

Rúbrica: RAI # 3 - Ability to communicate in English

Performance Criteria	Learning Level			
	Unsatisfactory	Developing	Satisfactory	Exemplary
1. Oral and written comprehension of academic discourse.	<ul style="list-style-type: none"> Text comprehension is inefficient. The identification of the components of the structure and discrimination of the context are wrong. Lack of academic attitude. 	<ul style="list-style-type: none"> Understands academic text insufficiently. Identifies some components of the structure without discriminating the context properly. Academic attitude in training. 	<ul style="list-style-type: none"> Understand the academic text sufficiently. Fully identifies the underlying structure in a given context. Differentiates completely knowledge information. Has academic prosumer attitude. 	<ul style="list-style-type: none"> Understands the academic text in profound ways. Applies strategies for discriminating the underlying structure in a given context . Differentiates knowledge information. Shows a strong academic profile.
2. Organization <i>(Planning of communication structure. Order and relevance of ideas)</i>	<ul style="list-style-type: none"> Communication lacks coherent structure. Organization of ideas without subject or logical relationship. 	<ul style="list-style-type: none"> In some segments, the structure of communication is ambiguous, messy. Some ideas are organized illogically and lack unity. 	<ul style="list-style-type: none"> Communication presents a coherent structure. The ideas are related to logical unity and relevance. 	<ul style="list-style-type: none"> Communication is structured and coherent, showing unity, logical order and relevance in ideas, they are also properly hierarchized. Presents antecedents and consequences of the act.
3. Argumentation <i>(Defense of ideas. Reliable and relevant sources)</i>	<ul style="list-style-type: none"> Lack of arguments that support ideas. Lack of reliable and relevant bibliographic sources The quality of responses is zero. 	<ul style="list-style-type: none"> The argumentation is occasionally insubstantial. It has insufficient reliable sources, some decontextualized. The quality of the answers are unsatisfactory. 	<ul style="list-style-type: none"> Argumentation is sufficient and substantially. Works with sufficient reliable and relevant context sources. The quality of the answers is satisfactory. 	<ul style="list-style-type: none"> Evidence a consolidated argumentative process, relevant and compelling that sustains sufficient reliable and updated sources. Solid and sufficient responses.
4. Lexicon <i>(Contextualized vocabulary) precise, formal, academic)</i>	<ul style="list-style-type: none"> Message is incomprehensible. Lexis is not according to the context. Limited vocabulary, casual, colloquial, vague language. Poor spelling. Construction of ideas lacks semantic and syntactic agreement. 	<ul style="list-style-type: none"> Message somewhat understandable. Partially vocabulary appropriate to the context. Occasionally the language is vague and informal. Spelling improvable. Sometimes lack of evidence in semantic and syntactic agreement. 	<ul style="list-style-type: none"> The message is understandable. Lexis is appropriate to the context. Academic and formal language. Applies a satisfactory spelling. Applies rules of semantic and syntactic. 	<ul style="list-style-type: none"> The message is clearly understood. Lexis is appropriate to the context. Language is highly academic and scientific. Presents a spelling mastering. Meets semantic and syntactic rules correctly.
5. Verbal Communication <i>(Diction, volume, intensity, intonation, active listening transmitter / receiver)</i>	<ul style="list-style-type: none"> Verbal communication is ineffective. In its role as receiver, evidences misunderstanding of the message. 	<ul style="list-style-type: none"> Verbal communication is limited. Limited understanding of the message in role as receiver. 	<ul style="list-style-type: none"> Verbal communication is efficient. Effective understanding of the message in role as receiver. 	<ul style="list-style-type: none"> Verbal communication captures the interest of the audience. In receiver role, shows interest, enthusiasm and effective understanding of the message.
6. Nonverbal Communication <i>Body Language</i>	<ul style="list-style-type: none"> In emitter role, there are evidences poor nonverbal communication. The body language does not provide support for oral speech. 	<ul style="list-style-type: none"> In emitter role in communications, s/he uses inadequate body language. 	<ul style="list-style-type: none"> In emitter role, body language is pertinent and contextualized. 	<ul style="list-style-type: none"> In emitter role, body language is appropriate, attractive and according to the context.

*Fuente: <http://www.stac.espol.edu.ec/rais>
Rúbrica actualizada al 06/07/2017*