



DIGITAL COMMUNICATION ABILITY

Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition

The ability to communicate can be demonstrated in many ways, including through essays, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other methods. Digital communication is the purposeful presentation of accessible ideas using multimedia holistic design.

Framing Language

For an artifact to be scored as Digital Communication, it must be considered multimedia. Two dimensions of LaGuardia's Gen Ed Digital Communication Ability rubric incorporate elements of effective communication common to all forms, genre, and media, including organization, purpose, and supporting materials. Two dimensions are specific to digital environments: multimedia holistic design and accessibility.

- **Multimedia Holistic Design:** Effective Digital Communication artifacts incorporate multimedia: a combination of two or more forms of media, such as text, audio, video, photography, animation, graphs, graphics, charts, and/or data visualizations. Artifacts may employ a range of multimedia digital tools and platforms, including but not limited to websites, ePortfolios, PowerPoint, blogs and micro-blogging, and digital stories. For this rubric, isolated uses of icons and hyperlinks *are not* considered multimedia.

Effective Digital communication advances the content and purpose of communication through balanced, purposeful design. Elements of the design advance an aesthetic approach to content by integrating different parts of the composition together – the sequence, pages, images, banners, etc. These elements combine to reinforce purpose and content that contribute coherent meaning to the artifact.

- **Accessibility:** Effective Digital communication employs designs that are accessible to the diverse needs of individuals, institutions, and communities. For our purposes, accessible Digital artifacts employ features students incorporate using the tools they selected, which includes the following elements, adapted in part from the [Web Accessibility Initiative](#):
 - *Closed captioning:* captions provided for audio content;
 - *Alt-text:* important non-text content, especially graphs, pictures, and charts, convey meaning and purpose of visual material;
 - *Adjustable timing:* users can adjust the time on visual and audio media, including pause and rewind;
 - *Heading structure:* Descriptive headings and titles give users an overview of content and organization.

The [U.S. federal government](#) also provides global standards for identifying best practices for digital content including text, images, and sounds.

Please Note – To score artifacts using the DIGITAL COMMUNICATION ABILITY rubric, the answer to the following question must be YES:

Does the artifact include multimedia, combining two or more forms of media beyond isolated icons or hyperlinks?

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Purpose & Organization	The purpose of the communication is clear. Content is well-organized and coherent.	The purpose of the communication is mostly clear. Content is mostly organized and coherent.	The purpose of the communication is somewhat clear. Content is somewhat organized and coherent.	The purpose of the communication is unclear. Content is minimally organized and coherent.
Supporting Material	Statements and/or thesis and conclusions are supported by evidence or narrative detail pertinent to the purpose. Evidence is not confused with opinions. Sources are credible and relevant. Vocabulary choices are appropriate to the occasion. Demonstrates clear command of discipline-specific terminology.	Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail pertinent to the purpose. Evidence is usually not confused with opinions. Sources are usually credible and relevant. Vocabulary choices are mostly appropriate to the occasion. Demonstrates mostly-clear command of discipline-specific terminology.	Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail pertinent to the purpose. Evidence is occasionally confused with opinions. Sources are sometimes credible and relevant. Vocabulary choices are sometimes appropriate to the occasion. Demonstrates some command of discipline-specific terminology.	Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail pertinent to the purpose. Evidence is often confused with opinions. Credible and relevant sources are rarely used. Vocabulary choices are rarely appropriate to the occasion. Demonstrates little command of discipline-specific terminology.
Multimedia Holistic Design <i>Two or more forms of communication.</i>	Effectively employs multimodal composition and holistic design to advance unified content and purpose with appropriate tools.	Mostly employs multimodal composition holistic design to unify content and purpose with appropriate tools.	Somewhat employs multimodal composition and holistic design to unify content and purpose with appropriate tools.	Minimally employs multimodal composition and holistic design to unify content and purpose of communication with appropriate tools.
Accessibility <i>Includes features to support diverse needs of audience.</i>	Effectively employs accessible features.	Mostly employs accessible features.	Somewhat employs accessible features.	Minimally employs accessible features.