ARTS CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to describe, analyze, and respond to the scope of works in the **arts**.

Learning objectives / Desired outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Descriptive Communication *The student writes or speaks clearly and precisely, with sufficient observational detail about the work of art.*	Fails to demonstrate an ability to describe the artistic work.	Begins to demonstrate an organized approach to communication, but the description is vague or subjective with an absence of concrete detail or detailed language.	Demonstrates consistent application of organization and uses some details to describe the work of art through language choices that are accurate and mostly appropriate to the artistic discipline.	Demonstrates clear organization and disciplinary appropriate vocabulary that provides sufficient details to objectively describe the work of art.	Demonstrates skillful use of written or oral communication style, organization, detail and disciplinary vocabulary to concisely, thoroughly, and objectively describe the work of art.
Analysis and Context *The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.*	Fails to identify the artistic elements of the work.	Employs some analytical tools to identify artistic elements, however some aspects of the analysis or citations are incorrect, incomplete or vague.	Employs some analytic tools to identify artistic elements, with clear and accurate use of disciplinary vocabulary and documentation of sources.	Employs analytical tools and source materials to successfully identify and prioritize artistic elements, as they provide accurate and discipline appropriate evaluation of the work's structure and genesis.	Employs analytical tools and diverse sources to masterfully identify and prioritize artistic elements, as they provide accurate and original evaluation of the work, cited according to the highest standards of the academic discipline.
Interpretation and Response *The student provides interpretation that expresses an articulate, thoughtful and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].*	Fails to provide interpretation or expression of meaning.	Begins to assign a personal response to the work, although the interpretive expression is vague, generalized or clichéd.	Exhibits a clear and personal response to the work that conveys some meaning, or relevance of the work	Demonstrates a consistently clear, personal and confident response to the work while thoughtfully articulating the relevance of the work.	Demonstrates a personal response to the work that is thought provoking, perceptive, articulate and provides evidence to validate or to challenge existing interpretations or inferences about the work.

A **competency** is the ability to do something successfully.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).