

MUSC 1105

	Mastery 4	Target 3	Progressing 2	Developing 1	Does Not Meet 0
Recognize and describe patterns of the human experience (SLO 4)	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.
Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts (SLO 4)	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.
Existing Knowledge, Research, and/or Views (Inquiry and Analysis)	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Analysis (Inquiry and Analysis)	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Conclusions (Inquiry and Analysis)	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.	The student does not demonstrate the knowledge/skills to a level of developing for this element.