

Rubric for Direct Assessments

SLO#1: Communicate clearly their passion for a professional career.				
Criteria	Beginning (acceptable)	Milestone 1 (proficient)	Milestone 2 (proficient)	Advanced (exemplary)
Clarity – Communicating intentions and desired outcomes.	Can communicate with clarity when prompted.	Takes initiative to communicate with clarity.	Communicates with confidence in and unambiguous and concise manner.	Understood to the extent that the audience can respond with equal clarity.
Evidence of Passion – Communicating in terms of personal feelings.	Communicates enthusiasm, focus, dedication, and temperament for their discipline.	Able to explain their motivation when presented with obstacles	Communicates how their work connects to them in a personal way.	Demonstrates their passion in an infectious way.
Distinctive – Articulating one's truth.	Articulates their desire for conservatory training	Able to articulate their desire for purposeful work.	Articulates their unique approach to their work.	Contextualize their unique approach within a greater body of work
Delivery – Communicating with your audience.	Demonstrates sufficient command of language to engage their audience.	Experiments with different modes of communication.	Synthesizes a variety of modes to communicate their message.	Able to adapt their modes of communication to fit varying audience.
Comments:				

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SLO#2: Effectively critique their own work.				
Criteria	Beginning (acceptable)	Milestone 1 (proficient)	Milestone 2 (proficient)	Advanced (exemplary)
Objectivity – Conveying the one’s intent.	“I followed the instructions/turned in the assignment”	Generic statement of intent	Detailed statement of intent	Self-critique is aligned with peers and faculty critiques. Sophisticated expression of intent
Engagement - Demonstrates an awareness of criteria.	“I followed the instructions/turned in the assignment”	Generic statement of criteria.	Detailed statement of criteria.	Students take risks and discover value. Sophisticated expression of criteria
Synthesis - Demonstrates awareness of context and reflection.	Limited awareness and ability to articulate one’s choices beyond a statement of good/bad. Lacks supporting details or rationale for choices.	An awareness of looking back at one’s own choices	Increasing specificity in looking back at one’s own choices	Shows understanding of the value of the process of critique by implementing feedback. Sophisticated expression of purpose of one’s own choices.
	What I am Doing – ability to articulate assignment	How I am Doing it – ability to articulate choices	How I am Doing it – ability to articulate choices	Why I am Doing it – ability to express what I want to achieve by articulating what, how, why
Comments:				

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SLO#3: Effectively critique the work of others.				
Criteria	Benchmark	Milestone 1	Milestone 2	Capstone
Expressing a Response – Understand the intention of the “other” before expressing an opinion.	Student is not afraid to voice an opinion.	Student understands the necessity of voicing and opinion and understands the value of others’ opinions.	Student is able to articulate an informed expression of the work.	Student is able to articulate a clear expression of the work that invites dialogue.
Balanced Perspective – Acknowledge success and failures and use those to improve.	Student presents an unbalanced perspective by stating only positive or negative aspects of the work.	Student may still present unbalanced perspective but recognizes the need to provide general or basic statements of support or commentary.	Student presents a more balanced perspective with detailed analysis statements that support their views.	Student presents a balanced perspective by stating the positive and negative aspects of the work with complex analysis and supportive views.
Collaborative Engagement – Everyone in the group is invested in the success of all, including the artist, as well and those critiquing his/her work.	Student maintains individual opinion without engaging the group. Student does not seek out constructive feedback.	Student maintains individual opinion while beginning to understand the value of constructive feedback.	Student maintains individual opinion while addressing the opinions of others. Student may seek some constructive feedback.	Student is able to address individuals within the team equally in conversation through the process of inquiry, seeking out constructive feedback from peers and faculty.
Comments:				