

Quinnipiac University Visual Literacy Essential Learning Outcome Rubric

The learned ability to interpret visual messages and/or to create such messages in ways that advance thinking, decision-making, and communications. Visual Artifacts include, but are not limited to: electronic media, art, charts and graphs, diagrams, maps, metaphors, data, concepts, information, strategy, and compounds.

Scoring Level	1-Ineffective	2-Effective	3-Advanced	4-Outstanding
Interpreter - Meaning (including text)	Unable to interpret what the image means. Cannot tell if the image is representational, explanatory, abstract, or symbolic.	Does understand some of the meaning. Can identify some representational, explanatory, abstract, or symbolic elements of the image.	Able to interpret the meaning of the image satisfactorily. Can identify multiple representational, etc. elements of the image.	Able to carefully and thoroughly interpret the meaning of image. Can thoroughly identify representational, etc. elements of the image.
Interpreter - Parts/Whole	Does not understand how the parts of the image influence the message.	Has some understanding of how the parts of the image helped create the message.	Understands how the parts of the image influence the effectiveness of the whole. Shows advanced interpretation of complex images.	Understands how parts of image influence own reactions and/or thinking. Is aware of emotional, psychological, and cognitive influences in perceptions of visuals.
Interpreter - Design	Has no knowledge or understanding of design elements used to create image.	Has basic knowledge or understanding of design elements used to create image.	Can identify and explain some design elements used to create image.	Really knows and understands design elements used to create the image.
Creator - Product & Content	Materials in visual product do not meet the needs of the audience. Work shows little planning, organization, or visual appeal. Product does not demonstrate learning expectations.	Uses material that meets the basic needs of audience. Fairly good balance of text, color & graphics. Product demonstrates some learning expectations.	Materials clearly meet the needs of audience. Work is attractive, well-organized & visually appealing. Good balance of text, color & graphics. Learning expectations are met through the visual product.	Materials in product meet audience needs. Visual uses an original approach that results in positive audience engagement. Product demonstrates highly developed learning (not just mere facts).
Creator -Design	Headings and text are hard to read (color, size, font choice). Poor alignment of information (text and/or graphics). Space not used effectively. Graphics only somewhat relate to text. Product does not have built-in similarity/pattern. Product parts not similar in appearance; difficult to tell they are part of the same product.	Most headings and text are easily found or read. Aligns some information, other areas have too little/much space between content and graphics. Most graphics relate to the content and/or text and are of good quality. Product parts are exactly or almost the same. The color, font or theme is repeated.	Work is attractive, well-organized, visually appealing. Good balance of text, color, & graphics. Headings and text are easily found/read. Aligns information appropriately, uses space well to organize ideas & information. Graphics relate to content and/or text & are good quality. Pattern has built in similarity.	Very impressive or engagingly surprising to audience. Headings and text are very effectively placed. Creative use of text matches the message. Aligns the information, giving order to the page. Graphics are strategically placed for effect. Uses space and graphics creatively that enhance the content of the message. Unique use of patterning that enhances product effectiveness.