

Human Experience/Cultural Values (Relates the response to the human experience and/or cultural values. experience.)					2.8 (70 %)
Exemplary	Above Acceptable	Acceptable	Unacceptable	Not Applicable	
With insight relates the work to the human experience and how the work reflects human and/or cultural values.	Relates the work to the human experience and how the work reflects human and/or cultural values.	Acceptably relates the work to the human experience and how the work reflects human and/or cultural values.	Unable to or very minimally relates the work to the human experience and how the work reflects human and/or cultural values.	Not Applicable. Criteria does not apply to assignment.	

Merits and Broader Context (Communicates merits of the specific works of art, music or literature in connection to broader contexts.)					2.7 (68 %)
Exemplary	Above Acceptable	Acceptable	Unacceptable	Not Applicable	
In-depth and clearly communicates the merits of the work by analyzing its relationship to broader context, such as historical placement and significance.	Communicates the merits of the work by analyzing its relationship to broader context, such as historical placement and significance.	Acceptably communicates the merits of the work by analyzing its relationship to broader context, such as historical placement and significance.	Does not communicate the merits of the work by analyzing its relationship to broader context, such as historical placement and significance.	Not Applicable. Criteria does not apply to assignment.	

Rubric Score: 70 %

Assessment Analysis

The assignment was a written response to a work of art in formal or stylistic terms. Students met the benchmark for this assignment (70%) and exceeded the benchmark in the category of Formal Factors (scoring a 73%). This is likely due to the fact that students practiced writing formal assessments in class, and many lectures and assignments stressed the importance of the categories of style, iconography and historical context. In terms of Merits and Broader Context, students scored slightly below the benchmark (at 68%). This is the area of art history most difficult to grasp for many students: how to connect a stylistic analysis with the broader social, religious and political facts that shape the appearance of art. Students met the benchmark in other categories.

Modifications & Improvements

Do you plan to make any modifications and/or improvements based on this assessment? YES

Improving understanding of the broader social, religious and political facts that shape the appearance of art will be the goal of my upcoming courses. Beginning with a number of exercises that will reiterate the basic terminology of art historical study and how to apply it, students will be given more opportunity for in-class low-stakes assignments that will sharpen their critical thinking skills and allow them to reflect upon broader understandings of visual culture. Peer review and group work will also be instrumental in honing the skills of looking and critical thinking. Student achievement of this SLO can be improved through greater attention to readings, peer-review of drafts that will allow rewrites before the final submission date to incorporate feedback.

Follow-up Response: Recommended changes have been implemented in the following way: 1. Vocabulary: Honing visual analysis skills through providing students with a handout at beginning of class with a basic vocabulary list of stylistic terms. Students are asked to print and refer to list when discussing artwork in class. More time in class has been spent on rehearsing a basic vocabulary of style when visually analyzing artwork and connecting style to historical context. results: Repetition of basic terminology of visual/formal analysis as well as greater emphasis on use of handouts (including a chart which students fill with according to the categories of style, iconography and historical context) has led to a greater familiarity and ease with which students approach artworks. 2. Peer-review: Students in groups write and revise thesis statements and provide visual analysis as evidence for an argument. Group statements are produced and reviewed by entire class which had led to a greater familiarity with steps involved in assessing, critically evaluating and analyzing a chosen work of art. results: Overall these two steps have improved student learning. Students have become more adept at recognizing and utilizing a basic art historical vocabulary and employing stronger rhetorical strategies in written work. Their grasp of historical context is improved.