

**LLO 2: Apply the key principles of communication, knowledge of the basic elements of the communication model, and considerations of effective communications channels used to a specific situation.**

### **AUDIENCE ANALYSIS RUBRIC (40 Marks)**

|  | <b>Excellent (5-4)</b>   | <b>Good (3)</b>  | <b>Average (2 and below)</b>  |
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| <b>Demographics &amp; Setting</b>          | Provides a specific and well-supported description of the audience's demographics (e.g., age range, profession, culture) and accurately describes the setting based on the visual.   | Offers a general or partially accurate description of the demographics and/or setting. The student may correctly identify one element (e.g., the audience is young) but misinterprets another (e.g., they describe the setting as a formal lecture hall when it is a casual workshop). The description contains some correct observations, but they are mixed with inaccuracies or a lack of detail. | The answer is so general that it could apply to virtually any image (e.g., "there are people in a place"). This shows no real effort to analyze the specific visual. The student's response directly contradicts the clear evidence in the visual (e.g., stating the audience is old when they are clearly young, or describing an outdoor setting when the image is clearly indoors). This indicates a critical misreading of the provided visual. |
| <b>Overall Mood &amp; Engagement Level</b> | Accurately and specifically identifies the general mood and engagement level, using detailed observations from the visual to support the answer (e.g., "The mood is somber and skeptical, as indicated by their posture and lack of smiles."). | Identifies the mood and engagement but provides general or limited supporting evidence. The student's answer is correct but lacks depth, e.g., "The audience seems bored because they are not paying attention." It fails to connect   | Incorrectly identifies the mood and/or engagement level. The student's assessment of the atmosphere or audience attentiveness is inconsistent with the visual cues, e.g., claiming the audience is excited when their   |

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|  |   | specific gestures to the overall feeling.   | body language suggests boredom.   |
| <b>Body Language &amp; Facial Expressions</b>                          | Describes at least three specific examples of body language and facial expressions and provides a <b>perceptive, well-reasoned interpretation</b> of what they suggest. The response demonstrates a strong link between observation and inference.                                      | Describes some gestures and expressions but provides a <b>superficial or underdeveloped interpretation</b> . The student lists observations without deeply analyzing their meaning. | Provides a <b>list of observations without any interpretation</b> . The student's answer simply describes what is seen in the visual without explaining what these gestures suggest.  |
| <b>Group Dynamics</b>  | Presents a thoughtful analysis of group dynamics, noting whether the audience is cohesive and how this might affect their receptiveness. The analysis is supported by observations from the visual.   | Provides a <b>simple observation about the group without a deeper analysis</b> . The student's answer is correct but basic.   | <b>Does not address the prompt</b> or provides a vague response that does not reflect a critical analysis of the group.   |
| <b>Potential Questions/Concerns &amp; Challenges for the Presenter</b> | Thoroughly and logically anticipates potential audience questions, concerns, and challenges for the presenter, directly linking them to the non-verbal cues. The response shows a deep understanding of the audience's potential mindset and how it would create hurdles for a speaker. | Lists some potential questions, concerns, or challenges, but the connection to the visual evidence is <b>weak or the reasoning is simplistic</b> .                                  | Provides a list of <b>unrelated or generic challenges</b> without tying them to the specific audience. The challenges listed could apply to any presentation, showing a lack of critical thinking about the specific context. |
| <b>Enlisting 3 Topics</b>  | Proposes three  | Proposes three topics,  | Proposes topics that  |

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|                                     | distinct and genuinely appealing topics (one basic, one intermediate, one advanced) that align with the analyzed audience's values and interests. The student's self-assessment of their knowledge level for each topic is accurate and clearly stated.   | but they are either <b>not well-suited for the target audience</b> or the student's self-assessment of their knowledge is <b>inconsistent or vague</b> . The topics may be too complex, too simple, or simply uninteresting for the group identified in Part 1.   | are <b>irrelevant to the audience</b> or <b>fails to provide a self-assessment</b> of their knowledge for each. The student has not successfully made the connection between audience analysis and content creation.             |
| <b>Presenter Persona</b>            | Provides a comprehensive plan for adapting their presenter persona. All adjustments are detailed and directly and logically connected to the audience analysis from Part 1. The student demonstrates a strategic approach by outlining specific changes to their tone, pace, and body language to meet the audience's needs. The <b>Biggest Adjustment</b> is identified and fully justified. | Addresses most of the persona categories, but the responses are <b>general or lack a clear connection to the audience analysis</b> . The student might list a good trait like "be humorous" but fail to explain what kind of humor is appropriate for the audience or why it would be effective. The adjustments are not well-reasoned. | Provides <b>vague or minimal answers</b> for a few categories, with no clear link to the audience. The student's persona description is generic and could apply to any presentation, showing no evidence of critical adaptation. |
| <b>Applying Communication Model</b> | Accurately and clearly labels all components of the communication model diagram, providing a concise, context-specific description for each one based on the worksheet. The   | Labels most components correctly, but the descriptions are either <b>vague or do not fully reflect the context</b> of the assignment.   | <b>Fails to accurately label the components</b> or provides irrelevant descriptions. The student shows a fundamental misunderstanding of the communication model or how it   |

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|  | response shows a solid understanding of how the model's parts relate to the assignment's context. |  | applies to the worksheet. |
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