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Rubric: Context and Application

The following rubric is designed to be applied to the three degrees (B.A. B.F.A. and M.F.A) offered through the Art Department at the University of North Dakota. In assessing learning in the discipline of art—various levels of performance, historical knowledge, and professional practices are considered. When applying this rubric to assess student learning in these different degrees it is important that the user follow the mission statement and learning objectives/goals stated for that specific degree program. When assessing student learning the application of this single rubric becomes a matter of degree that distinguishes its use between each program. For example, the category of Proficient may not be applied on par between all three degree programs. Proficient in the B.A. degree means something significantly different than in the B.F.A. or M.F.A. given the fact that the B.F.A. and M.F.A. are professional degrees that have standards and expectations that would not be realistic nor fall within the purpose or scope of the B.A. program's mission. In recognition of the complexities in applying one rubric to three degree programs, it is imperative that the rubric be applied fairly, if it is to be a meaningful tool for maintaining high academic standards, accurately assess student learning, and to determine if/when curriculum adjustments are needed to achieve a program's mission.

Rubric: Learning and Performance Competencies and Indicators

Five Levels of Competencies:

Level 1: Perfunctory—Not able to meet the minimum expectations of the learning situation.

Level 2: Novice—Performs at minimum level expectations of the learning situation.

Level 3: Practicing—Has acquired basic skills and knowledge. Seeking additional knowledge.

Level 4: Advanced—Connects knowledge and skills in daily practice. Seeking additional knowledge and refining skills.

Level 5: Proficient—Ability to consistently connect knowledge and skills in daily practice and facilitate learning in others.

Eleven Observable Indicators:

1. Describing. Defining, analyzing, and problem solving.
2. Generating, testing, and developing theories/concepts/creative voice.
3. Tools for Learning.
4. Gathering information and focusing on learning issue.
5. Showing and applying knowledge base.
6. Listening and reflecting.
7. Presenting with clarity and confidence.
8. Responding to questions.
9. Using appropriate terminology.
10. Addressing own learning needs and commitment to excellence.
11. Professional attitude and practices.

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

**1. Describing.
Defining, analyzing, and problem solving**

Identifies terms and simple facts but relies on a limited range of knowledge; performs well within familiar knowledge background with some coaching; extends some of the group discussion but lacks supporting evidence or reasoning for arguments.

Comprehends, explains relationships and general principles; begins to understand complexity of issues and gives clear and instructive explanations; begins to demonstrate ability to formulate original ideas with evidence and/or reasoning.

Example: In studying jewelry/metalsmithing a student can identify and understand various social roles and implications of body ornamentation. Able to design, fabricate, and finish jewelry through a variety of basic techniques

Explains why and when events occur; analyzes facts/theories and draws conclusions; but has an unrefined interpretation and analysis of the importance/meaning/significance of the given problem; makes an insightful observations and gives correct answers; sees subtle differences in varied interpretations.

Can identify and solve problems; evaluates problems according to a set of criteria and states why; makes proper decisions; offers an illuminating interpretation of the importance/meaning/significance of a given problem; explanations demonstrate a rich foundation of knowledge; able to distinguish subtle differences in varied interpretations and can support arguments with appropriate evidence; engage others at the professional level.

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

2. Generating, testing, and developing theories/concepts/creative voice.

Theories/concepts/creative voice(s) generated are not always clear, information used is not always supported; makes some good points in support of an idea/creative voice but does not usually consider alternatives; concepts and ideas are loosely connected; ideas are too general/derivative to be convincing.

Example: Student produces carved figurative sculpture but is unable to link its style/form to original intention is not physically manifested in the sculpture; unable to or has difficulty contextualizing work within historic framework.

Theories/concepts/creative voice(s) generated are clearly supported by a variety of data, opinion, professional documents, outside sources and experience; able to back up position well; proposes alternate viewpoints based on experiences and/or ideas; ideas are derivative, but demonstrate some personal creative voice.

Theories/concepts/creative voice(s) generated are clearly stated and developed; specific examples are appropriate and clearly supports creative intention/argument; conclusion is clear; ideas flow together well; research clearly supports proposed objectives; recognizes the significance of the stated position but may have some difficulty connecting it larger arguments within the field.

Theories/concepts/creative voice(s) generated clearly relates to a variety of resources, such as; expert opinion, professional sources and/or experience, relevant texts/periodicals, and exhibitions; points are clearly made and all evidence supports the creative intention/argument; research demonstrates an astute understanding of the subject; able to construct a various plausible interpretations.

