

## Mason Core Rubric for Evaluating Student Work in Arts Courses

This rubric was developed by a team of faculty experts to evaluate student work for the Mason Core learning outcomes in Arts. For more information about the learning outcomes and approved courses, <https://masoncore.gmu.edu/arts-2/>

**How to use this rubric:** This rubric is designed to evaluate student performance on five learning outcomes, with four increasingly sophisticated performance descriptors for each outcome. This rubric can be used with many types of student work (i.e. written, visual, performance). Most student work will not show evidence of all five outcomes; in this case, an additional category for “no evidence” should be made available.

Student Learning Outcomes	Level of Performance			
	Capstone	Advanced Milestone	Emerging Milestone	Benchmark
<b>Artistic Processes and Concepts</b> (demonstrate through doing or writing about)	Analyze and synthesize connections among form, techniques, content and context to interpret the work’s underlying concept	Examine how concepts develop through the artistic process using form, techniques and content	Identify the various elements of the artistic process; articulate connection between process and underlying concept	Identify basic artistic techniques and forms
<b>Formal Elements and Vocabulary</b>	Critique, compare or create original work based on sophisticated discipline-specific vocabulary in relation to genre	Recognize formal/disciplinary conventions using discipline-specific vocabulary; apply appropriate vocabulary to explain the relationship of the parts to the whole	Apply disciplinary vocabulary to an artistic work or form and begin to identify genre/style conventions	Define key disciplinary vocabulary and terms, and relate them to an artistic work or form
<b>Cultural Productions</b>	Generate relationships within art forms and talk about specific works within that context; synthesize and incorporate own ideas based on these relationships	Evaluate how elements are used in the art form, and analyze how a piece fits within cultural, formal, and contextual elements	Discuss how basic elements are used to create meaning within the art form; begin to analyze/evaluate the cultural or contextual elements of an art form	Identify the basic elements of the art form, and begin to relate those elements to a larger significance/context
<b>Social, Historical, and Personal Contexts</b>	Evaluate through social, historical, and personal factors the cultural expressions and cross-cultural commonalities of the artistic content	Critique or interpret the cultural significance of the artistic content, drawing connections to its social, historical, and personal patterns and contexts	Explain or perform a basic analysis of the content of material or performance culture making at least one connection between the work’s characteristics and its contexts	Begin to identify and explain the content of artistic material or performance through at least one relevant context (social, historical, or personal)

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<b>Engage in Artistic or Creative Processes</b>	Synthesize the constituent elements into a new creation, pattern, or structure. Critique own work within the artistic medium	Analyze material into constituent elements and apply these procedures into the given artistic medium	Examine and begin to apply appropriate procedures, techniques or technologies in the given artistic medium	Understand the basic generative process in relation to the given artistic medium