General Education Assessment 2014-2015 Academic Year: Spring Semester

Introduction

The general education assessment process was piloted in the 2013-14 academic year by collecting artifacts and analyzing them using a rubric for General Education Outcome (GEO) 2 Communicate effectively in writing using both Lakota and English, and expanded in the Fall 2014 with analysis of GEO 4 Apply quantitative analytical skills. For the Spring 2015 semester, GEO 3 Demonstrate oral communication skills in both Lakota and English was selected. The Assessment Academy Team (AAT) in collaboration with the chairs of the various departments chose the following courses for artifact collection based on which courses align with GEO 3 and which courses were offered during the Spring 2015 semester: SpCm 103 Speech Communication (Humanities and Social Science Department), Lak 103 Lakota Language I (Lakota Studies Department), SpCm 233 Human Communication Skills (Humanities and Social Science Department), SpCm 433 Advanced Human Communication Skills (Humanities and Social Science Department), and ECH 233 Curriculum for Self-Awareness and Individual Development (Education Department). SpCm 103 and Lak 103 are general education courses that all OLC students are required to take. SpCm 233/433 and ECH 233 are program-level courses.

This report begins with information on changes that are relevant to the assessment of general education. These changes are described at the beginning because they are relevant for the understanding and interpretation of the processes and the findings. Next, artifact collection, sampling and scoring, data aggregation, and data analysis processes are described in detail. This section is followed by the results and their interpretation. This part includes quantitative data from the scoring as well as qualitative input from the scorers. The last section includes suggestions for improvement of students' oral communication skills and of the assessment process to close the loop. The GEO 3 rubric and departmental assignment-specific rubrics can be found in Appendices A and B.

Spring 2015 Changes Relevant to General Education Assessment

Spring 2015 saw some changes with regard to assessment of general education and these changes have impacted the GEO 3 assessment: 1) OLC's administration committed to strengthen general education through the creation of the General Education Faculty Director position. This person will be in charge of coordinating the assessment and development of the general education curriculum. Advancement of the general education assessment framework has slowed down to allow the General Education Faculty Director to be involved in the process once hired (the position has not yet been filled). 2) Kim Bettelyoun, chair of the Humanities and Social Science Department, has led the Assessment Academy Team over the past few years. She decided to step down as chair of the AAT at the beginning of the Spring 2015 semester as this task was too time-consuming on top of leading the largest academic department. The vice chair of the AAT, Susanne Auer, organized the scoring of the Fall 2014 artifacts in February but she does not have the capacity to take on the AAT lead in addition to chairing the Assessment Committee and her regular duties as full-time faculty.

The absence of a person who is able to devote sufficient time to leading the general education assessment process resulted in delays in the creation of the GEO 3 rubric. It is also the primary reason for the submission of only few Lak 103 artifacts.

Another change has been more gradual and is still on-going. When the general education framework was first revised, departments without general education courses mostly saw themselves as separate from the framework. Over the last few semesters, this attitude has started to transform into deeper understanding of OLC's view of general education. One example of this is the ECH 233 artifact: When the instructor found out that GEO 3 would be assessed and that this outcome refers to oral communication in English AND Lakota, she developed a new assignment that incorporates the Lakota aspects: students were asked to translate an English children's story into Lakota and read it out loud to class.

Description of Processes

Artifact Collection Process

At the beginning of the Spring 2015 semester, the departments housing courses to be assessed determined which assignments would be collected as GEO 3 artifacts. The AAT received artifacts from all five courses, though Lak 103 artifacts were only received from one of twelve sections. The three departments submitted a total of 51 artifacts. More detail on the artifact assignments, number of sections and of received artifacts can be found in Table 1 below.

Course	Artifact	# of Sections	# of Sections Submitting Artifacts	# of Artifacts Received	# of Artifacts Scored
SpCm 103	Persuasive Speech	12	10	76	32[1]
Lak 103	Lakota Oral Proficiency Interview	12	1	9	9
SpCm 233	Final Project	1	1	2	2
SpCm 433	Final Project	1	1	3	3
ECH 233	Holistic Lakota Perspective Instructional Project	1	1	5	5
TOTAL		27	14	95	51[2]

Table 1: General education artifact collection Spring 2015.