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

3. Tools for Learning

Lacks understanding required to adequately address learning issues; may be unable to sustain inquiry needed to address questions or solve problems; has difficulty following basic instruction; often demonstrates inability to start assignments.

Has a good understanding of assignments/instruction; sustains inquiry until sufficient work is done to own satisfaction; can describe the process/objectives of the assignment but occasionally forgets important steps/information; is aware of more than one possible solution to the assignment but is not always able to identify them.

Draws warranted conclusions/solutions to assignments; explains intentions and reasons; uses an appropriate technical and conceptual tools for a given problem; makes connections to previous knowledge and experiences; can describe the appropriate process/objectives and solves most learning issues.

Has a clear and meaningful understanding of the knowledge sought; uses effective and appropriate technical/conceptual approaches to complete inquiry; has ability to describe and comprehend multiple approaches and ask the appropriate question(s) to solve learning issues.

Example: In painting the student can identify inaccurate paint formulas and/or paint type to accomplish a desired visual effect and/or a physically sound paint surface. Student has the ability to conduct appropriate research which may include the basic chemistry of paint, interaction between solvents, surface preparation, and the application of paint to acquire knowledge to resolve this learning issue.

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

4. Gathering information and focusing on learning issue.

Uses a limited amount of sources that enhance understanding of the topic; oral and written responses are brief or lengthy with little content and artistic creations are undeveloped; learning objectives are not fully covered.

Uses some appropriate sources external to assigned readings; oral and written responses are of an appropriate length and artistic creations demonstrate some facility with technical processes and conceptual development, yet learning objectives and the content covered may be in a superficial manner.

Example: When a student is printing a single color lithograph in Printmaking I, technical problems such as the image filling in with ink due to over-inking or improper processing of image may result when appropriate sources external or internal to course content are not referenced.

Oral and written responses are of the appropriate length and artistic creations demonstrate technical/conceptual finesse; uses multiple sources that enhance understanding of the topic; learning objectives are covered adequately.

Uses multiple sources that greatly enhance understanding of the topic; learning objectives are covered in-depth; many pertinent details are included; oral and written responses or the technical/conceptual issues concerning artistic creations are thoroughly addressed.

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

5. Showing and applying knowledge base.

Recalls or recognizes information previously presented; begins to grasp the major ideas, meaning and intent of the material. Provides answers to: who? What? When? Where? How?

Understands information, grasps the meaning, interprets facts, compares and contrasts, breaks down a thought into its principle thoughts so that its structure can be understood. Provides answers to: What are the parts or features of ...? Classify according to ... How does ... compare or contrast with ...? What evidence can you list for ...?

Takes new knowledge and generalizes from given facts, relates knowledge from several areas, recognizes the implied meaning and identifies components of concepts. Provides answers to: What would you infer from ...? What ideas can you add to ...? What solutions would you suggest for ...?

Example: In studying the history of art student can demonstrate and apply the knowledge of scientific developments such as the camera/photography and its impact on traditional art making practices.

Combines and discriminates between theories/concepts/historic periods and assesses the value of each; Makes choices based on reasoned argument; verifies the value of evidence. Provides answers to: What is the most important about...? How does ...influence the discipline? What criteria would you use to assess ...?

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

6. Listening and reflecting.

Listens, watches, observes; demonstrates active listening but may use non-verbal behavior inappropriate for the occasion; appears easily distracted; rarely asks questions; frequently misses important in-class lectures, demonstrations, and critiques.

Example: Within the digital media and/or time based media area the student demonstrates inappropriate classroom behavior including but not limited to carrying private conversation with students, displays non-verbal behavior that indicates lack of interest in the subject and/or disrupts the learning environment. As a result of this behavior assignments are poorly executed and reflect the inattention and/or lack of engagement in the classroom.

Is courteous and willing to listen to others; attends and purposefully listens to presentations; asks questions; listening comprehension increases throughout the course.

Is attentive, courteous, and sensitive to the ideas, tone, and purpose of presentations; shows intellectual curiosity, attention to the task, and sensitivity to others helping to create collegiality within the group.

Consistently focuses attention on the speaker; engages in the speaker's presentation; responds appropriately to speaker in verbal response and/or body language; clarifies points by asking further questions and/or demonstrates comprehension of verbal information through paraphrased oral feedback.

