

ConnSCU GENERAL EDUCATION ASSESSMENT RUBRIC

Competency Area: Appreciation of Aesthetic Dimensions of Humankind (8)

Aesthetics Goal: Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

Scale Outcomes	Highly Competent 4	Competent 3	Minimally Competent 2	Not Competent 1
A. Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, and other arts forms.	Demonstrates clear understanding of a wide range of key concepts, terms, and methodologies through insightful analysis of literary, performing, visual, and other arts forms.	Demonstrates clear understanding of multiple key concepts, terms, and methodologies through effective analysis of literary, performing, visual, and other arts forms.	Demonstrates understanding of some key concepts, terms, and methodologies and basic ability to apply them to the analysis of literary, performing, visual, and other arts forms.	Has not demonstrated basic understanding of concepts, terms, or methodologies, nor connected them to effective analysis.
B. Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts.	Identifies the complex interrelationships between works of visual, performing, or literary art and historical, social, political, cultural, and aesthetic contexts.	Demonstrates ability to identify art works within in multiple relevant contexts based on firm understanding of connection between works' characteristics and their contexts.	Demonstrates basic ability to identify works in at least one relevant context, based on understanding of connection between works' characteristics and their contexts.	Demonstrates only superficial ability to identify works of visual, performing, or literary art within relevant contexts.
C. Articulate ways in which literature, performance, the visual arts and related forms respond to and influence society and culture.	Articulates the complexity of the reciprocal influence between the arts and society, in general and specific instances.	Articulates solid understanding of the reciprocal influence between the arts and society, in general and specific instances.	Articulates basic understanding of some ways in which the arts respond to and influence society and culture.	Articulates few ways in which literature, performance, the visual arts and related forms respond to and influence society and culture.
D. Actively engage with the literary, performing or visual arts and other cultural forms through experience or creative expression.	Active engagement with the arts through participation, creative expression, and critical inquiry.	Can document significant engagement with the arts through participation or creative expression.	Limited engagement or understanding of the arts through experience or creative expression.	Little or no engagement with the literary, performing or visual arts or other cultural forms through either experience or creative expression.
E. Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.	Clear, creative, and nuanced articulation of the ethical dimensions surrounding the arts, their significance, and their complexities with insightful application to specific instances.	Clearly understands and articulates many of the ethical dimensions surrounding the creation, circulation, and interpretation of works of art with effective applications to specific instances.	Can articulate some of the ethical dimensions surrounding the creation, circulation, and interpretation of works of art, but limited understanding of their significance or application to specific circumstances.	Can articulate few or none of the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.