

## ARTS 1105

	<b>Mastery 4</b>	<b>Target 3</b>	<b>Progressing 2</b>	<b>Developing 1</b>	<b>Does Not Meet 0</b>
<b>Recognize and describe patterns of the human experience (SLO 4)</b>	Consistently and effectively makes insightful and in-depth connections among representative works and can articulate an understanding of patterns of the human experience in the discipline.	Demonstrates knowledge of representative works and a solid understanding of patterns of the human experience in the discipline.	Usually demonstrates knowledge of representative works and a basic understanding of patterns of the human experience in the discipline.	Has fundamental reading comprehension skills that will enable them to retain knowledge of general works and identify patterns as taught in the discipline.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts (SLO 4)</b>	Accurately comprehends, convincingly interprets, and insightfully analyzes assigned texts (objects/events/ideas); articulates insightful connections between text and contexts of production and/or reception.	Comprehends, analyzes, and interprets assigned texts; articulates connections between text and contexts of production and/or reception, although observations may not articulate connections.	Usually comprehends, analyzes, and plausibly interprets assigned texts; articulates connections between text and contexts of production and/or reception, although observations may be obvious or basic.	Has the ability to comprehend and to learn to interpret texts, objects, events, and ideas in their cultural, intellectual and historical contexts.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Explanation of issues (Critical Thinking)</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Influence of context and assumptions (Critical Thinking)</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Student's position (perspective, thesis/hypothesis) (Critical Thinking)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	The student does not demonstrate the knowledge/skills to a level of developing for this element.