

AGeneral Education COURSE ASSESSMENT RUBRIC: Element 3A ARTS
Revised summer 2015 (Revisions in bold)

COMPETENCY	4-Accomplished <i>Exceeds Course Expectations</i>	3-Competent <i>Meets Course Expectations</i>	2-Developing <i>Incomplete in Meeting Course Expectations</i>	1-Beginning <i>Inadequate in Meeting Course Expectations</i>
Comprehension (GE Goal 6)	Demonstrates <i>accurate, clear,</i> and <i>precise</i> comprehension of <i>significant artistic</i> concepts.	Demonstrates <i>accurate</i> comprehension of <i>significant artistic</i> concepts.	Demonstrates limited or inexact comprehension of <i>significant artistic</i> concepts. (Not always <i>accurate</i>)	Fails to demonstrate comprehension of <i>significant artistic</i> concepts. (Not <i>accurate</i>)
Clarity of Expression (GE Goal 2)	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 competent. 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.
Formal/ Structural Analysis (GE Goal 2,6,7)	Provides <i>accurate, relevant,</i> and <i>precise</i> analysis of artistic techniques , stylistic features, techniques, or methods employed in the work(s).	Provides <i>accurate</i> and <i>relevant</i> analysis of artistic techniques , stylistic features, or methods employed in the work(s).	Provides limited <i>relevant</i> analysis of artistic techniques , stylistic features, techniques, or methods employed in the work(s). Not always <i>accurate</i> .	Fails to provide <i>relevant</i> analysis of artistic techniques , stylistic features, techniques, or methods employed in the work(s) or provides <i>inaccurate</i> analysis.
Theoretical Application (GE Goal 2,6,7)	<i>Accurately, precisely,</i> and creatively applies <i>relevant</i> methods, models, and/or perspectives for the purpose of evaluating work(s), addressing issues, or solving problems.	<i>Accurately</i> applies <i>relevant</i> methods, models, and/or perspectives for the purpose of evaluating work(s), addressing issues, or solving problems.	Applies with limited success (not always <i>accurate</i>) <i>relevant</i> methods, models, and/or perspectives for the purpose of evaluating work(s), addressing issues, or solving problems.	Fails to apply or <i>inaccurately</i> applies <i>relevant</i> methods, models, and/or perspectives for the purpose of evaluating work(s), addressing issues, or solving problems.
Integration Across Course (GE Goal 2, 8)	<i>Accurately, deeply,</i> and <i>broadly</i> integrates relevant knowledge and <i>significant artistic</i> concepts in a <i>logical</i> manner.	<i>Accurately</i> integrates <i>relevant information</i> knowledge and <i>significant artistic</i> concepts in a <i>logical</i> manner.	<i>Accurately</i> integrates some <i>relevant information</i> knowledge and <i>significant artistic</i> concepts in a <i>logical</i> manner.	Fails to integrate or <i>inaccurately</i> integrates <i>relevant information</i> knowledge and <i>significant artistic</i> concepts.

NOTE: As of summer 2015 Element 3A and 3B have separate rubrics.

Element 3A: Criteria below were removed from the rubric (summer 2015)

<p>Contextual Analysis (GE Goal 2,6)</p>	<p><i>Accurately and precisely locates particular works and/or cultural movements in relation to multiple relevant contexts. Identifies and elaborates on the manner in which these contexts influence the work(s).</i></p>	<p><i>Accurately locates particular works and/or cultural or intellectual movements in relation to some relevant contexts. Identifies the manner in which these contexts influence the work(s) or movement(s).</i></p>	<p><i>Approximately locates works and/or cultural movements in relation to some relevant contexts. May have some inaccuracies. Shows a general awareness of how the contexts influence the work(s).</i></p>	<p><i>Fails to locate or inaccurately locates works and/or cultural movements in relation to relevant contexts. Shows no awareness of how these contexts influence the work(s).</i></p>
<p>Methods (GE Goal 7)</p>	<p><i>Demonstrates an accurate and precise understanding of relevant methods used to gather evidence to support conclusions.</i></p>	<p><i>Demonstrates an accurate understanding of relevant methods used to gather evidence to support conclusions.</i></p>	<p><i>Demonstrates an incomplete understanding (not always accurate) of relevant methods used to gather evidence to support conclusions. May not always be accurate.</i></p>	<p><i>Fails to demonstrate an understanding or demonstrates inaccurate understanding of relevant methods used to gather evidence to support conclusions.</i></p>

Applying the Intellectual Standards

Clarity: Understandable; the meaning can be grasped

Feedback: Could you elaborate further? Could you give an example? Could you illustrate what you mean?

Accuracy: Free from errors or distortions; true

Feedback: How could we check on that? How could we find out if that is true? How could we verify or test that?

Precision: Exact to the necessary level of detail

Feedback: Could you be more specific? Could you give more details? Could you be more exact?

Relevance: Relating to the matter at hand

Feedback: How does that relate to the problem? How does that bear on the question? How does that help us with the issue?

Depth: Containing complexities and multiple interrelationships

Feedback: What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with?

Breadth: Encompassing multiple viewpoints

Feedback: Do we need to look at this from another perspective? Do we need to consider another point of view? Does we need to look at this in other ways?

Logic: The parts make sense together; no contradictions

Feedback: Does this all make sense together? Does your first paragraph fit in with your last? Does what you say follow from the evidence?

Significance: Focusing on the important; not trivial

Feedback: Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?

Fairness: Justifiable; not self-serving or one-sided

Feedback: Do you have any vested interest in this issue? Are you sympathetically representing the viewpoints of others?