

Liberal Core Rubric for Evaluating Student Work in Courses in Literary and Aesthetic Interpretation

**How to use this rubric:** This rubric is designed to evaluate student performance on four learning outcomes, with four performance descriptors for each outcome. This rubric can be used with many types of written work. Some student work will not show evidence of all outcomes.

**Revised Learning Goal Definition: *Aesthetic and Literary Interpretation:*** *Students will be able to understand and interpret cultural works, such as those in the domains of literature, art, music, design, visual arts, and performing arts and situate them in historical and social contexts.*

A student taking a course in this category should demonstrate proficiency **at level 2 or 3 in all four outcomes.**

outcomes	Excellence (4)	Achieved Competence (3)	Emerging Competence (2)	Failure to Meet Goals (1)
Surface Comprehension of Complex Works	Use the text or artwork,* along with general and/or specific background knowledge, to draw complex inferences about the meanings of the text or work. <i>*these terms are used broadly to include cultural products and performances</i>	Understand how basic elements of form and content contribute to the meanings of the text or artwork; draw basic inferences about the text or artwork’s purposes and functions.	Apply vocabulary appropriate to paraphrase, summarize, or aesthetically describe the composition, object, situation, or narrative that the text or artwork presents.	Fail to paraphrase or aesthetically describe the text or artwork; fail to understand how its basic elements of form and content contribute to its meanings; fail to draw basic inferences about its purposes and functions.

Close Reading / Formal Analysis	Articulate advanced knowledge of and insight into literary and aesthetic conventions (structure, genre, style, language, formal properties, techniques) to build connections and complex interpretations of texts and artworks.	Connect literary and aesthetic conventions (structure, genre, style, language, formal properties, techniques) to the whole in order to provide interpretation of texts and artworks.	Identify literary and aesthetic conventions (structure, genre, style, language, formal properties, techniques) in an attempt to interpret texts and artworks.	Fail to identify literary and aesthetic conventions; fail to offer rudimentary interpretations.
Interpretation with reference to social, political, historical contexts of production and/or reception	Present a convincing argument about the relationship between the text, artwork or cultural product and its social, political, historical, and cultural contexts.	Attempt to build connections between the literary text and the social, historical, and cultural contexts.	Demonstrate emerging awareness of the role of social, political, historical, and cultural contexts in shaping texts and artworks.	Fail to recognize or understand connections between a text or artwork and its social, political, historical, and cultural contexts.
Critical analysis or interpretation of artwork/text articulated in persuasive written form.	Present compelling evidence, complex and original argument, cohesive writing, and independent voice so as to participate in a disciplinary conversation about a text or artwork.	Present relevant evidence, strong argument, and cohesive writing about text or artwork.	Demonstrate emerging ability to provide evidence in support of an interpretive claim about text or artwork.	Fail to identify or provide evidence for interpretive claim about artwork or text; fail to articulate significant claim about it.