

SCORING RUBRIC FOR ARTS AND HUMANITIES ESSAYS

Essay # _____

Reader: _____

	Good	Adequate	Poor	Unaccept- able	Not Applicable
Understanding the evolution of ideas and range of expressions through the arts and humanities.					
1 Identification of the social and historical contexts of these creative works and how these examples of human creativity reflect their contexts.	4	3	2	1	N/A
2 Discussion of the evolutionary trajectory in artistic expression seen when you compare the two works.	4	3	2	1	N/A
3 Description of how the works portray tragedy and triumph	4	3	2	1	N/A
4 Articulation of how the works address the common themes of “hope dies last” and “despair does not rule”.	4	3	2	1	N/A
Recognition of the value and importance of ethical decision-making.					
5 Description of how these works comment, or do not comment, on prejudice and what is the relevance of prejudice in relation to the historical contexts.	4	3	2	1	N/A
6 Perception of the ethical dimensions in these works.	4	3	2	1	N/A
Appreciation for the creativity, intuition, and leap of thought essential to artistic expression, creative writing, and the advancement of knowledge.					
7 Identification of the fundamental elements within the creative works and how are they used to present human emotion	4	3	2	1	N/A
8 Description of how the materials or content are used to make the point of the work clearer	4	3	2	1	N/A
9 Explanation of their personal assessment of which of the two pieces of work is more powerful	4	3	2	1	N/A

APPENDIX 16: NARRATIVE RUBRIC FOR ARTS AND HUMANITIES ESSAYS

	Good	Adequate	Poor	Unacceptable	NA	
Understanding the evolution of ideas and range of expressions through the arts and humanities.						
1	Identifies the social and historical contexts of these creative works and how these examples of human creativity reflect their contexts.	Makes clear reference to both historical periods and demonstrates clear and complex relationships to the creative works.	Makes clear reference to the two historical periods and shows at least a minimal link between period and creative work	Points toward at least one of the historical periods and links one creative work	Fails to address the historical periods or the way the creative works link to them	N/A
2	Discusses the evolutionary trajectory in artistic expression seen when you compare the two works.	Specifies a complex evolutionary trajectory and offers multiple connections of the creative works to it.	Specifies an evolutionary trajectory and shows some connection of the creative works to it.	Evolutionary trajectory is poorly defined; connection of creative works to it is tenuous.	Fails to specify an evolutionary trajectory.	N/A
3	Describes how the works portray tragedy and triumph	Offers clear understanding of tragedy and triumph and draws complex connections between them and the creative works.	Offers some understanding of tragedy and triumph as concepts and addresses the terms to both creative works	Lacks clear understanding of one of the terms or is unable to show adequate connections between the terms and the works	Does not display understanding of the terms tragedy and triumph and is not able to apply them to artistic examples.	N/A
4	Articulates how the works address the common themes of "hope dies last" and "despair does not rule".	Shows nuanced comprehension of both themes and applies them to the creative works in complex ways.	Shows comprehension of the two themes and offers simple connection of the themes to both creative works.	Shows difficulty understanding the themes, or only addresses them to one of the creative works.	Does not appear to understand the themes, or does not connect them to the creative works.	N/A
Recognition of the value and importance of ethical decision-making.						
5	Describes how these works comment, or do not comment, on prejudice and what is the relevance of prejudice in relation to the historical contexts.	Offers detailed description of the works' treatment of prejudice as well as drawing complex connection of that treatment to historical contexts.	Offers some description of the works' treatment of prejudice and draws simple connection of that treatment to historical context.	Offers little description of the works' treatment of prejudice and/or little connection of that treatment to historical context.	Offers either no description of treatment of prejudice and/or fails to address historical context	N/A
6	Perceives the ethical dimensions in these works.	Shows a nuanced comprehension of the ethical dimension and analyzes it convincingly in both creative works.	Shows an understanding of what an ethical dimension is and draws an ethical assumption out of both works.	Understanding of ethical dimension is incomplete and/or ethical treatment of works is partial.	Essay fails to demonstrate understanding of ethical dimension or fails to apply ethical consideration to the creative works.	N/A
Appreciation for the creativity, intuition, and leap of thought essential to artistic expression, creative writing, and the advancement of knowledge.						
7	Identifies the fundamental elements within the creative works and how are they used to present human emotion	Identifies multiple elements and offers complex linkage of elements to presentation of emotion.	Identifies at least two fundamental elements and offers at least a simple linkage of elements to presentation of emotion.	Identifies only one fundamental element and/or shows only vague connection between element(s) and presentation of emotion.	Does not identify fundamental elements or fails to link element(s) to presentation of emotion.	N/A
8	Describes how the materials or content are used to make the point of the work clearer	Discusses materials or content in a complexly analytical manner and makes convincing linkage of them to the passage's point.	Discusses materials or content in relation to a stated intent of the passage.	Shows an incomplete understanding of materials or content or offers a vaguely defined point for the passage.	Does not appear to understand materials and/or content as concepts, and/or does not perceive a point to the passage, and/or does not draw a connection between materials/content and point.	N/A
9	Explains their personal assessment of which of the two pieces of work is more powerful	Offers nuanced definition of what makes for "powerful" creative work and explains choice of work clearly.	Clarifies personal definition of "powerful" and offers reasoned explanation of choice.	Offers vague description of "powerful" or gives little explanation for choice of work.	Does not define personal concept of "powerful" and/or does not explain choice of passage.	N/A