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Individual Talk Assessment at Early Level

Clear	Is developing their ability to talk clearly to others.	Talks to others in familiar contexts, sharing feelings, ideas and thoughts.	Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.
Confident	Stays silent and/or shows limited interaction when playing with others.	Is beginning to vocalise own ideas or dialogue in play contexts.	Communicates and shares stories in different ways, for example, in imaginative play.
Coherent	Shares brief ideas or recounts events though these can be incoherent or unclear.	Is beginning to sequence experiences, familiar stories or events.	Recounts experiences, stories and events in a logical sequence for different purposes.
Connected	Is developing their ability to appropriately express ideas, feelings or discuss a text using Tier 1 level vocabulary.	Uses a range of simple Tier 1 level language, familiar words and phrases to appropriately express ideas, feelings or discuss a text.	Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text e.g. more Tier 2 level language as well as familiar words and phrases.
Creative	Increasingly shows curiosity and creativity when using a variety of resources—such as objects, pictures, and photographs—to connect and communicate with others (e.g. everyday items to represent people or ideas in play, images in books to share thoughts, or photographs to spark conversation and storytelling with peers and adults).		

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Individual Talk Assessment at First Level

Clear	<p>Talks with increasing clarity, though may be quiet or lack volume in larger groups.</p> <p>Sometimes relies on adult support or cues.</p>	<p>Talks clearly and at an appropriate volume in a variety of situations.</p> <p>Is beginning to vary tone or pace.</p> <p>Communicates more confidently in group and/or whole class settings.</p>	<p>Communicates clearly and audibly.</p> <p>Uses appropriate tone, pace and volume.</p> <p>Demonstrates increasing independence when interacting in group/class settings.</p>
Confident	<p>Shares ideas, information and opinions though may need prompting or some support to contribute regularly, confidently or respectfully to group/class discussions.</p>	<p>Contributes ideas, information and opinions more regularly, confidently and respectfully when engaging with others as part of a group/class discussion.</p>	<p>Contributes to group/class discussions, engaging with others for a range of purposes. e.g. problem-solving, responding to texts, giving opinions.</p>
Coherent	<p>Selects and shares basic ideas or information though these may be unclear or disorganised.</p> <p>Uses limited or overly repetitive vocabulary.</p>	<p>Shares relevant ideas in a mostly logical order.</p> <p>Uses increasingly appropriate vocabulary (see below).</p>	<p>Selects and shares ideas/information using appropriate vocabulary in a logical order. May make an attempt to use some more specific language to suit audience and purpose.</p>
Connected	<p>Increasingly uses Tier 2 level language as well as familiar words and phrases to appropriately express ideas, feelings or discuss a text.</p>		
Creative	<p>Explores and experiments with the use of resources when engaging with others, e.g. objects, pictures and/or photographs.</p>	<p>Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.</p>	

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Individual Talk Assessment at Second Level

Clear	<p>Talks clearly and audibly.</p> <p>Demonstrates an increasing ability to talk at an appropriate pace and use expression.</p>		Communicates clearly, audibly and with expression in different contexts.
Confident	<p>Contributes ideas, information and opinions though may need prompting or some support to contribute fully to group/class discussions.</p>	<p>Contributes some relevant ideas, information and opinions more regularly, confidently and respectfully when engaging with others.</p>	Contributes a number of relevant ideas, information, and opinions when engaging with others.
Coherent	<p>Shares ideas spontaneously with limited organisation or planning.</p>	<p>Is beginning to take more responsibility for planning and organising the structure and content of a talk or presentation.</p>	Plans and delivers an organised presentation/talk with relevant content and appropriate structure.
Connected	Uses suitable vocabulary for purpose and audience.	<p>Explores and experiments with more specific or effective Tier 2 and Tier 3 level vocabulary to appropriately express ideas, feelings or discuss a text.</p>	<p>Makes an attempt to use more specific or effective Tier 2 and Tier 3 level vocabulary to appropriately express ideas, feelings or discuss a text.</p>
Creative	<p>Selects and uses some resources, with guidance, to support communication.</p>	<p>Is beginning to make their own decisions about resources to support communication.</p>	Selects and uses resources to support communication e.g. diagrams, digital tools, posters or photographs.

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Individual Talk Assessment at Third Level

Clear	<p>Demonstrates an increasing ability to communicate with others clearly, audibly and with expression.</p> <p>Demonstrates an increasing awareness of verbal and non-verbal techniques that can enhance communication and engagement with an audience (e.g. eye contact, body language, emphasis, pace, tone).</p>	<p>Communicates in a clear expressive way in a variety of contexts.</p> <p>Applies verbal and non-verbal techniques in an attempt to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or some rhetorical devices.</p>
Confident	<p>Contributes ideas, information or opinions but may not support these with relevant evidence.</p>	<p>Contributes relevant ideas, information, or opinions, supporting them with clearer evidence.</p> <p>Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge, or opinions with supporting evidence.</p>
Coherent	<p>Demonstrates an increasing ability to structure ideas, information or points of view with a clear flow or appropriate evidence.</p>	<p>Demonstrates an increasing ability to use cohesive devices and link to purpose.</p> <p>Presents ideas, information or points of view including appropriate detail or evidence.</p> <p>Organises thinking and structures talks to present ideas in a logical order.</p> <p>Uses signposts throughout talks to provide a basic structure or argument, for example, topic sentences and/or linking phrases.</p>

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Connected	<p>Explores and experiments with the use of humour, questions, hooks or visuals to engage an audience.</p> <p>Demonstrates an increasing ability to use more specific or effective Tier 2 and Tier 3 level vocabulary to appropriately express ideas, feelings or discuss a text.</p>	Introduces and concludes talks with some attempt to engage the audience.
Creative	Demonstrates an increasing ability to identify resources to effectively support engagement with others e.g. objects, visuals, digital media.	Selects and uses resources to enhance communication and engagement with audience.