None of the artifacts included an audio or audio-visual recording. Instead, the written speeches/papers and the instructor feedback on the oral presentations was submitted. The departmental scoring rubrics are attached to this report (Appendix B). The Lakota Studies Department was unaware that GEO 3 would be assessed in this semester and that Lak 103 artifacts were to be collected. As a result,

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[1] Two SpCm 103 artifacts were later excluded from analysis due to plagiarism or missing assignment.
[2] This total number was reduced to 49 due to the exclusion of two SpCm 103 artifacts.

the department did not collect any written assignments and was only able to submit the instructor feedback from one of the sections.

Sampling and Scoring Process

In alignment with the previous semesters, the AAT decided to use one of the VALUE rubrics developed by the American Association of Colleges and Universities (AAC&U) as basis for OLC's own rubric. As it was not feasible to collect and analyze recordings of oral presentations and analysis therefore focused on the written speeches, the AAC&U rubrics for oral and written communication were combined. In addition, the rubric was expanded by adding the overall general education goal (students will exemplify Wolakolkiciyapi) as rubric element at the top. GEO 3 includes oral communication in English and in Lakota, which is why five Lakota-specific elements were added: Comprehensibility, Level of Discourse, Vocabulary, Language Control, and Mechanics. These elements were already used during the assessment of GEO 2 (written communication).

The AAC&U VALUE rubrics and therefore also OLC's GEO rubrics use the levels Benchmark (score=1), 1st Milestone (2), 2nd Milestone (3), and Capstone (4). Scorers were encouraged to give a 0 when the benchmark for a certain element was not met. The GEO 3 rubric includes the following elements: Wolakolkiciyapi, Organization, Language, Delivery, Genre and Disciplinary Conventions, Sources and Evidence, Control of Syntax and Mechanics, Lakota Language: Comprehensibility, Lakota Language: Level of Discourse, Lakota Language: Vocabulary, Lakota Language: Language Control, and Lakota Language: Mechanics. This rubric is attached in Appendix A.

A Capstone-level artifact is characterized as follows: a) demonstration of a thorough understanding of Wolakolkiciyapi and successful utilization of that knowledge; b) organizational pattern is clearly and consistently observable (Organization); c) language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation (Language); d) delivery techniques make the presentation compelling (Delivery); e) detailed attention to and successful execution of a wide range of conventions particular to a specific discipline/task (Genre and Disciplinary Conventions); f) skillful use of high quality, credible and relevant sources (Sources and Evidence); and g) graceful language that skillfully communicates meaning and is virtually error free (Control of Syntax and Mechanics). Regarding the Lakota language elements, capstone-level artifacts showed the following characteristics: h) readily comprehensible, requiring no interpretation on the part of the reader (Lakota Language: Comprehensibility); i) variety of complete sentences and cohesive devices (Lakota Language: Level of Discourse); j) rich use of vocabulary (Lakota Language: Vocabulary); k) control of basic language structures (Lakota Language: Language Control); and l) few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization (Lakota Language: Mechanics). Artifacts scored at the 2nd Milestone level don't show the same skillful use of oral communication tools as Capstone-level work but organization, language, delivery, etc. are mostly effective with few errors. 1st Milestone work shows limited levels of effective oral communication. An artifact is scored at the Benchmark level when there are many errors and oral communication is mostly ineffective.

The scoring of the artifacts took place on May 20, 2015 with five faculty members representing three academic departments (Humanities and Social Science (2 scorers), Lakota Studies (2), and Education (1)) as well as with the Assessment Director. As in the previous semesters, the group scored all artifacts from courses with no more than 30 artifacts (Lak 103, SpCm 233, SpCm 433, and ECH 233) and a sample from courses with more than 30 artifacts (SpCm 103). The Humanities and Social Science Department had already selected a sample of the SpCm 103 artifacts and it was decided to use the same selection which was based on systematic sampling.

