
REVISED GOAL 1 RUBRIC (FALL 2012)

“Students graduating from West Chester University will be able to communicate effectively”

| Subgoal (Student Learning Outcome) | 1 | 2 | 3 | 4 |
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| A. Content Students will demonstrate the ability to present a persuasive speech or essay, including a clear thesis with adequate support. | The paper or speech fails to make a claim, present a controlling idea, or state a thesis, OR it does so but fails to provide details or evidence in support of the idea, claim, or thesis. | The paper or speech attempts to state claims, controlling ideas, or theses, but the results are vague or not compelling. Details or evidence provide insufficient support. | The paper or speech consistently states clear claims, theses, or controlling ideas, AND supports them with adequate details or evidence. | The paper or speech consistently states clear claims, theses, or controlling ideas, AND supports them with adequate details or evidence. The result is an especially convincing or compelling argument. |
| B. Form Students will demonstrate control over formal properties of effective communication as appropriate to spoken or written communication in an academic context. | Formal properties such as vocabulary, syntax, pronunciation, dynamics, tone, expression, gestures, volume, and/or speaking rate are inadequate. | Some formal properties such as vocabulary, syntax, pronunciation, dynamics, tone, expression, gestures, volume, and/or speaking rate are adequate, while others are not. | Formal properties such as vocabulary, syntax, pronunciation, dynamics, tone, expression, gestures, volume, and/or speaking rate are adequate. | Formal properties such as vocabulary, syntax, pronunciation, dynamics, tone, expression, gestures, volume, and/or speaking rate are excellent. |
| C. Organization Students will produce organized essays that effectively lead their audience through their arguments. | The speech or paper does a poor job of guiding the audience, with a weak introduction and conclusion, and inadequate transitions and/or signpost words. | The speech or paper does an inadequate job of guiding the audience, missing one or more of the following elements: a strong introduction, a strong conclusion, or effective transitions and/or signpost words. | The speech or paper does an adequate job of guiding the audience with an appropriate introduction or conclusion, and suitable transitions and/or signpost words. | The speech or paper does an excellent job of guiding the audience through a strong introduction and conclusion, and effective transitions and/or signpost words. |
| D. Audience Students will produce persuasive speeches or essays on topics that are appropriate and engaging to their audience. | Overall, the speech or essay fails to offer a compelling argument to its audience. There is nothing to engage the interest of the audience in terms of content or delivery. | Some aspects of the speech or essay indicate an attempt to engage the audience, but the essay or speech as a whole is not compelling or interesting. | The speech or essay successfully engages the audience in terms of content and delivery. | The speech or essay very successfully engages the audience in terms of content and delivery, offering a compelling, interesting argument. |