

## Volunteer Core Arts & Humanities (AH) Rubric for Student Assessment

AH Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
<p><i>Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.</i></p>	<p>Demonstrates little knowledge of the works, figures, and/or schools of thought in the area of study. Does not understand or is unable to adequately articulate the cultural or historical importance of the works, figures, or schools of thought. Comments usually lack direct reference to or detail about specific features of the works, figures, or schools of thought, and explanations, when offered, lack detail, relevance, and/or accuracy.</p>	<p>Demonstrates some knowledge of major works, figures, and/or schools of thought in the area of study. Provides only a few general or implied reasons why the works, figures, and/or schools of thought are culturally or historically important. Provides occasional direct reference to the works, figures, and/or schools of thought and their features, through explanations and information may be lacking in detail, accuracy, and/or relevance.</p>	<p>Demonstrates good knowledge of major works, figures, and/or schools of thought in the area of study. States clear yet general reasons why the works, figures, and/or schools of thought are culturally or historically important. Usually makes direct reference to the works, figures, and/or schools of thought and provides some information about the important features, though at times lacking in detail, accuracy, or relevance.</p>	<p>Demonstrates extensive knowledge of major works, figures, and/or schools of thought in the area of study. Articulates insightful, specific reasons why the works, figures, and/or schools of thought are important within their cultural/historical context. Makes frequent direct references to the features of the works, figures, and/or schools of thought and provides well-detailed explanations about their importance.</p>
AH Outcome 2	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
<p><i>Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.</i></p>	<p>Demonstrates a lack of knowledge of the major historical/cultural significance of the works, figures, and/or schools of thought under study. Cannot articulate the</p>	<p>Demonstrates some knowledge of some of the major historical/cultural significance of the works, figures, and/or schools of thought in the area of study.</p>	<p>Demonstrates some knowledge of the major historical/cultural significance of works, figures, and/or schools of thought and patterns of cultural/historical development in the area</p>	<p>Demonstrates extensive knowledge of major works, figures, and/or schools of thought, chronologies, and patterns of cultural/historical development in the area of study. Articulates insightful, specific observations or</p>

	<p>cultural/historical importance of the works, figures, and/or schools of thought or place them in a cultural or historical perspective. Perceives works, figures, and/or schools of thought as isolated and does not draw conclusions between them. Provides little detail, explanation, and/or makes inaccurate statements.</p>	<p>Provides only a few general or implied statements about the surrounding cultural/historical context. Provides occasional direct information about the significance of the works, figures, and/or schools of thought, though often lacking in detail, accuracy, or relevance.</p>	<p>of study. Articulates general observations about the surrounding cultural/historical context(s). Provides clear information about the significance of the works, figures, and/or schools of thought, though at times it may be lacking in detail, supporting explanation, accuracy, or relevance.</p>	<p>analyses of the surrounding cultural/historical context(s). Provides well- detailed, accurate, and relevant information about the works, figures, and/or schools of thought.</p>
<b>AH Outcome 3</b>	<b>1-Ineffective</b>	<b>2-Adequate</b>	<b>3-Effective</b>	<b>4-Outstanding</b>
<p><i>Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.</i></p>	<p>Student is not able to put together a coherent critique or evaluation of a work or accomplishment in the area studied. Usually does not use or does not apply appropriate terminology or concepts. Does not place the work or accomplishment in an evaluative context and does not provide direct detail or evidence to support claims. Includes multiple irrelevant and/or</p>	<p>Provides a clear summary of a work or accomplishment in the area studied, but offers little analysis or evaluation, or offers unsupported opinion. May refer to some terminology from the discipline, though some misconceptions may be present. Makes occasional direct reference to the work or accomplishment and about other relevant works, cultural/historical</p>	<p>Provides a coherent discussion of a work or accomplishment in the area studied. Makes valid points about the work or accomplishment, yet provides more summary than analysis. Uses and applies some terminology appropriate to the area studied. Provides clear and direct statements about the work or accomplishment, and about its relationship to some relevant works or</p>	<p>Offers an insightful critical evaluation of a work or accomplishment in the area studied. Accurately uses and applies terminology or concepts appropriate to the area studied. Provides extensive specific, relevant, and accurate analysis and details about the work or accomplishment and about its relationship to other works or accomplishments, cultural/historical contexts, and/or concepts (as appropriate to the assignment). Accurately refers to relevant external sources (if applicable to the assignment). Argument is well</p>

	<p>inaccurate statements. Argument does not present a unified focus and is often confusing or difficult to follow.</p>	<p>contexts, or concepts (as appropriate to the assignment). Argument often lacks detail and supporting explanation, and the information offered may lack accuracy or relevance. Argument demonstrates some organizational flaws or is sometimes confusing and hard to follow.</p>	<p>accomplishments, cultural/historical contexts, and/or concepts (as appropriate to the assignment). At times, claims or explanations are lacking in supporting detail, reference to relevant external sources (if applicable), accuracy, or relevance. Argument is logically structured and focused.</p>	<p>organized and conveys a unified point throughout.</p>
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