At the beginning of the scoring session, the ad-hoc scoring group talked about the requirements for each of the assignments submitted as artifacts and discussed how ECH 233 and Lak 103 could be scored. As only the level at which the instructor rated the students was known for Lak 103, the group decided that the two Lakota Studies faculty members should collaboratively determine which sub-scores on the GEO 3 rubric correspond with the different levels of the Oral Proficiency Interview rubric. The Lak 103 artifacts therefore did not receive two independent ratings as was the case for the other courses.

The ad-hoc scoring group decided to exclude two of the SpCm 103 artifacts from further analysis: one was plagiarized and the other only included the grading information from the instructor without the written speech. The total number of analyzed SpCm 103 artifacts was therefore reduced to 30 and the total from all courses was 49.

Data Aggregation Process

With the exception of the Lak 103 artifacts, each artifact was scored by two reviewers and the scores from both reviewers for each of the rubric elements were recorded in a Microsoft Excel spreadsheet. For each element, the official score was determined by the arithmetic mean of both scores.[3] In addition, an overall score was calculated for each artifact by calculating the mean of the overall scores from both reviewers.

The rubric included a total of 12 elements but none of the assignments used as artifact covered all 12 areas (e.g. the SpCm 103 speeches did not include any Lakota language requirements and the Lak 103 Oral Proficiency Interviews did not cover the elements specific to English language). To nonetheless compare overall scores between the courses, a possible overall score was determined for each course based on which elements were seen as applicable by the reviewers. Table 2 below shows which elements were seen as applicable for which course as well as the possible overall scores. Overall scores were then interpreted based on the possible overall score for that specific course. This course-specific interpretation of the overall score is described in the next section.

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[3] In the previous semester, no distinction was made between a reviewer not selecting a score for an element, or writing "N/A" or giving a 0: no answer or N/A was converted into 0. In this semester, this does not seem to be a reasonable process as the average score for an element (all courses combined) would mostly just be dependent on whether or not it applied to many of the artifacts. This is particularly problematic when there is such a big variety regarding which elements apply to which course. Accordingly, a sub-score of 0 was only given when the reviewer explicitly gave this score.

Element	SpCm 103	Lak 103	SpCm 233	SpCm 433	ECH 233
Wolakolkiciyapi			X	X	
Organization	X		X	X	X
Language	X		X	X	
Delivery	X		X	X	X
Genre and Disciplinary Conventions	X		X	X	
Sources and Evidence	X		X	X	X
Control of Syntax and Mechanics	X		X	X	
Lakota Language: Comprehensibility		X			X
Lakota Language: Level of Discourse		X			X
Lakota Language: Vocabulary		X			X
Lakota Language: Language Control		X			X
Lakota Language: Mechanics		X			X
POSSIBLE OVERALL SCORE	**24**	**20**	**28**	**28**	**32**

Table 2: Rubric elements applicable to artifacts by course and possible overall score.

In some cases, papers included elements that were seen as not applicable to artifacts from that course in general. In these cases, the scores given to these elements were not included in the calculation of the overall score of that specific artifact and the average score for these elements for that course were not included in Table 3 below. These scores were included in the average for all courses combined, however.

Data Analysis Process

Data aggregated in the manner described in the previous section was analyzed by defining the levels Benchmark Not Met, Benchmark Met, 1st Milestone, 2nd Milestone, and Capstone for the individual elements as well as course-specific overall scores. The GEO 3 rubric assigns the scores 0, 1, 2, 3, and 4 to these levels. Ranges for each element were defined based on these assigned scores by following mathematical traditions in which .5 is rounded up. This system is followed for the definition of the ranges for overall scores: The bottom score of a level was determined by multiplying the lowest score for an element at this level with the number of elements that apply to that course. As an example, the range for 1st Milestone in Lak 103 was calculated by multiplying 1.5 with 5. Table 3 summarizes the different levels.

