

# ONU General Education Learning Outcome Rubric



## Informed responses to aesthetics in art or nature:

Students demonstrate the ability to reflect critically on art, culture, and nature.

| Dimensions  | Does Not Meet Expectations   | Developing  | Meets Expectations   | Proficient   |
|---|--|---|--|--|
| <b>Identification and response to an aesthetic stimulus</b><br><b>Appropriately identifies and responds to aesthetic stimulus.</b>                                    | Relative insensitivity to an aesthetic stimulus, which may be of human cultural origins or part of the natural world; is unable to articulate one's response.                                    | Occasionally aware of aesthetic stimulus, which may be of human cultural origins or part of the natural world; is not effectively able to articulate one's response.                        | Usually aware of aesthetic stimulus, which may be of human cultural origins or part of the natural world; is able to articulate one's response.                              | Consistently aware of aesthetic stimulus, which may be of human cultural origins or part of the natural world; is able to effectively articulate one's response.     |
| <b>Appreciation and critique</b><br><b>Displays ability to both appreciate and critique.</b>  | Makes an effort to both appreciate and critique an aesthetic stimulus but is unable to do so in a informed and thoughtful manner; displays lack of understanding of various art forms.           | Makes an effort to both appreciate and critique an aesthetic stimulus in a somewhat informed and thoughtful manner, but which suffers from some lack of understanding of various art forms. | Displays ability to both appreciate and critique an aesthetic stimulus in a reasonably informed and thoughtful manner that exhibits good understanding of various art forms. | Displays ability to both appreciate and critique an aesthetic stimulus in an informed and thoughtful manner that exhibits deeper understanding of various art forms. |
| <b>Sensitivity to functional requirement aspects</b><br><b>Is able to consider and incorporate functional aspects along with purely aesthetic and artistic forms.</b> | Either does not make an effort to or makes an effort to consider and incorporate functional aspects along with purely aesthetic and artistic forms, but is unable to exhibit acceptable balance. | Displays ability to consider and incorporate functional aspects along with purely aesthetic and artistic forms, but is unable to exhibit reasonable balance.                                | Displays ability to appropriately consider and incorporate functional aspects along with purely aesthetic and artistic forms, exhibiting reasonable balance.                 | Displays ability to appropriately consider and incorporate functional aspects along with purely aesthetic and artistic forms, exhibiting fine balance.               |