

**General Education COURSE ASSESSMENT RUBRIC**  
**EKU Element 3A (Arts) + QEP Critical Reading**

| <b>CRITERIA</b>   | <b>Accomplished</b><br>(Exceeds Course Expectations)  | <b>Competent</b><br>(Meets Course Expectations)  | <b>Developing</b><br>(Incomplete in Meeting Course Expectations)   | <b>Beginning</b><br>(Does not Meet Course Expectations)  |
|---|---|--|--|--|
| <b>GE Comprehension (GE Goal 6) + QEP Comprehension</b>             | Demonstrates <i>accurate, clear, and precise</i> comprehension of <i>significant</i> artistic concepts in relevant works.                             | Demonstrates <i>accurate</i> comprehension of <i>significant</i> artistic concepts in relevant works.  | Demonstrates limited/ or inexact comprehension of <i>significant</i> artistic concepts in relevant works.(Not always <i>accurate</i> ) | Fails to demonstrate comprehension of <i>significant</i> artistic concepts in relevant works.(Not <i>accurate</i> )                          |
| <b>GE Analysis (GE Goals 2, 6, 7) + QEP Analysis</b>                | Provides <i>accurate, relevant, and precise</i> analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).   | Provides <i>accurate and relevant</i> analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).                | Provides limited relevant analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).          | Fails to provide <i>relevant</i> analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).         |
| <b>GE Theoretical Application (Evaluation) (GE Goals 2, 6, 7) +</b> | <i>Accurately, deeply, and creatively</i> connects and integrates relevant and significant concepts for the purpose of evaluating work(s), addressing | <i>Accurately and deeply</i> connects and integrates relevant and significant concepts for the purpose of evaluating work(s), addressing issues, solving | Offers limited connection and integration of relevant and significant concepts for the purpose of evaluating work(s),                  | Fails to connect and integrate relevant and significant concepts for the purpose of evaluating work(s), addressing issues, solving problems, |

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|---|---|--|---|--|
| <b>QEP Evaluation</b>   | issues, solving problems, or supporting arguments.  | problems,  | addressing issues, solving problems,  |  |
| <b>GE Integration Across Course (Synthesis) (GE Goals 2, 8) + QEP Synthesis</b> | <i>Accurately, deeply, and broadly</i> integrates relevant and significant artistic concepts to construct and support explanations and artistic judgment.               | <i>Accurately and broadly</i> integrates relevant and significant artistic concepts to construct and support explanations and artistic judgment.                     | Offers limited integration of relevant and significant artistic concepts to construct and support explanations and artistic judgment.                             | Fails to integrate relevant and significant artistic concepts to construct and support explanations and artistic judgment.             |
| <b>GE Clarity of Expression (GE Goal 2)</b>                                     | Expresses ideas through sentences that are <i>clearly</i> formulated, grammatically correct, and stylistically compelling. Displays a <i>logical</i> line of reasoning. | Expresses ideas through sentences that are <i>clearly</i> formulated, grammatically correct, and stylistically compelling. May display some lapses in <i>logic</i> . | Expresses ideas that are intelligible, but effective communication is impaired by grammatical flaws (not always <i>clear</i> ). Displays lapses in <i>logic</i> . | Fails to formulate grammatically correct and/or intelligible sentences ( <i>unclear</i> ). Little/no <i>logical</i> line of reasoning. |

**Notes:** The term “works” is used synonymously with “text of all modes” with the intention of recognizing that “text” might range from written material through musical recording, cinema, theatre production, work of Art, etc.  
The term “logical manner” in synthesis/Integration Across Course is replaced by “artistic judgement” to reflect a broad understanding of logic as used in the Arts.

In creating the revised 3-A rubric, the group intends to merge the following concepts from the 2015 Gen ed element 3A rubric with the QEP Critical Reading Rubric:

3-A Criteria “Comprehension” merges with Critical reading competency “Comprehension”

3-A Criteria “Clarity of Expression” remains independent

3-A Criteria “ Formal/Structural Analysis” merges with Critical Reading rubric competency “Analysis”

3-A Criteria “Theoretical Application” merges with Critical Reading rubric competency “ Evaluation”

3-A Criteria “Integration Across Course” merges with Critical Reading rubric competency “Synthesis”