	Benchmark Not Met	Benchmark Met	1st Milestone	2nd Milestone	Capstone
Individual Elements	0.0-0.4	0.5-1.4	1.5-2.4	2.5-3.4	3.5-4.0
Overall Score SpCm 103	0.0-2.9	3.0-8.9	9.0-14.9	15.0-20.9	21.0-24.0
Overall Score Lak 103	0.0-2.9	2.5-7.4	7.5-12.4	12.5-17.4	17.5-20.0
Overall Score SpCm 233/433	0.0-3.9	3.5-10.4	10.5-17.4	17.5-24.4	24.5-28.0
Overall Score ECH 233	0.0-3.9	4.0-11.9	12.0-19.9	20.0-27.9	28.0-32.0

Table 3: Sub-score and overall score levels.

Results and Interpretation

Table 4 shows the mean overall scores and sub-scores for the different courses as well as for all courses combined. Average overall scores were at the 1st Milestone level for SpCm 103, Lak 103, and SpCm 433. The SpCm 233 and ECH 233 overall scores were in the 2nd Milestone range. The averages for individual English elements suggest a weakness in the areas Genre and Disciplinary Conventions and Sources and Evidence. Delivery received the highest average scores. With regard to the Lakota language elements, Level of Discourse and Vocabulary received the highest scores in Lak 103 whereas in ECH 233, Mechanics was given the highest scores (this element was not applicable to the Lak 103 artifact as students were not asked to turn anything in in writing for this assignment).

	Overall Score	Wolakolkiciyapi	Organization	Language	Delivery	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Lakota language: Comprehensibility	Lakota Language: Level of Discourse	Lakota Language: Vocabulary	Lakota Language: Language Control	Lakota Language: Mechanics
SpCm 103 (N=30)	14.9	N/A	2.6	2.7	3.1	2.4	2.2	2.7	N/A	N/A	N/A	N/A	N/A
Lak 103 (N=9)	8.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1.8	2.6	2.8	1.8	N/A
SpCm 233 (N=2)	19.5	3.0	2.8	3.0	3.5	2.5	2.5	3.0	N/A	N/A	N/A	N/A	N/A
SpCm 433 (N=3)	16.3	1.3	2.2	2.8	3.2	2.3	2.2	2.5	N/A	N/A	N/A	N/A	N/A
ECH 233 (N=5)	22.1	N/A	3.8	N/A	3.2	N/A	4.0	N/A	2.4	2.1	2.2	2.1	2.6
ALL	**15.8**	**1.7**	**2.7**	**2.7**	**3.1**	**2.4**	**2.4**	**2.7**	**2.1**	**2.4**	**2.6**	**1.9**	**2.7**

