**INFOGRAPHIC RUBRIC**

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| Student Name | Click here to enter text. |
| Student Number | Click here to enter text. |
| Infographic Title | Click here to enter text. |

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|  | **Topic** | **Failed to meet requirements** | **Developing** | **Basic** | **Proficient** | **Advanced** | **Weighting (%)** |
| **Infographic** |  | (teacher specifies in cells below what part of the performance lacks or is insufficient) |  |  |  |  | (% entered in cells below, weight to be determined by the teacher) |
| **End product** | **Quality of content** |  |  |  |  |  |  |
|  |  | Click here to enter text. | Content related criteria can be specified here by the teacher, depending on the assignment | Content related criteria can be specified here by the teacher, depending on the assignment | Content related criteria can be specified here by the teacher, depending on the assignment | Content related criteria can be specified here by the teacher, depending on the assignment | Click here to enter text. |
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|  | **Quality of message** |  |  |  |  |  |  |
|  |  | Click here to enter text. | The infographic contains a title that is *too long and/or does not fit* with the core message. | The infographic contains a title that fits with the core message. | The infographic contains a title that captures the attention and fits with the core message. | The infographic contains a *short* title that captures the attention and fits with the core message. | Click here to enter text. |
|  |  |  |  |  |  |  |  |
|  |  | Click here to enter text. | The data and arguments are presented in such a way that the core message *cannot* be understood by the target audience. | The data and arguments are presented in such a way that the core message *can be inferred* from them by the target audience. | The data and arguments are presented in such a way that the core message is *understandable* to the target audience. | The data and arguments are presented in such a way that the core message is *self-explanatory*; it is immediately recognisable to the target audience. | Click here to enter text. |
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|  | **Topic** | **Failed to meet requirements** | **Developing** | **Basic** | **Proficient** | **Advanced** | **Weighting (%)** |
|  | **Academic quality** |  |  |  |  |  |  |
|  |  | Click here to enter text. | The theories and concepts incorporated are *not* relevant to the topic in question and / or are incorrectly applied. | *Some* theories and concepts relevant to the topic in question have been incorporated and *for the most part* correctly applied. | *Most* of the major / essential theories and concepts relevant to the topic in question have been incorporated and correctly applied. | *All* of the major / essential theories and concepts relevant to the topic in question have been incorporated and correctly applied. | Click here to enter text. |
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|  |  | Click here to enter text. | The sources used are *not* of sound academic quality; *too much* superfluous information is presented. | The sources used are *for the most part* of sound academic quality; there is *hardly any* superfluous information present. | The sources used are of sound academic quality; there is *hardly any* superfluous information present. | The sources used are of sound academic quality; there is *no* superfluous information present. | Click here to enter text. |
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|  | **Visual quality** |  |  |  |  |  |  |
|  | Relevant design elements: colour, background, space, text, images (complement if necessary) | Click here to enter text. | The infographic does not draw any attention towards itself. The design elements comprising the lay-out are put together in such a way that they take away/distract from the message it is meant to convey. | The infographic holds the viewers' attention. The various design elements comprising the lay-out combine in such a way as to communicate the intended message. | The infographic attracts the viewers' attention. The various design elements comprising the lay-out combine in such a way as to highlight the message it conveys. | The infographic attracts the viewers' attention by setting itself apart from others. The various design elements comprising the lay-out make it stand out and complement one another, thereby enhancing the message it conveys. | Click here to enter text. |
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|  |  | Click here to enter text. | The composition of the various elements lacks accuracy, clarity, and consistency. | The composition of the various elements comprising the infographic is accurate. | The composition of the various elements comprising the infographic is accurate and clear. | The composition of the various elements comprising the infographic is accurate, clear, and consistent. | Click here to enter text. |
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|  |  | Click here to enter text. | The use of textual elements wholly replaces the message that should be conveyed by the visual elements. | The use of textual elements partly replaces the message that should be conveyed by the visual elements. | The use of textual elements supports the message conveyed by the visuals used. Both essential and non-essential keywords are included. | The use of textual elements succinctly supports the message conveyed by the visuals used. Only essential keywords are included. | Click here to enter text. |
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|  | **Topic** | **Failed to meet requirements** | **Developing** | **Basic** | **Proficient** | **Advanced** | **Weighting (%)** |
|  | **Linguistic quality** |  |  |  |  |  |  |
|  |  | Click here to enter text. | The text contains multiple linguistic errors (i.e. grammar/spelling). | The text contains incidental linguistic errors (i.e. grammar/spelling). | - | All text is linguistically correct (i.e. grammar/spelling). | Click here to enter text. |
|  |  |  |  |  |  |  |  |
|  |  | Click here to enter text. | The linguistic style neither fits the target audience nor content (colleagues/peers in the same field / peers from a different field; scientific relevance / social relevance) and is used in an inconsistent manner. | The linguistic style fits either the target audience or content (colleagues/peers in the same field / peers from a different field; scientific relevance / social relevance) and is predominantly used in a consistent manner. | The linguistic style fits the target audience as well as content (colleagues/peers in the same field / peers from a different field; scientific relevance / social relevance) and is predominantly used in a consistent manner. | The linguistic style fits the target audience as well as content (colleagues/peers in the same field / peers from a different field; scientific relevance / social relevance) and is consistently used. | Click here to enter text. |
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|  |  | Click here to enter text. | b) the name of the authors *and* the study programme / educational institution are missing; | b) the name of the authors *or* study programme / educational institution is missing. | - | b) the name of the authors and the study programme / educational institution | Click here to enter text. |
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|  | **Practical prerequisites** |  |  |  |  |  |  |
|  |  |  | The name of the authors and study programme / educational institution are missing on the infographic. | The name of the authors or study programme / educational institution is missing on the infographic. | - | The name of the authors and the study programme / educational institution are mentioned on the infographic. | Click here to enter text. |
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|  |  | Click here to enter text. | Several sources used are omitted (literature, video, and audio material, etc.) and / or sources mentioned are not in compliance with the rules for credits/copyrights and referencing conventions. | Nearly all sources used (literature, video, and audio material, etc.) are mentioned, broadly in compliance with the rules for credits/copyrights and referencing conventions. | - | All sources used (literature, video, and audio material, etc.) are mentioned in compliance with the rules for credits/copyrights and conventional reference norms. | Click here to enter text. |
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| **Additional comments**  Click here to enter text. | | | | | | | |