

**RUBRIC: HUMANITIES**

<p><b>Learning Outcome:</b> Students will be able to read, analyze, and interpret significant texts in order to make meaning, find purpose, and choose values that enhance our understanding of ourselves and govern our relationships with others.</p>				
Competencies	Advanced 4	Proficient 3	Developing 2	Beginning 1
<b>Comprehension</b>	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
<b>Relationship to Text</b> <i>Making meanings with texts in their contexts</i>	Evaluates texts for cultural and social significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
<b>Analysis</b> <i>Interacting with texts in parts and as wholes</i>	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.

Learning Assessment & Evaluation

			as a whole.	
<p><b>Interpretation</b>  <i>Making sense with texts as blueprints for meaning</i></p>	<p>Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.</p>	<p>Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.</p>	<p>Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.</p>	<p>Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.</p>