

Creative Arts
Written Communication

Criteria	1 – Developing	2 – Sufficient	3 – Proficient	4 – Exemplary
<i>Concept Communication</i>	Concept/idea is poorly explained in a disorganized manner that does not allow the reader to fully comprehend the intent and message of the writing.	Concept/idea is adequately explained in a somewhat organized manner that allows the reader to somewhat comprehend the intent and message of the writing.	Concept/idea is clearly explained in a mostly organized manner that allows the reader to mostly comprehend the intent and message of the writing.	Concept/idea is clearly explained in an organized manner that allows the reader to fully comprehend the intent and message of the writing.
<i>Language</i> <i>(to include grammar)</i>	Language used is sometimes correct, inappropriate, and/or demonstrates a poor understanding of discipline specific terminology.	Language used is appropriate, correct, and demonstrates an adequate understanding of discipline specific terminology, and yet is mundane and commonplace.	Language used is appropriate, correct, demonstrates a good understanding of discipline specific terminology, and is thoughtful and generally effective.	Language used is appropriate, demonstrates an excellent understanding of discipline specific terminology, and is imaginative and compelling.
<i>Methods for Art Analysis</i>	Does not demonstrate competence in discipline specific methods to analyze meanings or significance of a creative work of art.	Demonstrates competence in discipline specific methods but does not analyze meanings and/or significance of a creative work of art.	Demonstrates competence of discipline specific methods and analyzes meanings and/or significance of a creative work of art.	Demonstrates mastery of discipline specific methods and analyzes meanings and/or significance of a creative work of art.
<i>Persuasive Argument</i>	Concept/idea discussed does not demonstrate a stance on or evaluation of a work of art. Student vaguely supports her/his argument and analysis.	Concept/idea discussed demonstrates a general stance on or evaluation of a work of art. Student adequately supports her/his persuasive argument with adequate evidence and analysis.	Concept/idea discussed demonstrates a specific stance on or evaluation of a work of art. Student mostly supports her/his argument with evidence and analysis.	Concept/idea discussed demonstrates a clear and specific stance on or evaluation of a work of art. Student effectively supports her/his argument with clear evidence and analysis.
<i>Edited 7/14/2015</i>				

Creative Arts

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involved the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

Core Objectives

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities