

## 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

		Level of Proficiency		
Criteria		Accomplished	Developing	Beginning
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	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

		accounts from Indigenous Knowledge experts		
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