

LITERATURE CURRICULUM RUBRIC

Program goal: Guide and prompt students to comprehend, analyze, and determine the significance of works of literature.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>The student comprehends the text.</p> <p><u>Alias:</u> <i>Comprehension</i></p>	The student fails to comprehend the text(s).	Demonstrates minimal comprehension of the text(s).	Demonstrates incomplete comprehension of the text(s).	Demonstrates satisfactory comprehension of the text(s).	Demonstrates thorough comprehension of the text by using general background knowledge and/or contextual material to draw more complex inferences.
<p>The student identifies and explains relations among ideas, text structure, or other textual features to show how they support an advanced understand of the text as a whole or of its parts.</p> <p><u>Alias:</u> <i>Analysis</i></p>	Fails to identify the literary elements of the text(s).	Identifies a few literary elements of the text(s).	Identifies several literary elements of the text(s).	Identifies and explains multiple literary elements of the text(s).	Articulates a sophisticated explanation and evaluation of relationships among ideas and texts.
<p>The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary.</p> <p><u>Alias:</u> <i>Interpretation and Significance</i></p>	Fails to articulate an understanding of the text(s) or to use interpretive strategies to move beyond summary.	Begins to articulate an understanding of the text(s) and employs minimal interpretive strategies to draw conclusions and move beyond summary.	Employs some interpretive strategies to read texts closely and critically; draws some conclusions about texts that move beyond summary.	Exhibits an understanding of how to read primary texts closely and critically; regularly interprets and draws conclusions about texts that move beyond summary.	Articulates a sophisticated understanding of multiple ways of reading primary texts closely and critically; consistently and effectively interprets and draws conclusions about texts that move beyond summary.

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).

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