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

7. Presenting with clarity and confidence.

Articulation is unclear and/or not polished; limited eye contact with audience; uneven cadence; reads verbatim from the handouts and/or written materials; appears nervous.

Shows moderate command of presentation skills, including body posture, language, eye contact, and voice projection; demonstrates some appropriate use of visual aids or written materials as prompts.

Poised, clear articulation; proper voice projection and cadence; good posture and eye contact; is enthusiastic and confident; refers to visual aids and written materials in an appropriate manner; involves the audience in the presentation and holds peers' attention throughout.

Example: In art history courses during a presentation the student loads slides into carousel in proper orientation and sequence that corresponds to appropriate verbal points throughout the presentation. Involves and engages the audience with a lively delivery and adequately answers most questions at the conclusion of the presentation.

Delivery is smooth and understood in its entirety; is in control of the entire presentation; is capable of handling and adapting to unexpected difficulties; makes the presentation engaging, thought provoking, and memorable.

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

8. Responding to questions.

Responses are simplistic and/or fragmented; few details or specifics are included; responses often do not address the question(s) and rarely show command of the answers; may appear defensive.

Responses are basic, often substantiated by details or specifics; speaks to the question(s) and answers demonstrate some depth of knowledge.

Responses are varied, plausible, and demonstrate thoughtfulness; offers conclusions and additional insight as part of the answer.

Example: During a critique a student in a black and white photography class responds to questions about their landscape photographs in a manner that demonstrates a variety of ways of seeing and/or understanding their work in relation to stylistic precedents of documentary photography, the snap shot, or historic traditions of landscape photography.

Responses are in-depth, varied, and tailored to previous responses; demonstrates ability to incorporate original conclusions or thought as part of the answer.

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

9. Using appropriate terminology.

Focuses on key words; uses simplistic language without elaboration; some terms are spoken clearly but meaning is not always used in proper context.

Generally comfortable with terminology; begins to elaborate on terminology and can often apply terms in proper contexts.

Understands and uses more complex terminology; is active in discussions with peer; begins to apply previously acquired terminology to new knowledge.

Uses appropriate terminology at a level commensurate with professional peers; is articulate in conversation and/or in group discussions; has an in-depth understanding of vocabulary and the facility to use terminology in proper and/or multiple contexts.

Example: In order to solve a specific technical problem and/or fully delimit meaning from another artist's work, a student in advanced ceramics can properly identify a variety of kiln types and their subsequent firing process and can appropriately use terminology/information when discussing their work in a critique and/or dialogue with professionals within the field.

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

10. Addressing own learning needs and commitment to excellence.

Is largely dependent on feedback from others but is beginning to recognize own strengths and weaknesses; has limited interest in responding to feedback.

Example: Drawing 1: the student is able to distinguish or identify that the perspective drawing is inaccurate but cannot identify the specific problem without the instructor and/or peer feedback nor does the student respond in a manner that suggests interest in further exploration or improvement.

Student is generally aware of a lack of understanding; begins to recognize and evaluate own strengths and weaknesses and is responsive to learning appropriate feedback.

Recognizes strengths and limits of own understanding; identifies key elements of own learning needs and chooses appropriate methods for improvement; is self motivated to achieve higher level of success.

Is keenly aware of the parameters of own understanding; is confident and flexible in identifying and defining personal learning needs; able to apply appropriate knowledge and skills for achieving improvement/excellence.

Level 1: Perfunctory

Level 2: Novice

Level 3: Practicing

Level 4: Advanced

Level 5: Proficient

11. Professional attitude and practices.

Beginning to recognize professional practices and appropriate behavior in classroom/studio; but frequently is inattentive to accepted practices in the studio environment and/or daily operations and interpersonal conversations with instructor/peers.

Demonstrates some professional behavior in the classroom/studio; begins to take personal responsibility for studio practices and at times displays altruistic attitudes towards learning environment.

Example: In Printmaking I: Intaglio, after completing work within the studio/lab the student cleans up their personal work space including the surrounding areas and often takes responsibility for leaving the entire studio area in a tidy and orderly fashion.

Accepts responsibility for personal conduct in relationship to professional practices; demonstrates commitment to serious study in the discipline of art and executes responsibilities in a manner that promotes leadership.

Sets and achieves high standards in personal and professional behavior in the classroom/studio and in professional contexts external to the institution; exemplifies commitment to serious study and stewardship of the discipline and lifelong learning; possesses leadership characteristics.