**INSTITUTIONAL OUTCOME**

**Native Leadership – To Acquire a Quality Education**

1. **The student will be able to effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally**

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|  | | Level of Proficiency | | |
| Criteria |  | Accomplished | Developing | Beginning |
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| Listening Skills |  | Demonstrate the appropriate balance of listening and speaking in diverse professional and cultural situations, correctly interpret non-verbal cues, and accurately reflect the content and intent of the communication | Describe the appropriate balance of listening and speaking in diverse professional and cultural situations, identify non-verbal cues, and accurately reflect the content of the communication | Summarize main points of the communication |
| Reading  Comprehension |  | Link and synthesize ideas presented in readings within the broader context of their discipline | Paraphrase and organize content of readings, relate readings to own perspectives, and recognize implications of readings from different perspectives | Summarize readings |
| Evaluation of Literature |  | Differentiate overarching ideas from details, facts from opinion, and describe bias | Describe overarching ideas and details, facts and opinion, and identify bias | Identify overarching ideas, facts and opinion, and recognize bias |
| Credible Sources |  | Cite bibliographic information in the appropriate format, Incorporating material from a variety of credible sources, including personal observation, scientific data, and authoritative testimony. Credible sources may also include stories and accounts from Indigenous Knowledge experts | Cite bibliographic information in the appropriate format, using quoted references to incorporate material from multiple credible sources to support, extend, and inform | Cite bibliographic information in at least one standard format from a credible source |
| Organization of Ideas |  | Articulate a clear and well developed thesis, purpose, organization,  with clear transitions and sequencing of ideas appropriate to the situation with a conclusion that clearly reiterates introductory elements | Articulate an identifiable thesis, with a developed purpose, organization, including transitions, with a conclusion that relates to introductory elements | Articulate a thesis, use transitions, and state a conclusion |
| Presentation Skills |  | Clearly communicate content and theme, using transitions that are logical, and a conclusion that reinforces the theme, using a voice that projects appropriate to the audience and setting, using gestures that provides appropriate emphasis, and demonstrates self-confidence | Communicate content and a clear theme, using transitions and a conclusion, projects voice, and uses gestures to provide emphasis | Communicate content, a theme, and a conclusion |
| Interpersonal Communication Skills |  | Demonstrate assertive and responsive skills, attentive to verbal and non-verbal cues, and respond respectfully and with consideration of social protocols | Describe assertive and responsive skills, identify verbal and non-verbal cues, and describe how to respond respectfully and with consideration of social protocols | List assertive and responsive skills, and recognize verbal and non-verbal cues |
| Articulation of Ideas Through Writing |  | Write clearly and accurately, choose correct wording appropriate to the situation, free of mechanical errors, and connect writing appropriately to the audience and the topic | Write accurately, choose correct wording, free of mechanical error, and connect writing appropriately to the topic | Connects writing to the topic |