

F) An ability to communicate in English.

Performance Criteria	Level of Learning			
	Initial	Emerging	Developed	Excellence
Oral and written comprehension of academic discourse	<ul style="list-style-type: none"> Text comprehension is inefficient. Misleads on structural components identification and context discrimination. Lack of academic prosumer attitude. 	<ul style="list-style-type: none"> Understands academic text insufficiently. Identifies some structural components without discriminating the context properly. Prosumer academic attitude in training. 	<ul style="list-style-type: none"> Sufficiently understanding academic text. Fully identifies the underlying structure in a given context. Differentiates completely knowledge from information. Has an academic prosumer attitude. 	<ul style="list-style-type: none"> Understands academic texts in depth. Applies strategies for discriminating the underlying structure in a given context. Differentiates knowledge from information. Shows a strong academic profile.
Organization (Planning of communication structure. Order and relevance of ideas)	<ul style="list-style-type: none"> Communication lacks coherent structure Ideas organization lacks of unit nor logical connection 	<ul style="list-style-type: none"> Most of the time provides ambiguous and messy the communication structure. Some ideas are connected logically 	<ul style="list-style-type: none"> Communication presents a coherent structure Ideas are connected in a logical unity and relevance 	<ul style="list-style-type: none"> Structured and coherent communication by showing unity, logical order, relevant and hierarchized in ideas. Presents antecedents and consequences of any act.
Argumentation (Defense of ideas. Reliable and relevant sources)	<ul style="list-style-type: none"> Lacks of supporting arguments to the main topic. Lacks of reliable and relevant bibliographic sources. No quality responses. 	<ul style="list-style-type: none"> Occasional insubstantial argumentation. Uses insufficient reliable sources or decontextualized. Unsatisfactory answers quality 	<ul style="list-style-type: none"> Sufficient and substantial argumentation. Works with sufficient reliable and relevant context sources. The quality of the answers are satisfactory. 	<ul style="list-style-type: none"> Evidence a consolidated argumentative process, relevant and compelling sources. Solid and sufficient responses.
Lexicon (Contextualized, precise, formal, academic vocabulary)	<ul style="list-style-type: none"> Incomprehensible messages. Inadequate lexis to the context. Uses a limited, casual, colloquial, vague vocabulary. Poor orthography, lacks semantic and syntactic agreement on ideas construction. 	<ul style="list-style-type: none"> Somewhat understandable message. Partially appropriate vocabulary to the context. Occasional vague and informal language. Improvable spelling. Sometimes lack of evidence in semantic and syntactic agreement. 	<ul style="list-style-type: none"> Understandable message. Appropriate lexis to the context. Uses an academic and formal language. Applies a satisfactory spelling. Applies rules of semantic and syntactic. 	<ul style="list-style-type: none"> Messages are clearly understood. Uses an appropriate lexis to the context. Uses an academic and scientific language. Presents a spelling mastering. Meets semantic and syntactic rules correctly.
Verbal Communication (Diction, volume, intensity, intonation, active listening transmitter/receiver)	<ul style="list-style-type: none"> Ineffective verbal communication. Misunderstands received messages. 	<ul style="list-style-type: none"> Limited verbal communication Limited message understanding 	<ul style="list-style-type: none"> Efficient verbal communication is. Effective message understanding. 	<ul style="list-style-type: none"> Verbal communication captures the interest of the audience. Shows interest, enthusiasm and effective understanding of the message as receptor.
Nonverbal Communication (Body Language)	<ul style="list-style-type: none"> Evidences poor nonverbal communication. Body language does not provide support to speech. 	<ul style="list-style-type: none"> Uses inadequate body language. 	<ul style="list-style-type: none"> Pertinent and contextualized body language. 	<ul style="list-style-type: none"> is Uses an appropriate, attractive and according to the context.