

Visual Literacy and Communication: evidence of the ability to look critically and express one's own ideas in the form of expository writing.

Level	Central Ideas/Focus	Coherence	Support/Development/Research	Visual and Cultural Literacy
4 Strong	<ul style="list-style-type: none"> ▪ Central thesis is clearly communicated and worth developing ▪ Engaging analysis that demonstrates sophistication of thought ▪ Appropriately limits/defines terms and scope of topic ▪ Acknowledges different perspectives on the critical issue(s) 	<ul style="list-style-type: none"> ▪ Argument is developed using a logical structure appropriate to paper's subject ▪ Paragraphs are focused, relate to the central idea and flow well from one to another via transitional sentences ▪ Intro and conclusion are effective 	<ul style="list-style-type: none"> ▪ Exceptional range of academic sources (and visual if applicable) ▪ Sources are thoughtfully evaluated, integrated and synthesized 	<ul style="list-style-type: none"> ▪ Extensive examples from visual culture ▪ Well selected, explained, analyzed and linked to argument
3 Satisfactory	<ul style="list-style-type: none"> ▪ Thesis is evident. ▪ Analysis is mostly sustained but is at times off point ▪ Takes on too much or too little for parameters of assignment ▪ May acknowledge several perspectives on the critical issue(s) 	<ul style="list-style-type: none"> ▪ Logic is evident but not always consistent in development of argument ▪ Most paragraphs are well-focused, relate to central idea, and transition well from one to another ▪ Intro or conclusion may do too much of the work, or not enough 	<ul style="list-style-type: none"> ▪ Adequate range of academic sources (and visual if applicable) ▪ Sources reasonably well evaluated and integrated 	<ul style="list-style-type: none"> ▪ Pertinent use of examples from visual culture that are adequately applied to central argument ▪ May not use examples thoroughly and/or may not be best examples
2 Developing	<ul style="list-style-type: none"> ▪ Thesis lacks clear articulation and development and is superficial or unsophisticated ▪ Analysis attempted but ineffective ▪ Scope too broad/narrow for assignment ▪ Different perspectives on the critical issue(s) unacknowledged 	<ul style="list-style-type: none"> ▪ Body of text is poorly organized ▪ Many paragraphs do not relate to a central idea and are not linked by transitional sentences ▪ Provides insufficient introduction and/ or conclusion. 	<ul style="list-style-type: none"> ▪ Basic sources, too few sources, or ▪ Sources occasionally evaluated and integrated appropriately ▪ Examples from visual culture may be needed but are not adequately included 	<ul style="list-style-type: none"> ▪ Presents examples from visual culture, but connections to central argument are weak and/or inadequate ▪ Explanation is irrelevant and distracting
1 Inadequate	<ul style="list-style-type: none"> ▪ Lacks thesis/central idea altogether ▪ Analysis not present ▪ Scope too broad/narrow for assignment ▪ Different perspectives on the critical issue(s) unacknowledged 	<ul style="list-style-type: none"> ▪ Little or no organization evident ▪ Paragraphs do not cohere ▪ Lacks introduction/conclusion 	<ul style="list-style-type: none"> ▪ Haphazard or no exploration of even basic sources ▪ Central idea/purpose insufficiently supported ▪ Sources are improperly or not at all cited ▪ Examples from visual culture may be needed but are not included 	<ul style="list-style-type: none"> ▪ Connections to visual culture are very weak or non-existent

Chicago Citation Method is: Correct A few small errors Substantial errors Incorrect/Nonexistent