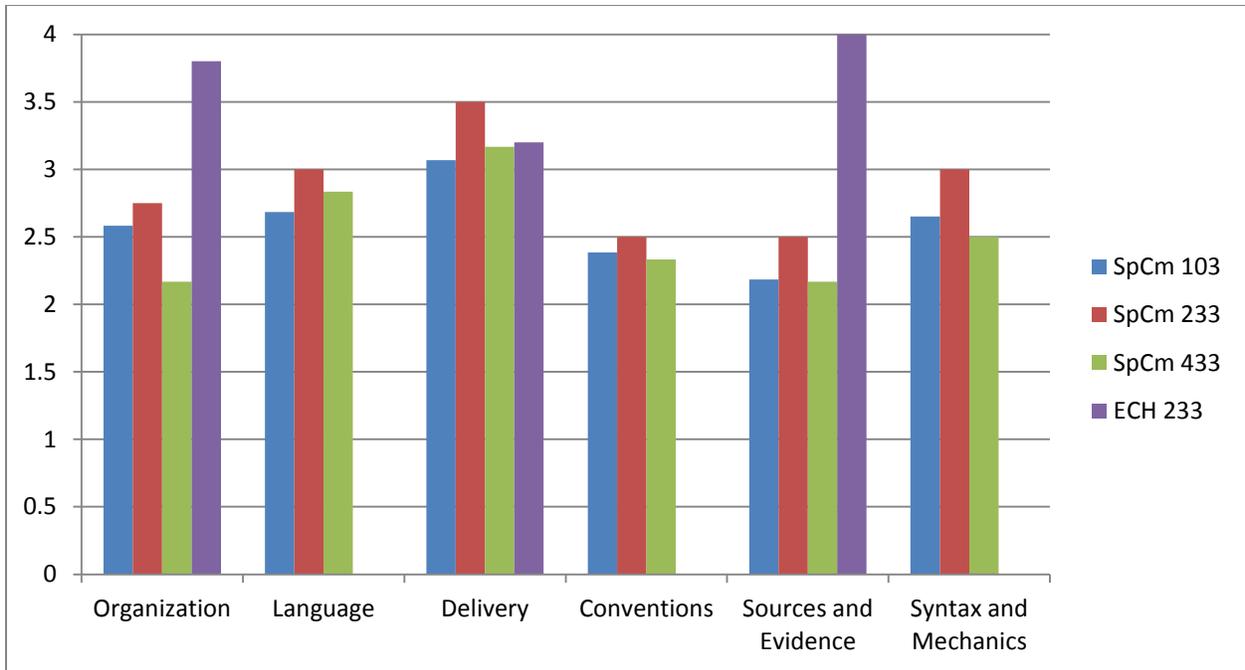**Table 4: Mean sub- and overall scores.**

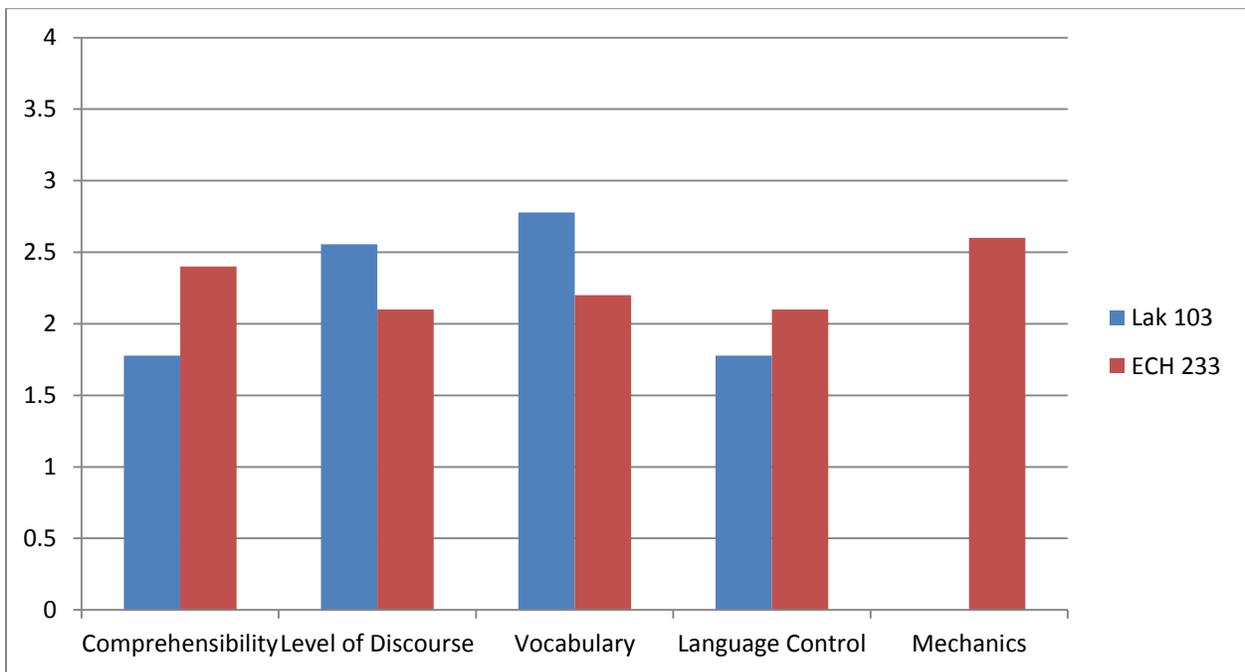**Chart 1: Sub-scores by course (maximum = 4.0): English elements.**

Chart 2: Sub-scores by course (maximum = 4.0): Lakota language elements.

