

LITERATURE RUBRIC FOR GENERAL EDUCATION ASSESSMENT

	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Needs Attention (1)
SLO 1.1 Students will read literary texts from an eclectic selection of works written in a variety of genres and styles	Student's portfolio successfully demonstrates familiarity with a broad range of literature. Student specifically discusses at least 3 separate genres of literature that may include poetry, fiction, drama, essays, and other forms of literary expression. Student demonstrates an awareness of the potential affordances of differing genres.	Student's portfolio successfully demonstrates familiarity with a range of literature. Student specifically addresses at least 3 separate genres of literature that may include poetry, fiction, drama, essays, and other forms of literary expression.	Student's portfolio demonstrates familiarity with a somewhat limited range of literature. Student specifically discusses at least 2 different genres of literature.	Student's portfolio does not demonstrate familiarity with a range of literature. Student ONLY discusses a single genre (All poems or all plays etc.).
SLO 1.2 Students will read works by writers who reflect diversity in race, gender, sexuality, class, region, religion, historical culture etc.	Student's portfolio successfully demonstrates familiarity with and appreciation of a broad range of literature. Student specifically discusses a substantial mix of works by writers reflecting diverse voices from multiple lived experiences.	Student's portfolio successfully demonstrates familiarity with a range of literature. Student specifically discusses a mix of works by writers reflecting diverse voices from multiple lived experiences.	Student's portfolio demonstrates familiarity with a somewhat limited range of literature. Student specifically discusses a limited mix of works by writers reflecting diverse voices. In this case, the writers discussed are more similar than different in their lived experiences.	Student's portfolio does not demonstrate familiarity with a range of literature. Portfolio reflects a homogeneous collection of writers who share similar lived experiences and lack diversity.
SLO 2.1 Students will Interpret literary texts (via close reading)	Student's portfolio demonstrates proficiency in supporting interpretive judgments with close reading of textual evidence. Student almost always uses direct quotes and/or specific examples to support their interpretive arguments.	Student's portfolio demonstrates competency in supporting interpretive judgments with close reading of textual evidence. Student uses direct quotes and/or specific examples to support the majority of their interpretive arguments.	Student's portfolio demonstrates a limited competency in supporting interpretive judgments with close reading of textual evidence. Student may use direct quotes and/or specific examples to support their interpretive arguments at times, while at other times forward unsupported generalities.	Student's portfolio does not demonstrate competency in supporting interpretive judgments with close reading of textual evidence. Interpretive arguments are limited to unsupported generalities.
SLO 2.2 Students will Interpret literary texts (via cultural contexts)	Student's portfolio demonstrates a sophisticated awareness of how cultural contexts affect interpreting meaning. Discussion significantly considers culture and audience in multiple instances.	Student's portfolio demonstrates an awareness of how cultural contexts affect interpreting meaning. Discussion considers culture and audience in a few examples.	Student's portfolio demonstrates some awareness of the importance of cultural contexts in interpreting meaning. Discussion considers culture and audience in at least one example.	Student's portfolio does not demonstrate an awareness of how cultural contexts affect interpreting meaning. Discussions treat literary works in a vacuum.

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	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Needs Attention (1)
SLO 2.3 Students will Interpret literary texts (via thematic contexts)	Student's portfolio demonstrates sophisticated connections between literal and figurative meanings. Student makes multiple and/or nuanced connections between textual situations and larger ideas.	Student's portfolio demonstrates connections between literal and figurative meanings. Student makes connections between textual situations and larger ideas.	Student's portfolio demonstrates some connections between literal and figurative meanings. Student makes at least one connection between textual situations and larger ideas.	Student's portfolio does not demonstrate connections between literal and figurative meanings. Discussion is limited to summary of literal content (plot/events/ description etc.).
SLO 3 Students will Analyze literary texts	Student's portfolio demonstrates a proficient ability to discuss how texts work by identifying technical aspects of narrative and/or poetry such as voice, tone and/or other literary elements in their discussions. Student presents a variety of close reading examples that connect technical choices by the writer to the overall effect and/or interpretation of the work.	Student's portfolio demonstrates an ability to discuss how texts work by identifying technical aspects of narrative and/or poetry, such as voice, tone and/or other literary elements in their discussions. Student presents at least a few close reading examples that connect technical choices by the writer to the overall effect and/or interpretation of the work.	Student's portfolio demonstrates a limited ability to discuss how texts work by identifying technical aspects of genre, voice, and/or literary elements in their discussions. Student may present some identification of technical components but may have difficulty connecting these choices by the writer to the overall effect and/or interpretation of the work.	Student's portfolio does not demonstrate an awareness of technical aspects of narrative and/or poetry such as voice, tone and/or literary elements in their discussions.
SLO 4.1 Students will Apply critical thinking	Student insightfully communicates understanding of how the literary texts discussed connect to social structures and can synthesize ideas fluently.	Student communicates understanding of how the literary texts discussed connect to social structures. Some evidence of synthesis is present in making connections.	Student attempts to communicate understanding of how the literary texts discussed connect to the social structures; however, they may struggle with articulating the connections they try to make.	Student does not relate how the literary texts discussed connect to underlying social structures.
SLO 4.2 Students will Evaluate their responses	Student outlines specific applications or future intentions that have been influenced by one or more the texts discussed, or reflects on how one or more of the works have challenged their former assumptions or ways of thinking.	Student outlines at least one application or future intention that has been influenced by one or more the texts discussed, or reflects on how at least one work has challenged their former assumptions or ways of thinking.	Student gives a general comment about how one or more of the works read has influenced or challenged them, but with few specifics.	Student does not provide indications their reading for the course has influenced them.