussion about a movie).
rhetorical strategies	Devices used by the speaker to influence an audience, with the goal of persuading them towards considering an issue or idea from a specific point of view (stance). The speaker uses a register designed to encourage or provoke an emotional response or call to action.
stance	An expressed position, opinion, or a way of thinking about something,
stylistic features	Devices used for emphasis, interest and special effect, creating a personal style (repetition, humour, parody, exaggeration, imagery, etc.).
oracy skills	Talk moves and other strategies selected from among the four strands (cognitive, social-emotional, physical, linguistic, metacognitive) that support the development of oracy.
voice	Intentional use of vocal sound production, including fluency (pace, flow), tonal variation (intonation, pitch, expression), clarity (enunciation) and projection (volume).

Talk Profiles for Summative Competency Assessment
Secondary Cycle 1

IN LIGHT OF PURPOSE, CONTEXT AND an increasingly unfamiliar AUDIENCE, THE STUDENT:

Advanced **90% - 100%** *The student deliberately selects effective and appropriate strategies for talk*	Shares thoughtful and perceptive ideas that extend the conversation. Asks questions that deepen the discussion. Develops and expands ideas. Explores and defends various viewpoints, adjusts thinking and considers other perspectives. Interacts with confidence. Listens actively, appears engaged and invested. Employs a variety of strategies to disagree constructively and cordially in discussions. Adapts to a variety of audiences and contexts. Intentionally varies voice and body language to increase interest. Uses precise and purposeful vocabulary. Considers the audience and adjusts register and stylistic features. Critiques own progress to improve oracy skills development. Takes action on feedback by setting goals and establishing strategies for improvement.
Thorough **75% - 85%** *The student uses a well established repertoire of strategies for talk that have been taught*	Shares justified opinions and thoughtful, focused ideas that support conversations. Asks focused questions. Clarifies, reshapes, and expands ideas. Acknowledges diverse points of view and is able to understand another perspective. Takes risks and builds confidence. Listens actively with increasing awareness and sensitivity. Participates and contributes constructively and positively in various contexts. Reads their audience and adapts communication accordingly. Controls voice and body language and adjusts them to suit a variety of contexts. Uses an expanding vocabulary. Employs stylistic features and register for an intended effect. Independently self-assesses oracy skills development. Uses this information, along with feedback, to set goals for improvement.
Acceptable **60% - 70%** *The student uses a growing repertoire of strategies for talk that have been taught*	Shares relevant ideas and opinions that contribute to the conversation. Asks questions and paraphrases the ideas of others to clarify understanding. Makes connections to other points of view and may adjust own thinking. Listens and shows interest in others. Demonstrates a range of social conventions for working collaboratively. Considers the audience and begins to adjust to their needs. Explores the impact of voice and body language. Uses suitable vocabulary related to the context. With increasing independence, chooses register for a specific audience. Reflects on oracy skills development and, with minimal guidance, sets attainable goals.
Partial **50% - 55%** *The student uses a limited repertoire of strategies for talk inconsistently*	Shares basic ideas and opinions at times. When prompted, asks questions that are related to the discussion and reacts to the ideas of others. Participates when directly questioned or encouraged. Collaborates using limited social conventions. May appear disconnected or hesitant when engaging with the audience. With guidance, attempts to adjust voice and body language to convey a message. Uses simple, familiar vocabulary. Shows limited awareness of appropriate register and stylistic features. Begins to self-assess oracy skills development and, when prompted, selects an attainable goal for talk.
Minimal **35% - 40%** *The student needs prompting to participate and use familiar strategies for talk*	Shares ideas and opinions that tend to be superficial and/or disconnected. Asks questions to clarify the task, purpose, or procedures. Requires teacher supervision to maintain interactions. Participates minimally and requires support to collaborate with others. With support, attempts some different ways to use voice and body language to convey a message. Uses limited vocabulary. Reflects on oracy skills development when asked direct and specific questions. With support, selects an attainable goal for talk.

Talk Profiles for Summative Competency Assessment
Secondary Cycle 2

IN LIGHT OF PURPOSE, CONTEXT AND an increasingly unfamiliar AUDIENCE, THE STUDENT:

Advanced **90% - 100%** *The student deliberately selects effective and appropriate strategies for talk*	Shares informed, perceptive ideas and opinions that shape and focus the discussion. Asks purposeful questions to deepen and enhance the discussion. Adopts an informed stance while considering conflicting views. Adjusts role based on group needs, leads and/or follows when required. Interacts purposefully, respectfully and with flexibility. Draws others into the discussion. Employs a variety of strategies to disagree constructively. Communicates in a highly engaging manner; develops a rapport with the audience. Deliberately uses voice and body language for an intended effect on the audience. Uses an extensive vocabulary and adapts register to create impact. Draws from a repertoire of stylistic features and rhetorical strategies to meet the demands of varied contexts and audiences. Reflects insightfully on own learning and progress. Sets attainable goals related to their oracy skills development. Requests and accepts feedback from others to inform goal setting.
Thorough **75% - 85%** *The student uses a growing repertoire of strategies for talk that have been taught*	Shares insightful ideas and expresses opinions that enhance meaningful conversations. Asks focused questions that provoke thought. Develops and defends ideas. Negotiates meaning and formulates or modifies a stance. Interacts with confidence. Listens actively with awareness and sensitivity. Disagrees constructively. Adapts to a variety of audiences and contexts. Controls voice and body language and uses them to create an impact. Uses an expanding vocabulary and appropriate register in a variety of situations. Uses stylistic features and rhetorical strategies purposefully. Independently uses self-assessment and reflection to examine oracy skills development. Accepts feedback from others to inform goal setting.
Acceptable **60% - 70%** *The student uses familiar strategies for talk that have been taught*	Shares thoughtful ideas that contribute to the conversation and justifies opinions. Asks pertinent questions, clarifies and reshapes ideas. Establishes and retains their own stance. Acknowledges diverse points of views and can question or support them. Takes risks and builds confidence. Listens, considers, and shows openness towards ideas of others. Interacts respectfully in various contexts. Is responsive to the needs of an audience. Uses voice and body language to create an effect in some contexts. Uses suitable vocabulary and word choice. Experiments with register. Adds to a repertoire of stylistic features and rhetorical strategies. Reflects on oracy skills development. Begins to independently self-assess and use feedback in order to establish an attainable goal for talk.
Partial **50% - 55%** *The student uses a limited repertoire of strategies for talk that have been taught*	Shares ideas and opinions, which may be rudimentary. Asks questions that are related to the discussion. Reacts to the views of others. Struggles to develop, express and/or defend their own stance. Requires support to see themselves as valuable contributors. Begins to consider the value of others' ideas. Responds to the needs of the audience in some instances. Attempts to adjust voice and body language to convey a message. Uses simple, familiar vocabulary. Needs guidance when choosing appropriate register and incorporating stylistic features and rhetorical strategies. Reflects on oracy skills development and sets an attainable goal for talk when prompted.
Minimal **35% - 40%** *The student needs prompting to participate and use familiar strategies for talk*	Shares ideas and opinions infrequently which may be superficial and/or disconnected. Asks questions to clarify the task, purpose, or procedures. Responds to direct questions about the topic without establishing a stance or position. May be disconnected or hesitant to share. Requires support to consider the value of others' ideas. Demonstrates a limited range of known social conventions and interacts without considering the needs of the audience. With guidance, attempts some different ways to use voice and body language to convey a simple message. Uses limited vocabulary. Lacks awareness of appropriate register, stylistic features and rhetorical strategies. Reflects on oracy skills development and, when asked direct and specific questions, sets an attainable goal for talk.

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