VISUAL LITERACY CORE ASSESSMENT RUBRIC

Definition: Visual literacy includes the ability to create a visual aid to convey information or express an idea. Visual literacy includes both the expression of ideas and information through the visual image as well as the interpretation of images created by others. Visual literacy is distinct from non-verbal communication as it specifically involves the creation or interpretation of visual images such as a photograph, picture, sketch, graph, chart, concept map, or similar. These images can include text, color-coding, grids, scales, and numbers.

Foundation Component Areas Where Communication is Taught: ALL

	Mastery (Senior Level) *Point-value: 4*	*Proficient (Junior Level)* *Point-value: 3*	*Developing (Sophomore Level)* *Point-value: 2*	*Basic (Freshman Level)* *Point-value: 1*	*Skill is evident, but performance falls below Freshman Level[1]* *Point-value: 0*	*No Evidence:* *The assignment may not elicit the skill, or the student failed to articulate.*
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful, and makes the content of the work cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the work.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the work.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the work.	Lack of organization significantly impedes the audience's or reader's interpretation of the message.	
Image Type	Language and image choices are imaginative, memorable, and compelling, enhancing the work's effectiveness. Language and images are appropriate to the audience.	Language and image choices are thoughtful and generally support the effectiveness of the work. Language and images are appropriate to the audience.	Language and image choices are mundane and commonplace and partially support the effectiveness of the work. Language and images are appropriate to the audience.	Language choices are unclear and minimally support the effectiveness of the work. Language and images are appropriate to the audience.	Unable to deduce what the student is saying and/or language and images are highly offensive or inappropriate for the audience.	
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports or establishes credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports or establishes credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) refer to information or analysis that minimally supports or establishes credibility/authority on the topic.	Supporting materials significantly impede meaning and are inappropriate or offensive.	
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but not explicitly stated in the work.	Central message cannot be deduced.	

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[1] *Evaluators are encouraged to assign a zero to any work sample that does not meet Basic (Freshman Level) performance. Evaluators are encouraged to check the "No Evidence" if the rubric dimension is not evident in the work. For example, a student who uses supporting materials that confuse the message, are offensive or unrelated, would receive a zero on Supporting Material. By contrast, if there were no supporting materials submitted with the work sample, the "No Evidence" category would be selected. There is simply no evidence of whether or not the student knows how to use supporting materials.*