

UCA CORE – Diversity Rubric C (Creative Works)

This rubric is used to assess students' progress towards *Goal C* of the *Diversity* area of the UCA Core.

Diversity is the ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

Goal C: Analyze creative works within diverse contexts.

This rubric assesses the following four specific skill or knowledge areas related to Goal C:

- **Theory/Criticism/Technique:** The set of concepts/principles used to create or evaluate creative works.
- **Themes and Ideas:** The concepts expressed in the creative work that are representative of diverse cultures/perspectives.
- **Context:** The personal, social, cultural, and historical influences on the creative work.
- **Reflection:** The articulation of a personal response to the experience of a creative work.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by the time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.

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Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Theory/Criticism/Technique	Identifies the most appropriate theory/criticism/technique and performs a sophisticated analysis.	Identifies a relevant theory/criticism/technique and performs a thorough analysis.	Identifies a general theory/criticism/technique and performs a basic or cursory analysis.	Identifies a theory/criticism/technique that could be used to analyze a work, but does not apply it.	Assign a zero for performance that does not meet a score of one (1).
Themes and ideas	Analyzes themes/ideas and relates them to perspectives/cultures with detailed and nuanced evidence.	Discusses a variety of themes/ideas and relates them to perspectives/cultures, but lacks detailed evidence.	Defines only the major themes/ideas and relates them to perspectives/cultures superficially.	Recognizes themes and ideas but unable to relate them to perspectives/cultures.	
Context	Analyzes the context(s) with sophisticated attention to the impact on the work(s) and/or other works.	Discusses context(s) and explains its impact on the work(s).	Defines the context(s) of the work(s), but explanation of its impact on the work(s) is limited.	Recognizes the general context(s) but cannot connect context to its impact on the work(s).	
Reflection	States a personal response supported by advanced concepts with depth and clarity.	States a personal response supported by advanced concepts but lacks depth and/or clarity.	States a personal response supported by basic concepts with depth and clarity.	States a personal response supported by basic concepts but lacks depth and/or clarity.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? Yes No

This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.