**EXPLORATIONS - ARTS AND HUMANITIES (E-AH)**

**CLO ARTIFACT ASSESSMENT RUBRIC**

*Adapted from the ENG 200 Literary Studies Rubric*

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| **E-AH CLO 1** | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Utilize formal elements, techniques, concepts, and vocabulary of specific disciplines within the arts and humanities.** | Demonstrates accurate, clear, and precise comprehension of elements, techniques, concepts, and vocabulary of the discipline. | Demonstrates accurate comprehension of elements, techniques, concepts, and vocabulary of the discipline. | Demonstrates limited or inexact comprehension of elements, techniques, concepts, and vocabulary of the discipline. | Demonstrates beginning understanding of elements, techniques, concepts, and vocabulary of the discipline. |
| **E-AH CLO 2** | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.** | Information is taken from primary and/or secondary sources with enough interpretation/ evaluation to develop a comprehensive analysis. | Information is taken from primary and/or secondary sources with enough interpretation/ evaluation to develop a coherent analysis. | Information is taken from primary and/or secondary sources with some interpretation/ evaluation, but not enough to develop a coherent analysis. | Information is taken from primary and/or secondary sources without any interpretation/ evaluation. |
| **E-AH CLO 3** | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.** | Accurately and precisely locates particular works in relation to multiple relevant contexts and elaborates on the manner in which those contexts influence the works. | Accurately locates particular works in relation to some relevant contexts and elaborates on the manner in which those contexts influence the works. | Approximately locates particular works in relation to some relevant contexts, though may have some inaccuracies. Shows a general awareness of how the contexts influence the works. | Fails to locate or inaccurately locates particular works in relation to multiple relevant contexts and shows no awareness of how those contexts influence the works. |
| **E-AH CLO 4** | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.** | Independently adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance in original ways. | Adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance. | Uses skills, abilities, theories, or methodologies gained to contribute to understanding of problems/issues of personal or public importance. | Uses skills, abilities, theories, or methodologies gained in a basic way in consideration of problems/issues of personal or public importance. |
| **E-AH CLO 5** | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Evaluate enduring and contemporary issues of human experience.** | Articulates a broad understanding of the relationship between works and the enduring and contemporary issues of human experience (e.g., love, faith, individual identity, good and evil, sacrifice). Makes multiple connections between these elements. | Describes several impacts that works may have upon enduring and contemporary issues of human experience (e.g., love, faith, individual identity, good and evil, sacrifice). Outlines inter-connectedness between numerous aspects of works and culture. | Describes a few impacts that works may have upon enduring and contemporary issues of human experience (e.g., love, faith, individual identity, good and evil, sacrifice). | Describes a basic impact, or fails to identify and impact, that works may have upon enduring and contemporary issues of human experience (e.g., love, faith, individual identity, good and evil, sacrifice). |

*Evaluators are encouraged to assign a zero to any work that does not meet the benchmark-level performance.*