

## 2.0 Visual Literacy(Consumer)

This rubric will be used to assess a lesson plan developed with VISUAL LITERACY in mind. It can help assess connections to state standards, integration of visual literacy instruction/elements into instructional practice, incorporation of higher order thinking, learning styles & other needs of students.

### Literacy Skills

Skill	Emerging	Developing	Proficient	Exemplary
MESSAGE of the IMAGE	Learner doesn't understand what the image means	Learner understands some of the meaning.	Learner does understand the meaning of the image.	Learner really gets the message (thoroughly understands its meaning.)
VISUAL DESIGN	Learner has no knowledge or understanding of design elements that were used to create the image.	Learner has limited knowledge understanding of design elements that were used to create the image.	Learner can identify & explain some design elements that were used to create the image.	Learner really knows & understands design elements that were used to create the image. (borders, color, cropping, font, labels, line, media, scale, spacing).
VISUAL IMAGES	Learner CAN'T tell if the image is real, imaginary, or symbolic.	Learner can identify SOME real, imaginary, or symbolic elements of the image.	Learner can identify MOST real, imaginary, or symbolic elements of the image.	Can THOROUGHLY identify real, imaginary, or symbolic elements of the image.
WHY DOES THIS IMAGE WORK?	Learner doesn't understand how the parts of the image influence the message.	Learner has some understanding of how the parts of the image helped create the message.	Learner understands how the parts of the image influenced the effectiveness of the message. (Did it do its intended job?)	Learner understands how the parts of the image influenced own reactions &/or thinking. (Did it do its intended job?)