

## EVALUATION RUBRIC FOR UTC GENERAL EDUCATION ASSESSMENT

<b>Category: Humanities and Fine Arts</b>					
<b>Core Competency</b>	<b>5-4 Exemplary</b>	<b>3-2 Satisfactory</b>	<b>1-0 Unacceptable</b>	<b>NA</b>	<b>Score</b>
Demonstrate knowledge of significant developments and achievements in the humanities or fine arts (1, 2, 3, 4, 5, 7).	Analyzes and evaluates significant developments and achievements in a humanities or fine arts discipline with the aid of specific examples.	Describes or identifies significant developments and achievements in a humanities or fine arts discipline.	Displays little to no awareness of significant developments or achievements in a specific humanities or fine arts discipline.		
Demonstrate knowledge of the historical context of significant developments and achievements in the humanities or fine arts (1, 2, 3, 4, 5, 7).	Analyzes and evaluates the historical context of significant developments and achievements in the humanities or fine arts.	Describes the historical context of significant developments and achievements, but mainly on a general level.	Displays little to no awareness of the historical context of significant developments and achievements.		
Demonstrate knowledge of the relationship between creative expression and human experience and its evolution over time (1, 2, 3, 4, 5, 7).	Analyzes and evaluates the relationship between creative expression and human experience. Uses specific examples to explain how this relationship (as indicated by major ideas, concepts, forms, practices) has evolved over time.	Describes the relationship between creative expression and human experience. Discusses how this relationship has evolved over time, but the submission is generally lacking in specific examples and detail.	Displays little to no awareness of the relationship between creative expression and human experience, nor of how this relationship has evolved over time within the context of a specific humanistic/fine arts discipline.		
Demonstrate knowledge of value and belief systems and their ramifications for humanistic inquiry and expression (1, 2, 3, 4, 5, 7).	Compares, contrasts, or evaluates major value and/or belief systems and explains their role in shaping humanistic inquiry and/or creative expression.	Describes major value and/or belief systems and discusses, albeit in a fairly general manner, their role in shaping humanistic inquiry and/or creative expression	Displays little to no awareness of major value and/or belief systems and how they shape humanistic inquiry and/or creative expression.		
Demonstrate knowledge of disciplinary methods in the humanities or fine arts (1, 2, 3, 4, 5, 7).	Analyzes and explains the meaning of significant events, developments, and/or creative works using forms of reasoning, analysis and exposition used by a specific humanities or fine arts discipline.	Describes the meaning of significant events, developments, and/or creative works in ways that show a general familiarity with forms of reasoning, analysis and exposition used by a specific humanities or fine arts discipline.	Discusses significant events, developments, and/or creative works using forms of reasoning, analysis and exposition used by a specific humanities or fine arts discipline but only with great difficulty, when at all.		
<b>Total:</b>					