When comparing the scores between the three SpCm-courses, there is a slight increase from SpCm 103 (the general education course) to SpCm 233 (a program-level course). This is what one would expect to see from 100- to 200-level. However, there is a decrease from SpCm 233 to SpCm 433. It is argued that the number of artifacts from both SpCm 233 and SpCm 433 is too low to allow any meaningful comparison to other courses. This limitation also applies to ECH 233. Whereas the number of Lak 103 artifacts is a little higher, these artifacts only came from one of twelve sections offered in the Spring 2015.

Comparisons between courses are also limited because of the course-specific overall scores. In order to get a better sense for what the scores mean, the distribution of scores is of interest. Table 5 and Chart 3 below show the percentage of students in each of the levels with regard to the (course-specific) overall score.

	Benchmark Not Met	Benchmark Met	1st Milestone	2nd Milestone	Capstone
ALL (N=49)	0 (0.0%)	3 (6.1%)	21 (42.9%)	25 (51.0%)	0 (0.0%)
SpCm 103 (N=30)	0 (0.0%)	1 (3.3%)	11 (36.7%)	18 (60.0%)	0 (0.0%)
Lak 103 (N=9)	0 (0.0%)	2 (22.2%)	7 (77.8%)	0 (0.0%)	0 (0.0%)
SpCm 233 (N=2)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)
SpCm 433 (N=4)	0 (0.0%)	0 (0.0%)	2 (66.7%)	1 (33.3%)	0 (0.0%)
ECH 233 (N=5)	0 (0.0%)	0 (0.0%)	1 (20.0%)	4 (80.0%)	0 (0.0%)

Table 5: Percentage of artifacts at each level (course-specific overall score).
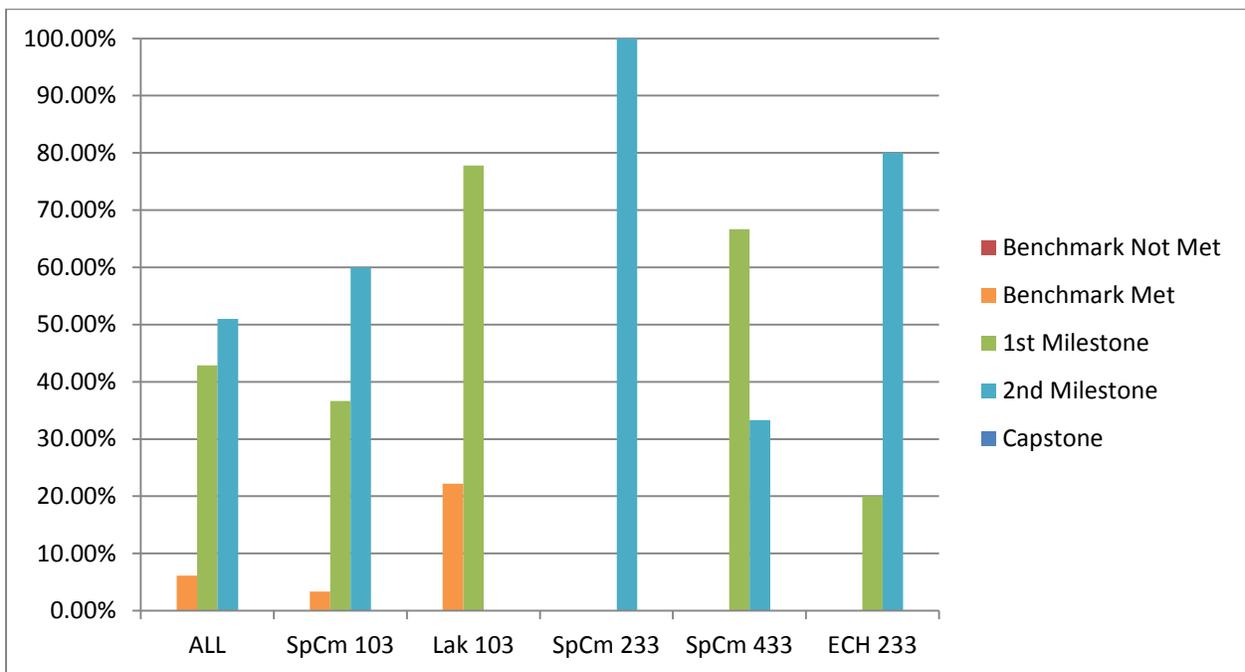

