

-Rubric for Aesthetic Perception-

This rubric is meant as an aid to help determine whether our students are learning the lifelong skill of Aesthetic Perception. In other words, are we teaching our students to appreciate, even to admire the merits, worthiness, and value of works produced “across the curriculum”. Below are four common sense areas to assess students to see whether they are acquiring an aesthetic perception of a particular field of study. (**Areas A, B, C, D**) Please see the other side for clarification and comprehension of these 4 areas before using this rubric.

-Assessment Areas-

(The specific areas below that will be utilized will be dependent on the particular discipline, course, and assignment.)

Area A: Student identifies Objective criteria of the work according to the Assignment. (Appreciation)

- 3 - Student identifies 3 or more objective criteria according to the assignment.
- 2 - Student identifies 2 objective criteria of assignment.
- 1 - Student identifies 1 objective criteria of assignment.
- 0 - Student does not identify objective criteria of assignment.

Area B: Student Identifies Subjective Criteria of the work according to the Assignment. (Appreciation)

- 3 - Student identifies 3 or more subjective criteria of assignment.
- 2 - Student identifies 2 subjective criteria of assignment.
- 1 - Student identifies 1 subjective criteria of assignment.
- 0 - Student does not identify subjective criteria of assignment.

Area C: Student Identifies/ Explores and Synthesizes Aspects of the Work Relevant to its Impact according to Assignment. (Appreciation)

- 3 - Student identifies/explores and synthesizes 3 or more aspects relevant to Impact.
- 2 - Student identifies/explores and synthesizes 2 or more aspects relevant to Impact.
- 1 - Student identifies/explores and synthesizes 1 or more aspects relevant to Impact.
- 0 - Student does not identify/explore and synthesize aspects relevant to Impact.

Area D: Student creates a work of their own incorporating objective and/or subjective criteria, as well as aspects that create an Impact. (Creativity)

- 3 - The Creative work utilizes 3 or more objective and/or subjective criteria/ aspects relevant to impact.
- 2 - The Creative work utilizes 2 objective and/or subjective criteria/ aspects relevant to impact.
- 1 - The Creative work utilizes 1 objective and/or subjective criteria/ aspects relevant to impact.
- 0 - the Creative work utilizes no objective and/or subjective criteria/ aspects relevant to impact.

“A Work” -by work is meant anything produced, engaged in, focused on amongst the various fields of study. An essay/story in literature is a work, a math equation is a work, a painting is a work, a philosophical argument is a work, an actor performing a scene is a work, a biology experiment is a work, a script for the stage is a work, a speech is a work, etc.

Area A - Can students recognize, appreciate the standards set by each discipline in order to determine the work's value, worth, and/or accomplishment? What objective standards, criteria do the masterpieces in a field of study emulate?

Area B – Can students recognize, articulate their own personal standards that they feel are either met or not met in the work? What is their appreciative response to the work? Can they still appreciate the work even if they dislike the work?

Please note: For areas A and B, if instructor so chooses, scoring can involve combining them together. For example: 2 objective criteria recognized, and 1 subjective criteria recognized could be scored as a 3 in terms of recognizing criteria.

Area C- Can they recognize, appreciate why the work had an impact when it did? Works that have an impact arise out of a milieu, a context. Aspects relevant to impact will involve such a context.

-Can the student recognize what a work was in reaction to?-what were the relevant aspects before the work was produced?

-Can the student recognize how the work influenced the discussion, was unique, was an effective solution, made a contribution, caught the attention of people, relates to/or influences the human condition? What aspects are relevant to the work itself having an impact?

-Can the student recognize the influence of the work on the work of others? Did the work start new schools of thought, new genres, new advances, techniques, various cultural reactions, new developments? These influences would be further aspects relevant to the impact of a work.

Area D- Can the student create a personal work, by way of original design or the modification of an existing work, wherein one can recognize objective and/or subjective criteria? Does the finished act of personal creativity have a recognizable purpose and does it have a potential impact?

Scale:

3-Excellent skill level in the aesthetic perception of a work demonstrated.

2-Good skill level in the aesthetic perception of a work demonstrated.

1-Minimum skill level in the aesthetic perception of a work demonstrated.

0-No skill level in the aesthetic perception of a work demonstrated.