VISUAL COMMUNICATION VALUE RUBRIC

This rubric was developed by an interdisciplinary team of faculty representing Texas Southmost College (TSC) through a process that examined and modified the AACU Communication Value Rubric and the Stephen F. Austin's (SFA) Visual Rubric to meet the needs of TSC's core curriculum assessments. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institution –level use in evaluating and discussing student learning.

Definitions

Visual communication is a prepared, purposeful presentation and delivery of supporting visual aids, typically relative to the oral communication and intended to benefit or amplify an audience's understanding of a central message or purpose. Thus, visual communication is facilitated through such media as poster presentations, power point presentations, video presentations, among others available and appropriate to specific disciplines and classroom experiences.

Framing Language

Visual communication takes many forms. This rubric is designed to evaluate different types of presentations (single speaker, video recorded, group presentations etc.) This rubric may serve to measure the effectiveness of visual communication. The use of this rubric best applies to presentations of sufficient length such that a central message or purpose is conveyed; presentations should be supported by one or more forms of appropriate documentation, secondary materials, or visual aids, and should include purposeful organization and content.

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	Exemplary 4	Proficient 3	Developing 2	Beginning 1	Non-Evident 0
Visual Aids	Visual aids effectively support the communication of purposes and ideas; aids are integrated into the presentation seamlessly, thus fostering a full understanding of the message's content.	Visual aids generally support the communication of the student's ideas and purposes; the aids effectively amplify or resonate the presentation of ideas and foster a good understanding of the message's content.	Visual aids support the communication of the student's ideas and purposes but are only partially useful or informative.	Visual aids do not particularly support the communication of the student's ideas and purpose; they are insufficient to be of much use as they do little to elevate understanding.	Visual aids are virtually non-existent, serve no purpose, or are not credible.