Chart 3: Percentage of artifacts at each levels (course-specific overall score).

Overall, 93.9% of artifacts were scored in the 1st Milestone or 2nd Milestone range. Slightly more than half of the assignments were placed at the 2nd Milestone level. None of the assignments were scored at the Benchmark Not Met or the Capstone level. It is not surprising that none of the assignments was below the Benchmark Met level: This level would correspond with a student not preparing a speech. If a student does not get a speech prepared, the student will likely not attempt to give the speech. As a result, no artifact would be turned in. This is different from last semester's GEO 4 Quantitative Reasoning analysis: A student would still turn in the final exam even if he/she does not know how to solve most of the tasks so that student's final exam will be considered to be one of the artifacts.

Other Findings

All scorers were asked to write down students' strengths and weaknesses regarding oral communication, suggestions for improving students' oral communication skills as well as feedback regarding the assessment process. The scorer feedback is included in this section as well as in the next one.

Student Strengths:

- Passion: Students selected topics about which they are passionate. These topics were generally well-suited for the assignment.
- Information: Students found appropriate information to support their topic.
- Organization: Ability to organize thoughts.
- Lak 103: Ability to introduce and express themselves using oral Lakota language.
- ECH 233: Enthusiasm for use of Lakota language: Even though this was not a Lakota language class, students seemed enthusiastic to include the language.

Student Weaknesses:

- Organization: Lack of ability to organize thoughts.
- ECH 233: Lakota language syntax.
- SpCm 103: Writing skills: Students' writing skills are weak but this is to be expected for a 100-level course that does not have any prerequisites.
- SpCm 103: In-text citations and references: Citations of sources within the text and in references were largely missing or not in the required format (APA).
- SpCm 233 and 433: Summary vs. analysis: Artifacts consisted mostly of summary of course content and only little or superficial analysis.

Assessment Process:

- GEO 3 analysis is limited because no recordings were collected. Looking at the written portion only can result in lower ratings.

- First-time members of the ad-hoc scoring group described having benefitted from participating in the scoring as it helped them gain better understanding of the assessment process.
- Evaluation of Wolakolkiciyapi was not possible for the majority of the artifacts.
- GEO 3 rubric: There is too much focus on the written aspect instead of on oral communication. The current rubric therefore does not adequately measure oral communication.
- GEO 3 rubric: There is no element focusing on the content of a speech/presentation.

Recommendations

Suggestions for Improvement of the Assessment Process

Artifact type:

- In order to accurately assess oral communication skills, audio-visual or at least audio recordings of the speeches/presentations are necessary. This may cause some logistical difficulties such as providing technical assistance to all instructors. However, students can benefit from being able to review their own recording.

Submission of artifacts:

- The description of the assignment needs to be submitted with the artifacts. Otherwise it is not possible to evaluate whether an assignment met the assigned task.

GEO 3 rubric:

- The rubric should be revised to place more emphasis on oral instead of written communication. This also applies to the Lakota language elements.
- An element regarding quality of content needs to be added.

