



Texas A&M University Core Curriculum Visual Communication Creation Rubric

Definition

The Texas Higher Education Coordinating Board states that the Texas Core Curriculum objective of Communication is “to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.”¹ At Texas A&M University, instructors can give students the option to demonstrate skills in creating or interpreting visuals. This rubric assesses the ability to create a visual and/or visual components.

Framing Language

This rubric is designed to be applied to student-produced work (artifacts), from a range of disciplines and a variety of genres. Ideally, the artifact assessed with this rubric will be produced by an individual student. This rubric is designed to be applied to assignments where the student creates a visual including but not limited to slide decks, filmed performances, video games, floral arrangements, graphs, and photographs. In cases where visuals are not created by the student, the submitted artifact should align with fair use principles and demonstrate the ability to repurpose visuals for a different context (e.g., using images in a slide deck). In a multimedia artifact, written text or auditory components can be used to frame the audience’s understanding (e.g., bullet points on a slide deck, title of a painting, and artist’s notes), but the artifact’s message should primarily be conveyed by visual means.

Glossary

The following definitions clarify terms and concepts used in this rubric only.

Audience: The student’s instructor(s) or classmates unless otherwise noted.

Central message: The main point/thesis/bottom line/take-away/topic/concept.² The specificity of the central message conveyed may depend on the medium. For example, the central message of a slide deck may be an evidence-backed thesis about a specific topic whereas the central message of a dance performance may be a theme or concept that is more open to interpretation (e.g., emotion or abstract idea).

Conventions: Formal and informal rules of visual mediums that guide formatting, organization, and stylistic choices (e.g., white space, mise-en-scène, camera angles, font, and/or color).³

Medium: The visual’s type and/or material(s) including but not limited to film, photography, graphs, charts, slide decks, and performances.

¹ 19 Tex. Admin. Code §4.28 (2021).

² Adapted from American Association of Colleges & Universities. (2009). *Oral communication VALUE rubric*. <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-oral-communication>

³ Adapted from American Association of Colleges & Universities. (2009). *Written communication VALUE rubric*. <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-written-communication>





Texas A&M University Core Curriculum Visual Communication Creation Rubric

	Advanced 8	7	Competent 6	5	Developing 4	3	Beginner 2	1	Not Present 0
Central Message⁴	<i>Central message</i> is compellingly conveyed, clarified, and enhanced by the work; the <i>central message</i> is effectively tailored to the <i>audience</i> .		<i>Central message</i> is conveyed and clarified by the work, demonstrating awareness of the <i>audience</i> .		<i>Central message</i> is basically understandable, beginning to show awareness of the <i>audience</i> , but may lack directedness, lucidity, etc.		<i>Central message</i> can be deduced but may be unclear or confusing, demonstrating minimal awareness of the <i>audience</i> (e.g., self as <i>audience</i>).		<i>Central message</i> is absent or unidentifiable in the visual and/or visual components (e.g., <i>audience</i> relies on written text to identify topic).
Conventions	The visual expertly and creatively uses the conventions of the <i>medium</i> to create a cohesive work that enhances the <i>central message</i> .		The visual effectively uses the conventions of the <i>medium</i> to present an organized and coherent work.		The visual generally follows the conventions of the <i>medium</i> and is mostly coherent, but aspects may be confusing (e.g., some disconnect between images and text or occasional unclear image choice).		The visual demonstrates some awareness of conventions of the <i>medium</i> but struggles to make the work coherent (e.g., no apparent organization or confusing choice of images).		The visual demonstrates little to no understanding of the conventions of the <i>medium</i> (e.g., no images in a slide deck or video with no thought of camera angle).
Presentation	The visual is presented in a highly polished manner, demonstrating acute attention to detail. It is visually engaging and free from technical errors and/or distractions.		The visual is presented clearly without significant technical errors, demonstrating attention to detail.		The visual demonstrates attention to detail but could be improved in terms of clarity, consistency, and/or visual appeal (e.g., an occasional unintentionally pixelated image).		The visual demonstrates little attention to detail and contains distracting errors, inconsistencies, and/or messiness (i.e., rough draft).		The visual is incoherent, unintelligible, and/or inappropriate for the <i>audience</i> .

Italicized words appear in the glossary and provide guidance on applying this rubric to student work.

⁴ Adapted from American Association of Colleges & Universities. (2009). *Oral communication VALUE rubric*. <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-oral-communication>

