

SEEDS Student Learning Outcome(s)/Rubric

Literary and Artistic Analysis

Student Learning Outcomes:

- *Analyze complex text or pieces of artwork drawing on general and/or specific background knowledge.*
- *Apply literary and aesthetic conventions to the formal analysis of artwork or texts.*
- *Articulate convincing interpretations of texts and artworks with reference to the historical, political, or social contexts in which they were produced or received.*
- *Articulate critical analyses or interpretations of artworks/texts in persuasive written form.*

Criterion	Exemplary/Excellent	Proficient/Good	Basic/Satisfactory	Below Basic/Needs Improvement
<i>General Analysis of Complex Works</i>	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>	Analyze 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.

<i>Close Reading / Formal Analysis</i>	Articulate and apply advanced 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.
<i>Interpretation with reference to social, political, historical contexts of production and/or reception.</i>	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 ability to analyze the role of social, political, historical, and cultural contexts in shaping texts and artworks.	Fail to recognize connections between a text or artwork and its social, political, historical, and cultural contexts.
<i>Critical analysis or interpretation of artwork/text articulated in persuasive written form.</i>	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.

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.

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

Submitted by: Adapted from George Mason University May 2018 – Modified 11/3/21 - J.Greenberg for committee (T.Herold, A. Lillethun, K.Loysen A. Rzepka, A. Simon). (Last modified by Esperanza Brizuela-Garcia 7/31/24)