3) Communicate effectively in a variety of professional contexts.

Performance Criteria	Level of Learning			
	Initial	**Emerging**	**Developed**	**Excellence**
Oral and written comprehension of academic discourse	Text comprehension is inefficient. Misleads on structural components identification and context discrimination. Lack of academic prosumer attitude.	Understands academic text insufficiently. Identifies some structural components without discriminating the context properly. Prosumer academic attitude in training.	Sufficiently understanding academic text. Fully identifies the underlying structure in a given context. Differentiates completely knowledge from information. Has an academic prosumer attitude.	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)	Communication lacks coherent structure. Ideas organization lacks of unit nor logical connection	Most of the time provides ambiguous and messy the communication structure. Some ideas are connected logically	Communication presents a coherent structure. Ideas are connected in a logical unity and relevance	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)	Lacks of supporting arguments to the main topic. Lacks of reliable and relevant bibliographic sources. No quality responses.	Occasional insubstantial argumentation. Uses insufficient reliable sources or decontextualized. Unsatisfactory answers quality	Sufficient and substantial argumentation. Works with sufficient reliable and relevant context sources. The quality of the answers are satisfactory.	Evidence a consolidated argumentative process, relevant and compelling sources. Solid and sufficient responses.
Lexicon (Contextualized, precise, formal, academic vocabulary)	Incomprehensible messages. Inadequate lexis to the context. Uses a limited, casual, colloquial, vague vocabulary. Poor orthography, lacks semantic and syntactic agreement on ideas construction.	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.	Understandable message. Appropriate lexis to the context. Uses an academic and formal language. Applies a satisfactory spelling. Applies rules of semantic and syntactic.	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)	Ineffective verbal communication. Misunderstands received messages.	Limited verbal communication Limited message understanding	Efficient verbal communication is. Effective message understanding.	Verbal communication captures the interest of the audience. Shows interest, enthusiasm and effective understanding of the message as receptor.
Nonverbal Communication (Body Language)	Evidences poor nonverbal communication. Body language does not provide support to speech.	Uses inadequate body language.	Pertinent and contextualized body language.	is Uses an appropriate, attractive and according to the context.