

**Rúbrica: RAI # 3 G.2) Ability to communicate in English**

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