General:

- The departments need to be reminded at the beginning of the semester which GEO is assessed and a reminder needs to be sent in the second half of the semester.
- The GEO rubric should be developed in a collaborative effort of the different departments that offer courses that are assessed.
- Scoring the artifacts during the following semester instead of right at the end of the semester should be considered. Giving the scorers time between grading, departmental assessment activities and the general education scoring may result in more constructive input.
- Include "new scorers" each semester so more faculty members gain insight into the general education assessment process.

Recommendations to the Academic Departments

Humanities and Social Science Department (SpCm 103, SpCm 233, SpCm 433):

- Encourage instructors to film their students' speeches throughout the semester (e.g. through the use of a smartphone) and let students review their speech. This will help students recognize weaknesses and strengths in their presentations and will make them feel more at ease giving speeches in front of their peers.
- SpCm 233 and SpCm 433: The final project seemed to emphasize length over analysis/application and the artifacts mostly consisted of summaries of course content. It is suggested that the assignment is revised to encourage more analysis.
- Find ways to incorporate Wolakolkiciyapi. Collaboration with the Lakota Studies Department on this matter is suggested.

Lakota Studies Department (Lak 103):

- Include audio- or audio-visual recording and submit written assignment when GEO 3 is assessed again. Recording students throughout the semester may help the students become more comfortable using Lakota language.
- Provide guidance to the other academic departments regarding ways to incorporate Wolakolkiciyapi throughout the college.

Education Department (ECH 233):

- Include audio- or audio-visual recording of the presentations.

OLC General Education Goal: Students will exemplify Wolakolkiciyapi: Learning Lakota ways of life in community.

Wolakolkiciyapi is a philosophical concept, a mutual agreement for continued peace harmony within one's life and community. One may gain a better understanding of the definition by displaying aspects of Lakota virtues including; compassion, bravery, fortitude, generosity, patience, humility, and wisdom. By continuing to improve oneself through the practice of "wolakolkiciyapi" one may better his/herself and therefore the community.

Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Demonstrates a thorough understanding of "wolakolkiciyapi" and successfully utilizes that knowledge to aid within school and community.	Demonstrates increased knowledge of "wolakolkiciyapi" within classroom and begins to utilize knowledge expanding into communities.	Demonstrates knowledge of Lakota perspective and attempts to utilize "wolakolkiciyapi" in certain aspects of life and classroom.	Demonstrates minimum level of awareness and display of "wolakolkiciyapi"

Ability 2 Written and Oral Communication
Learning Outcome 3: Demonstrate oral communication skills is both Lakota and English.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	4	3	2	1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal	Delivery techniques (posture, gesture, eye contact, and vocal	Delivery techniques (posture, gesture, eye contact, and vocal	Delivery techniques (posture, gesture, eye contact, and vocal

	expressiveness) make the presentation compelling, and speaker appears polished and confident.	expressiveness) make the presentation interesting, and speaker appears comfortable.	expressiveness) make the presentation understandable, and speaker appears tentative.	expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Lakota Language: Comprehensibility	Text readily comprehensible, requiring no interpretation on the part of the reader	Text comprehensible, requiring minimal interpretation on the part of the reader	Text mostly comprehensible; requiring interpretation on the part of the reader	Text barely comprehensible
Lakota Language: Level of Discourse	Variety of complete sentences and of cohesive devices	Emerging variety of complete sentences; some cohesive devices	Use of complete sentences; some repetitive; few cohesive devices	Predominant use of complete yet repetitive sentences, no or almost no cohesive devices
Lakota Language: Vocabulary	Rich use of vocabulary	Adequate and/or accurate use of vocabulary for this level	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level	Inadequate and/or inaccurate use of vocabulary
Lakota Language: Language Control	Control of basic language structures	Emerging control of basic language structures	Emerging use of basic language structures	Inadequate and/or inaccurate use of basic language structures
Lakota Language: Mechanics	Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization	Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization	Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization	Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization