### **Guidelines for Courses in the UNM General Education Program**

NM state legislation passed in 2017 requires that the following essential skills be assessed in general education programs (https://hed.state.nm.us/resources-for-schools/public\_schools/general-education):

- 1. Communication
- 2. Critical Thinking
- 3. Personal & Social Responsibility
- 4. Information & Digital Literacy
- 5. Quantitative Reasoning

NM Higher Education Department administrative code has assigned <u>three specific essential</u> <u>skills</u>, with related component skills, from the total of five to each area of the general education <u>program</u>. (In addition, all lower division courses, including general education courses, must receive a common course number and be listed in the NM HED catalog of common course numbered courses). At UNM, the general education program (http://catalog.unm.edu/catalogs/2019-2020/undergrad-program.html) includes the following areas:

I. Communication; II. Mathematics and Statistics; III. Physical and Natural Sciences; IV. Social and Behavioral Sciences; V. Humanities; VI. Second Language (note that other HEIs in New Mexico place second or foreign languages in the "Humanities" area); VII. Arts and Design.

The shift in NM HED guidelines for the general education program has afforded UNM the opportunity to:

1) align general education courses by existing UNM area with the essential skills through certification of courses created before and after 2019 with the New Mexico Curriculum and Articulation Committee;

2) introduce lower-division courses into the state common course numbering system, where they are identified by subject code, course number, course description and student learning outcomes;

3) create innovative and engaging general education courses at UNM within existing areas that address essential skills and prepare students with the habits of mind associated broadly with areas of study and a liberal arts education (as opposed to being structured as an introduction to a major).

The following evaluation rubric identifies:

1) UNM criteria for inclusion in the general education program;

2) NM HED criteria for inclusion in the general education program by area.

<b>UNM</b> General	Education Program	: Rubric for Evaluating	Form C Course Additions
Unit General	Duducation 1 1051 and	i Rubi i Civi Dialuaning	

Name of Course:		
Department:		
Area of General Education:		
UNM Criteria for Evaluating Pr	oposed Courses	
		met/n
1. Of broad and tangible interest a students.	and intellectual benefit to many	
students for whom this may be the area as well as for students who m	be useful, innovative, and engaging for only course in an academic field or ay continue in a discipline; eral education program without course	
2. Defined by student learning out understanding, or skills in the libe	ě	
	ndation course of an academic major, of a discipline or field, and from a	
and methods in a field or area	to habits of mind, theories, concepts arning that contribute to exploration and punity endeavors	
4. Appropriate for a research univ		
	racy of knowledge and content relative e field, and addresses diversity, equity, ery.	
5. Characterized by an inclusive p		
Seeks to provide enrichment and e	educational opportunity to all students.	
NM HED Criteria/Essential Skil		
Essential Skill	Component Skill	met/n
1. COMMUNICATION		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and	

Г		
	(3 of the following 4): Authority and	
Information & Digital Literacy	Value of Information; Digital literacy;	
information & Digital Enteracy	Information structures; research as	
	Inquiry	
2. MATHEMATICS & STATISTICS		
	Problem setting; Evidence Acquisition;	
Critical Thinking	Evidence Evaluation;	
	Reasoning/Conclusion	
	Genre and Medium Awareness,	
	Application, and Versatility;	
Communication	Strategies for Understanding and	
	Evaluating Messages; Evaluation and	
	Production of Arguments	
	Communication/Representation of	
Quantitativa Dessanin a	Quantitative Information; Analysis of	
Quantitative Reasoning	Quantitative Arguments; Application	
	of Quantitative Models	
3. PHYSICAL AND NATURAL SCIENCE	ES	
	Problem setting; Evidence Acquisition;	
Critical Thinking	Evidence Evaluation;	
endear Thinking	Reasoning/Conclusion	
	(2 of the following 5): intercultural	
	reasoning and intercultural	
	competence; sustainability and the	
Personal and Social	natural and human worlds; ethical	
	reasoning; collaboration skills,	
Responsibility	teamwork and value systems; Civic	
	discourse, civic knowledge and	
	engagement – local and global	
	Communication/Representation of	
	Quantitative Information; Analysis of	
Quantitative Reasoning	Quantitative Arguments; Application	
	of Quantitative Models	
4. Social and Behavioral Scienc		
4. SOCIAL AND DEHAVIORAL SCIENC		
Critical Thirding	Problem setting; Evidence Acquisition; Evidence Evaluation;	
Critical Thinking	· · · · · · · · · · · · · · · · · · ·	
	Reasoning/Conclusion	
	Genre and Medium Awareness,	
	Application, and Versatility;	
Communication	Strategies for Understanding and	
	Evaluating Messages; Evaluation and	
	Production of Arguments	
	(2 of the following 5): intercultural	
	reasoning and intercultural	
Demonst 10 11	competence; sustainability and the	
Personal and Social	natural and human worlds; ethical	
Responsibility	reasoning; collaboration skills,	
	teamwork and value systems; Civic	
	discourse, civic knowledge and	
	engagement – local and global	
5. HUMANITIES		
	Problem setting; Evidence Acquisition;	
Critical Thinking	Evidence Evaluation;	
	Reasoning/Conclusion	

	(3 of the following 4): Authority and	
Information and Digital	Value of Information; Digital literacy;	
Literacy	Information structures; research as	
Enterdey	Inquiry	
	(2 of the following 5): intercultural	
	reasoning and intercultural	
	competence; sustainability and the	
Personal and Social	natural and human worlds; ethical	
Responsibility	reasoning; collaboration skills,	
Responsionity	teamwork and value systems; Civic	
	discourse, civic knowledge and	
	engagement – local and global	
6. SECOND LANGUAGE		
	Problem setting; Evidence Acquisition;	
Critical Thinking	Evidence Evaluation;	
B	Reasoning/Conclusion	
	Genre and Medium Awareness,	
	Application, and Versatility;	
Communication	Strategies for Understanding and	
	Evaluating Messages; Evaluation and	
	Production of Arguments	
	(2 of the following 5): intercultural	
	reasoning and intercultural	
	competence; sustainability and the	
Personal and Social	natural and human worlds; ethical	
Responsibility	reasoning; collaboration skills,	
The second se	teamwork and value systems; Civic	
	discourse, civic knowledge and	
	engagement – local and global	
7. ARTS AND DESIGN		
	Problem setting; Evidence Acquisition;	
Critical Thinking	Evidence Evaluation;	
C I	Reasoning/Conclusion	
	Genre and Medium Awareness,	
	Application, and Versatility;	
Communication	Strategies for Understanding and	
	Evaluating Messages; Evaluation and	
	Production of Arguments	
	(2 of the following 5): intercultural	
	reasoning and intercultural	
	competence; sustainability and the	
Personal and Social	natural and human worlds; ethical	
Responsibility	reasoning; collaboration skills,	
1	teamwork and value systems; Civic	
	discourse, civic knowledge and	
	engagement – local and global	

#### **Resources:**

New Mexico Higher Education requirements: https://hed.state.nm.us/resources-for-schools/public\_schools/general-education

UNM Rubrics for the essential skills: https://assessment.unm.edu/gen-ed-assessment/rubrics-example-assignments.html

Current list of general education courses with student-friendly descriptions: gened.unm.edu.

### General Education Curriculum (UNM Catalog 2019-20)

By providing a base of knowledge and flexible tools for thinking, General Education curriculum empowers students to face a rapidly changing world. General Education equips students for success throughout their education and in future employment. General Education also creates a pathway to community engagement, offers an encounter with diverse human experiences, and generates personal enrichment through curiosity, learning, and tolerance. A student's major offers the opportunity to specialize in an area of specific interest and in the practices belonging to a particular field (for example, Chemistry, History, or Music). Complementing the major, General Education provides a set of strategies: communication, critical thinking, information analysis, quantitative skills, responsibility towards local and global communities. Students develop these strategies from different angles by taking one or more courses in each of the areas of the General Education curriculum: Communication, Mathematics and Statistics, Physical and Natural Sciences, Social and Behavioral Sciences, Humanities, Second Language, and Arts and Design. Some General Education courses involve students directly in addressing crucial problems through undergraduate research, race and social justice analysis, global awareness, community engagement, and innovation. Completing General Education early sets students up for achievement throughout their college careers by building versatile habits of mind.

All undergraduate students must complete 31 credit hours of General Education coursework, following the guidelines below. General Education consists primarily of lower-division courses (numbered at the 1000- and 2000-level). Only some of these courses fulfill a requirement within a major and only some are prerequisites to the major. Except where noted (see "Alternative Credit Options" in the <u>Admissions</u> section of this Catalog), students may apply AP or CLEP credit to General Education requirements.

Transfer and re-entering students receive advisement in the College and Department to which they are admitted in order to establish an appropriate program which meets their needs and the aims of the General Education curriculum. **Transfer** students who have demonstrated completion of all of the requirements for General Education at another higher education institution in New Mexico will not be required to fulfill General Education requirements at UNM, unless they opt to do so. Transfer students who have not completed all of the requirements for General Education at another higher education institution in New Mexico will need to follow the University of New Mexico requirements for General Education listed here. The University recognizes that minor substitutions or exceptions, handled on a Department and College basis, may be necessary to accommodate specific student needs.

The three-credit hour U.S. and Global Diversity and Inclusion undergraduate degree requirement is independent from General Education curriculum requirements and is fulfilled through completion of an approved University of New Mexico course (some courses in the General Education curriculum may also fulfill the U.S. and Global Diversity and Inclusion requirement). Completion of this University requirement is mandatory for all undergraduate students, including transfer students. See the "U.S. and Global Diversity and Inclusion Requirement" section of this page for more information.

The General Education curriculum requires a minimum of 31 credit hours of courses in the following areas of study:

1. Communication (6 credit hours): English 1120, plus an additional course chosen from Communication 1130; English 2120, 2210; Philosophy 1120; University Honors 201. Students who do not place into English 1120 may apply the credit hours from the prerequisite English 1110 (or the equivalent English 1110Y or English 1110Z) to help fulfill Area 8 requirements (see below).

**2.** Mathematics and Statistics (3 credit hours): One course at the appropriate level determined by placement: Mathematics 1130, 1220, 1240, 1250, 1350, 1430, 1440, 1512, 1522, 2118; University Honors 202.

**3.** Physical and Natural Sciences (4 credit hours): One course and, where applicable, the related laboratory: Anthropology 1170 and 1170L, 1175 and 1175L, 1211 and 1211L; Astronomy 1115 and 1115L; Biology 1110 and 1110L, 1140 and 1140L; Chemistry 1110, 1120C, 1215 and 1215L, 1225 and 1225L, 131, 132; Computer Science 108L; Environmental Science 1130 and 1130L; Geography 1160 and 1160L; Geology 1110 and 1110L, 2110C; Natural Science 1110, 1120, 2110; Physics 1110, 1115 and 1115L, 1125 and 1125L, 1230 and 1230L, 1240 and 1240L, 1310 and 1310L, 1320 and 1320L; University Honors 203.

4. Social and Behavioral Sciences (3 credit hours): Africana Studies 1120; American Studies 1110, 1140; Anthropology 1115, 1140, 1155, 2175; Chicana and Chicano Studies 1110; Community and Regional Planning 181; Economics 2110, 2120; Engineering 200; Film and Digital Media Arts 1520; Geography 1165, 217; Linguistics 2110; Mechanical Engineering 217; Political Science 1120, 1140, 2110, 2120; Psychology 1110; Public Health 101, 102; Sociology 1110, 2315; University Honors 204.

Humanities (3 credit hours): Africana Studies 1110; American Studies 1150; Chicana and Chicano Studies 2110; Classics 1110, 2110, 2120; Comparative Literature 222, 224; English 1410, 2650, 2660; Film and Digital Media Arts 1520; Geography 1175; History 1110, 1120, 1150, 1160, 1170, 1180; Modern Language 1110; Native American Studies 1150; Philosophy 1115, 2210, 2225; Religion 1110, 2110, 2120; University Honors 121, 122, 205.

**6.** Second Language (3 credit hours): A second language course chosen from regular language offerings in UNM departments including (but not limited to) Foreign Languages and Literatures, Linguistics, and Spanish and Portuguese. Students will follow departmental guidelines on placement in the appropriate language course level. Languages regularly offered at UNM include (but are not limited to): American Sign Language, Arabic, Chinese, French, German, Classical Greek, English (for qualified international students who learned English as a second language), Italian, Japanese, Latin, Portuguese, Navajo, Russian, Spanish, and Swahili.

7. Arts and Design (3 credit hours): One course chosen from the following courses: Architecture 1120; Art History 1120, 2110, 2120; Dance 1110; Fine Art 284; Film and Digital Media Arts 1520, 2110; Music 1120, 1130; Theatre 1110; University Honors 207. Alternatively, students may elect to take one 3-credit hour studio course offered by the Departments of Art, Film and Digital Arts, Music, or Theatre and Dance to fulfill this requirement. Completion of prerequisites for the studio course is required as necessary.

8. Student Choice (6 credit hours): two additional General Education courses chosen from two different Areas (1-7). Students who do not place into English 1120 may apply the credit hours from the prerequisite English 1110 (or the equivalent English 1110Y or English 1110Z) to help fulfill Area 8 requirements.

GENERAL EDUCATION LEARNING OUTCOMES BY AREA

### Communication

baccalaureate degree program. component skill. By practicing disciplinary communication skills in courses within a major field of study, undergraduates should reach the Proficiency level by the end of a performances. At the completion of the Communication component of the General Education curriculum, students should aim for, at minimum, the Developing level for each courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and Lourses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal and social spheres, and civic life. The

Component Skill	Emerging	Developing	Proficient	Assessment Suggestions
Genre and Medium Awareness,	Students	Students communicate	Students communicate	To demonstrate genre awareness, application,
Application, and Versatility: Identify	communicate in	in several genres and	effectively in several genres	and versatility, students are asked to
and communicate in various genres and	various genres and	mediums,	and mediums, demonstrate	communicate well in genres such as a lab report,
mediums (oral, written, and digital)	mediums.	demonstrating	awareness of limitations and	an essay, a white paper, a research proposal, a
using strategies appropriate for the		awareness that	strengths of each, and	reflective response to readings, a marketing
rhetorical situations (ie., attending to		different genres and	evaluate the effectiveness of	brochure and in varied mediums such as oral
audience, purpose, and context)		mediums have different	their communications with	presentations, websites, written document.
		limitations and	regard to appropriateness to	
		strengths.	the rhetorical situation.	
Strategies for Understanding and	Students use more	Students use several	Students use a wide range of	Use writing or speaking to convey their
Evaluating Messages: Apply strategies	than one for	strategies to	strategies for understanding	interpretation of materials and to assess what
such as reading for main points; seeking	understanding and	understand and	and evaluating messages	they have heard, read, or seen after applying
key arguments, counter-arguments,	evaluating messages.	evaluate messages.	They also evaluate the	strategies for evaluating messages such as
rebuttals; locating supportive	They describe the	They demonstrate	effectiveness of strategies	reading for main points; seeking key arguments,
documentation for arguments; reading	central idea of a	awareness that	they use for interpreting	counter-arguments, rebuttals; locating supportive
with a specific stakeholder lens; applying	message.	different rhetorical	messages in different	documentation for arguments; reading with a
a theoretical lens (e.g. cultural, political,		situations may require	rhetorical situations.	specific stakeholder lens; applying a theoretical
economic) to understand and evaluate		different strategies.		lens (e.g. cultural, political, economic). Examples
messages in terms of the rhetorical				of materials for assessing: Portfolio, presentation,
situation (audience, purpose, and				writing assignment, oral presentation, digital
context)			-	assignment. To assess developing and proficient
				levels, students' work should include reflections
				in which students evaluate their choices and
				overall performance.
<b>Evaluation and Production of</b>	Students understand	Students evaluate a	Students identify and develop	Assess for student understanding of the authority
Arguments: Evaluate the authority of	that sources have	source's authority;	claims that are supported by	(e.g., credibility, soundness) of what they read,
sources in their own arguments and	varied validity and	distinguish among	evidence and reasoning;	hear, or see. Assess students' oral or written work
those of others; distinguish among	authority and that	facts, opinions, and	evaluate and integrate	in which they produce arguments of their own
supported claims, unsupported claims,	claims can be facts,	inferences; and identify	arguments of others into their	after evaluating others' relevant arguments. To
facts, inferences, and opinions. In	opinions, inferences,	claims that are	own written and spoken	demonstrate skills in producing arguments
arguments, integrate support for their	and supported or	supported and	arguments.	employing others' sound arguments, students
own claims with information from	unsupported.	unsupported.		effectively employ others' material within their
sources that are used and cited ethically			_	own well-argued texts or presentations. Examples
and appropriately (using a major citation				of materials for assessing: Portfolio, presentation,
system such as MLA and APA)				writing assignment, oral presentation, digital
				assignment.

New Mexico Statewide General Education Steering Committee

September 2017

# **Content Area: Mathematics & Statistics**

rubric shown in the following pages. For example, programs in science, technology, engineering, and mathematics would use the College Algebra rubric, as would any calculusbased program, for students that test into or below College Algebra. Courses in mathematics or statistics fulfill the general education requirement if they meet the Emerging, Developing, and Proficient column descriptions given by the appropriate

without having to reference the College Algebra rubric. student begins college with a course in Calculus I, this implies sufficient knowledge of College Algebra. Calculus I may therefore be used to fulfill the general education requirement The mathematics or statistics general education requirement may also be satisfied by mathematics or statistics courses above the level shown in the rubrics. For example, if a

# **General Education Outcomes: Survey of Mathematics**

Core Competency	Emerging	Developing	Proficient	Assessment Suggestions
Graphical Representations:	Students gather and organize	Emerging skill descriptions plus:	Developing skill descriptions plus:	<ul> <li>Test/quiz questions</li> </ul>
Construct and analyze graphs	information; Understand the purpose	Students Interpret results through	Students draw conclusions from	<ul> <li>Routine use of an accepted</li> </ul>
and/or data sets.	and use of various graphical	graphs, lists, tables, sequences, etc.	data or various graphical	Classroom Assessment
	representations such as tables, line		representations.	Technique (CAT)
20	graphs, tilings, networks, bar graphs,			Oral presentation by student
	etc.			<ul> <li>Written presentation by</li> </ul>
Expressions & Equations: Evaluate	Students understand the purpose of	Emerging skill descriptions plus:	Developing skill descriptions plus:	student
expressions. Use and solve various	formulas and use appropriate	Students solve equations within a	Students check answers to	<ul> <li>Student-created portfolio</li> </ul>
kinds of equations.	formulas within a mathematical	mathematical application.	problems and determine the	<ul> <li>Capstone project</li> </ul>
	application.		reasonableness of results.	Peer review
Mathematical & Statistical	Students show an understanding of a	Emerging skill description plus:	Developing skill descriptions plus:	<ul> <li>Student self-assessment</li> </ul>
Language: Write mathematical	mathematical application both orally	Students describe solutions of	Students define mathematical	<ul> <li>Group research and</li> </ul>
explanations using appropriate	and in writing.	mathematical problems in the context concepts in the student's own	concepts in the student's own	presentation on a real-life
definitions and symbols.		of the problems.	words.	problem analyzed/solved by
Problem Solving: Solve problems in	Students translate mathematical	Emerging skill description plus:	Developing skill descriptions plus:	using mathematics
mathematical contexts.	information into symbolic form.	Students gather and organize relevant	Students draw conclusions and	student journal
		information for a given application.	communicate the findings and	<ul> <li>Individual or group projects</li> </ul>
			create an effective problem	Cooperative learning
			solving strategy.	activities
	20			<ul> <li>Pre/post test</li> </ul>
	a.			

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and/or data sets.         a correct formal for graphs.         b correct formal for graphs.         correct formal for graphs. <thc< th=""><th>Core Competency</th><th>Emerging</th><th>Developing</th><th>Proficient</th><th>Assessment Suggestions</th></thc<>	Core Competency	Emerging	Developing	Proficient	Assessment Suggestions
and/or data sets.         and conceptic subje common         requency distributions, and ranks for a distributions, box and whisker plots, etc.         requency distributions         the correct formal for graphs, ion indice probabilities         and transformation probabilities         the correct formal for graphs, ion probabilities         and transformation probabilities         and transformation probabilities         and transformation         business probabilities         and transformation         approving probabilities         approving probability distributions         approving probability distributions <t< td=""><td>Graphical Representations: Construct</td><td>Students organize and display data</td><td>Emerging skill description plus: find</td><td>Developing skill descriptions plus:</td><td><ul> <li>Pre/post test</li> </ul></td></t<>	Graphical Representations: Construct	Students organize and display data	Emerging skill description plus: find	Developing skill descriptions plus:	<ul> <li>Pre/post test</li> </ul>
statucial graphics, e.g. frequency distribution, etc.         the correct format for graphs, to include: histogram, frequency polypon, box appropriate mean, reduction, mode, and standard         the correct format for graphs, to include: histogram, frequency polypon, box appropriate mean, reduction, mode, and standard         the correct format for graphs, to include: histogram, frequency polypon, box appropriate mean, reduction, mode, and standard         the correct format for graphs, to include: histogram, frequency polypon, box appropriate mean, reduction and determine basic probabilities and the linear conclusion coefficient sample means; concluste sampling distributions of standard dowation of shangle manys; calculate probabilities using the standard dowation of shangle means; calculate probabilities using the complexes mergin of standard dowation of shangle means; calculate probabilities using the standard dowation of shangle means; calculate probabilities using the standard dowation of shangle means; calculate probabilities using the standard dowation of shangle means; calculate margin of error given sample confidence intervals, define and stantics; use statistical and stantics; use statistical and statistic; use statistical the real world (from a news article, statistical tests appropriate); contract between operiate statistical tests and determine whethe and quantitative data; and give experiments of independent and equations to predict values; statistic statistical tests and determine whethe under stated conditions, interver tasks probabilities; diaritive tests probabilities; diaritive are continuous of discrete; horogening interver tasks probabilities; diaritive are continuous of discrete; chores and are continu	and analyze graphs and/or data sets.	and concepts using common	percentile points and ranks for a	Students graph data distributions using	<ul> <li>Test/quiz questions</li> </ul>
distributions, box and whicker plots.         Energing skill descriptions plus:         Developing skill descriptions plus:         Developin		statistical graphics, e.g. frequency	frequency distribution.	the correct format for graphs, to include:	<ul> <li>Routine use of an accepted</li> </ul>
etc.         poss and statute		distributions, box and whisker plots,		histograms, frequency polygons, box	Classroom Assessment
stions: Evaluate         Students compute mean, d solve various         Emerging skill descriptions plus: Students calculate and interpret the probabilities and probabilities and the linear correlation coefficient; and standard deviation of sample means; calculate probabilities; and probabilities and properties; and standard deviation of sample means; calculate text statistics; and relate them to areas under the curve.         Developing skill descriptions plus: and samples; and parameters and samples; use statistical and statistical determine appropriately; compare measures using Z. compare measures using Z. conters; and determine whether interpret basic probabilities; elect statistical text bapropriate under stated conditions.         Emerging skill descriptions; plus: statistical state dominal and alternative data; statistic statistical supportinate coefficient of determines whether interpret basic probabilities; and cervine stated conditions.         Developing skill descriptions; distribution and clares plus is statistical suppropriate is the bancing distribution are continuous or discretic; choice and proportiate the probability statistical test sample meaning of the distribution; and beform and interpret is atastical test as and proportions; stati		etc.		plots and scatter plots and oraw	Technique (CAT)
display         Sudents scalade         Sudents scalade and interpret the second probability rules and probability rules and the linear correlation coefficient associated with the standard probability rules and probability rules and the linear correlation coefficient associated with the standard         Sudents scalade and interpret the compoute sampling distributions of and the linear correlation coefficient and standard deviation of standard deviations of and standard deviation of sample and standard deviation of sample and standard deviation of sample and standard deviation of sample and standard deviation of sample confidence intervals; distinguish between population and statistic; use statistic; probability distributions; write probability distributions; write probability distribution; write proportiately; distribution and the population and statistic; use statistical and statistic; use statistical dependent variables.         Developing skill descriptions plus: statistical and distribution; use the Central the real world (from and reve) and Propheses; corres; dentita and determine whether a statistical test; appropriately; corres; dentita and determine whether a statistical test; appropriately; corres; dentity and analyce outliers; and determine whether a statisted test; appropriately; corres; dentitions, statisted conditions, write with and alternative hypothesis; destribution and alternative hypothesis; destribution; and peroportions; statisted test; and peroportions; destribution; and peroportions; destribution; and peroportions; destribution; and peroportions; destribution; and peroportions; destri				Developing skill descriptions plus	
deviation; and determine basic probabilities and probability rules and the linear correlation coefficient associated with the standard normal curve.         compute standard determine compute sampling distributions of sample means; calculate probability rules and the linear correlation coefficient and sample means; calculate probability rules and properties calculate mapping distributions and relate them to areas under the sume relate them to areas under the sumpling sufficance level and P values: and statistics, use statistics and samples, and parameters and samples of independent and dependent variables.         Developing skill descriptions plus: restarich project, stc.); distinguish the real world (from a news aride, relationship between the sampling distribution and the propulation distribution and the concept of statistics and determine appropriate provide statistics use relationship between the sampling distribution and the concept of distribution and the concept of distribution and the concept of statistics and calculate probability restarich project, stc.); distinguish the relation of distribution and the propulation distribution and the concept of distribution and the concept of distribution and the concept of distribution and calculate probability restarich probability and analyce correst dearmine appropriate students the probability is a propriate thypothesis.           beeproblems in unde	expressions a Equations: Evaluate	median mode and standard	Students calculate and interpret the	Students calculate probabilities using	
probabilities         and the încer conclusion coefficient sampler sampling distributions of sampler sampling distributions of sampler sampling distributions of sampler sampling distributions of sampler sampler ad standard duration of sample mans; compute the mean calculate margin of error given sample to confidence intervals; appropriate probability construct appropriate probability distributions and standard duration of sampler appropriate probability distributions and standard duration of sampler and standard duration of sampler examples of distributions and standard duration of sampler and standard duration of sampler and standard duration of sampler and standard duration distinguish between poulation and samples, and parameters and statistic; and statist	kinds of equations.	deviation; and determine basic	least squares regression equation	compound probability rules and the	
associated with the standard         compute sampling distributions of size and sample size given nample of and standard deviation of sample and standard deviation of sample and standard deviation of sample and standard normal distribution and al standard normal distribution and and standary appropriately. Use and stangles, and give and stangles of independent and degendent variables. Students use al statistical and statistical use statistical and statistical and stangle and quantitative data; and give examples of independent and degendent variables. Students using Z. scores; dientify and analyce oulders; and determine whether under stated conditions.         Emerging skill descriptions plus: the real world (from a news article, statistical and explain in the difference distribution and ta sepanopriate statistical test is appropriate under stated conditions.         Developing skill descriptions plus: the real world (from a news article, statistical test is appropriate statistical test is appropriate under stated conditions.         Developing skill descriptions plus: statistical test is appropriate under stated conditions.           bite problems in a statistical test is appropriate under stated conditions.         Emerging skill descriptions plus: statistical test is appropriate under stated conditions.         Emerging skill descriptions plus: statistical stand determine if the binomial distribution interpret the		probabilities and probabilities	and the linear correlation coefficient;	binomial distribution and its properties;	
normal cuve.         sample means; and sample means; calculate probabilities using the aradiard deviation of sample means; calculate test stasistic; and calculate probabilities using the satistical         size and samples via given means and samples of probability distributions; write probability distribution; write and samples, and parameters and samples, and parameters and quantitative data; and give explain and evaluate statistics used in distribution; use the Central Limit the real world (from a new ardle, vocabulary appropriately; distribution; use the Central Limit the real world (from a new ardle, the real world (from a new ardle).         Developing skill descriptions plus; the tran and the probability distribution and causation relect the null hypothesis.           Students determine appropriate under stated conditions, tastiscial test is appropriate in the normal under state domitions, tastiscial test and determine whether interpret the m		associated with the standard	compute sampling distributions of	calculate margin of error given sample	<ul> <li>Cabstone broject</li> </ul>
atistical         and standard devalution of stanple calculate probabilities using the calculate probabilities parameters and statistics, write parameters and statistical and samples, and parameters and statistics use statistical understand the concept of distinguish between population and statistics use statistical understand the concept of distinguish between qualitative explain and evaluate statistics used and quantitative data; and give estant the real world (from a news article, distinguish between qualitative estant the real world (from a news article, distinguish between qualitative and quantitative data; and give estantsics and explain the difference statistics used in dependent and dependent and dependent and statistical test is appropriate statistical probabilities; and explain why a test can lead us to reject the null hypothesis.         Developing skill descriptions plus: Students determine if random variables are continuous or discretice; chocidities; and explain why a test can lead us to reject the null hypothesis tests outliers; and determine whether under stated conditions.         Developing skill descriptions plus: statistical tests and proportiate the interpret the meaning of the construct appropriate the probability determine if the bhoremial distribution; and statistical tests and proportiate interpret the meaning of the can be approximated with the normal distribution; and perform and interpret statistical tests and determine whether data is statistical tests and determine whetherstatistical t		normal curve.	sample means; compute the mean	size and sample size given margin of	Peer review
Internal descriptions plus:         Internal descriptions plus:         Construct           appropriate         Students use Z-scores instruct         Energing skill descriptions plus:         Developing skill descriptions plus:           appropriate         probabilities using the contral distribution and relate them to areas under the curve.         Developing skill descriptions plus:           appropriate         probabilities using the contral distribution and vien to apply it         Developing skill descriptions plus:           appropriate         confidence intervals; define         unit Theorem and when to apply it         Developing skill descriptions plus:           and samples, and parameters         understand the concept of         experimental design: describe           use and statistic; use statistical         understand the concept of         relationship between the sampling and           use problems in         Students appropriate         understand the concept of         relationship between the sampling and           dependent variables.         terral time         terral time         relationship between the sampling and           understand the concept of         statistical         rescriptions and evaluate statistics used in         distribution and the population           understand the concept of         statistical         rescriptions plus:         Theorem to approximate the pobability           distributions; use tatastisca use a			and standard deviation of sample	error; and construct confidence intervals	<ul> <li>Student self-assessment</li> </ul>
atistical         Students use Z-scores         calculate probabilities using the standard normal distribution and relate them to arreas under the curve.         Developing skill descriptions plus: Students understand the Central           appropriate         probability distributions, write probability distributions, write parameters and statistic: and samples, and parameters and statistics; use statistical         Emerging skill descriptions plus: Students understand the concept of distinguish between population and statistic; use statistical         Developing skill descriptions of plus; the basic elements of sampling and quantitative data; and give examples of independent and dependent variables.         Developing skill descriptions plus: relationship between the sampling and evaluate statistics used in distribution and the population and statistics; use statistics; and explain the difference examples of independent and dependent variables.         Developing skill descriptions plus: the central limit           Students determine appropriate compare measures using Z- sourier; dentify and analyze under stated conditions, under stated conditions, under stated conditions, experiment and determine the probabilities; identify out large astistical test is appropriate under stated conditions, enterpret basic probabilities; identify determine if random variables interpret basic probabilities; identify determine if the binomal distribution are continuous or discrete; choose and are continuous or discrete; choose and are continuous or discrete; choose and are continuous, and perform and intermal distribution are continuous, and perform and intermal data is statistical tests and determine whether statistical tests and determine whether atatistical test and determine whether			means; calculate test statistics; and	for population means and proportions.	<ul> <li>Group research and</li> </ul>
alistical         Students use Z-scores elact kent to areas under the curve.         Developing skill descriptions plus:           appropriate         appropriately; construct probability distributions; write confidence intervals; define parameters and statistic; parameters and parameters and quantitative data; and give examples of independent and dependent variables.         Developing skill descriptions plus: tatistics; and explain the difference examples of independent and between correlation and causation.         Developing skill descriptions plus: tatistics; and explain the difference equations to predict values; select continuous or discrete; choose and and explain why a test can lead us to equations to predict values; select statistics tests and determine if random variables interpret basic probabilities; identify or population means and proporisites; tests outliers; and determine whether autiers tated conditions, under stated conditions, and explain why a test can lead with the normal distribution; and perform and interpret tatistical test appropriate under stated conditions, and explain anexplain the difference autiers			calculate probabilities using the		presentation on a real-life
atistical         Students use Z-scores         Emerging skill descriptions plus:         Developing skill descriptions plus:           appropriately         probability distributions; write         Limit Theorem and when to apply it         inference/hypothesis testing; describe           appropriate         confidence intervals; define         Limit Theorem and when to apply it         inference/hypothesis testing; describe           abids.         parameters and statistical         write null and alternate hypotheses;         the basic elements of sampling and           and samples, and parameters         understand the Central         restatistical         restatistics used in           and samples, and parameters         significance level and Pvalues;         restatistic used in         distribution; use the Central Lumit           and quantitative data; and give         the real world (from a news article,         restatistics; and explain and explain the difference         restatistics; and explain and explain the difference           examples of independent and         between descriptive and inferential         thereal world (from a news article,         restatistical rescriptions plus:           Students used Z- and give         Students use least-square regression         comproviate prophate         and explain why a test can lead us to           compare measures using Z-         appropriate sampling techniques; select         aconstruct appropriate hypothesis         construct app			standard normal distribution and		problem analyzed/solved by
atistical appropriate probability distributions; write confidence intervals; define parameters and statistic; distinguish between population and samples, and parameters and statistic; use statistical vocabulary appropriately; distinguish between qualitative and quantitative data; and give examples of independent variables.Emerging skill descriptions plus: students understand the Central umit Theorem and when to apply it; write null and alternate hypotheses; explain and evaluate statistic significance level and P values; and statistic; use statistical dependent variables.bve problems in contilers; and diff and under statistical test is appropriate under stated conditions.Emerging skill descriptions plus: students use least-square regression equations to predict values; sidentify null and alternative hypotheses; and estistical test is appropriate under stated conditions.			relate them to areas under the curve.		using statistics
atistical appropriate probability distributions; write confidence intervals; define parameters and statistic; distinguish between population and samples, and parameters and statistics; use statistical vocabulary appropriately; distinguish between qualitative and statistics; use statistical tvocabulary appropriately; distinguish between qualitative and quantitative data; and give examples of independent and dependent variables.Students determine appropriate the real world (from a news article, research project, etc.); distinguish between descriptive and inferential statistics; and explain the difference between correlation and causation.olve problems in methods to display data; compare measures using Z- scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.Emerging skill descriptions plus: interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.	Mathematical & Statistical	Students use Z-scores	Emerging skill descriptions plus:	Developing skill descriptions plus:	
appropriateprobability distributions; writeLimit Theorem and when to apply it; write null and alternate hypotheses; understand the concept of significance level and P values; and samples, and parameters and statistics; use statistical vocabulary appropriately; distinguish between qualitative and statistics; use statistical tvocabulary appropriately; distinguish between qualitative and quantitative data; and give examples of independent and dependent variables.Limit Theorem and when to apply it; write null and alternate hypotheses; understand the concept of significance level and P values; explain and evaluate statistics used in the real world (from a news article, research project, etc.); distinguish between descriptive and inferential statistics; and explain the difference between correlation and causation.olve problems in methods to display data; compare measures using Z- scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.Emerging skill descriptions plus: appropriate sampling techniques; interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.	Language: Write statistical	appropriately; construct	Students understand the Central	Students apply the steps for	
bols.confidence intervals; define parameters and statistic; distinguish between population and samples, and parameters and statistics; use statistical vocabulary appropriately; distinguish between qualitative and quantitative data; and give examples of independent and dependent variables.write null and alternate hypotheses; understand the concept of significance level and P values; and statistics used in the real world (from a news article, research project, etc.); distinguish between descriptive and inferential statistics; and explain and evaluate statistics between correlation and examples of independent and dependent variables.olve problems in methods to display data; compare measures using Z - scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.Emerging skill descriptions plus: interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.	explanations using appropriate	probability distributions; write	Limit Theorem and when to apply it;	inference/hypothesis testing; describe	
parameters distinguish between population and samples, and parameters and statistics; use statistical vocabulary appropriately; distinguish between qualitative and quantitative data; and give examples of independent and dependent variables.under statistics used in the real world (from a news article, research project, etc.); distinguish between descriptive and inferential statistics; and explain the difference between correlation and causation.olve problems in methods to display data; compare measures using Z - scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.Emerging skill descriptions plus: interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.	definitions and symbols.	confidence intervals; define	write null and alternate hypotheses;	the basic elements of sampling and	
distinguish between population and samples, and parameters and statistics; use statistical vocabulary appropriately; distinguish between qualitative and quantitative data; and give examples of independent and dependent variables.seplain and evaluate statistics used in the real world (from a news article, research project, etc.); distinguish between descriptive and inferential statistics; and explain the difference between correlation and causation.olve problems in methods to display data; compare measures using Z - scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.Emerging skill descriptions plus: students use least-square regression equations to predict values; select appropriate interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.		parameters and statistic;	understand the concept of	experimental design; describe the	
and samples, and parametersexplain and evaluate statistics used in the real world (from a news article, research project, etc.); distinguish between descriptive and inferential statistics; and explain the difference between correlation and causation.olve problems in methods to display data; compare measures using Z - scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.Emerging skill descriptive and inferential statistics; and explain the difference between correlation and causation.bive problems in methods to display data; compare measures using Z - scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.Emerging skill descriptions plus: scores; identify and analyze interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.		distinguish between population	significance level and P values;	relationship between the sampling	
and statistics:the real world (from a news article, vocabulary appropriately; distinguish between qualitative and quantitative data; and give examples of independent and dependent variables.the research project, etc.); distinguish between descriptive and inferential statistics; and explain the difference between correlation and causation.olve problems in methods to display data; compare measures using Z - scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.Emerging skill descriptions plus: Emerging skill descriptions plus: students use least-square regression equations to predict values; select appropriate interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.		and samples, and parameters	explain and evaluate statistics used in	distribution and the population	
vocabulary appropriately; distinguish between qualitative and quantitative data; and give examples of independent and dependent variables.research project, etc.); distinguish between descriptive and inferential statistics; and explain the difference between correlation and causation.olve problems in methods to display data; compare measures using Z - scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.Emerging skill descriptions plus: Emerging skill descriptions plus: students use least-square regression equations to predict values; select appropriate interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.		and statistics; use statistical	the real world (from a news article,	distribution; use the Central Limit	
distinguish between qualitative and quantitative data; and give examples of independent and dependent variables.between descriptive and inferential statistics; and explain the difference between correlation and causation.olve problems in methods to display data; compare measures using Z- scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.Emerging skill descriptions plus: students use least-square regression equations to predict values; select appropriate interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.		vocabulary appropriately;	research project, etc.); distinguish	Theorem to approximate the probability	
and quantitative data; and givestatistics; and explain the differenceexamples of independent andbetween correlation and causation.dependent variables.termine appropriatemethods to display data;Emerging skill descriptions plus:compare measures using Zstudents using Zscores; identify and analyzeequations to predict values; selecta statistical test is appropriateinterpret basic probabilities; identifyunder stated conditions.interpret the meaning of thecoefficient of determination.coefficient of determination.		distinguish between qualitative	between descriptive and inferential	distribution and calculate probabilities;	
examples of independent and       between correlation and causation.         dependent variables.       Emerging skill descriptions plus:         methods to display data;       Emerging skill descriptions plus:         compare measures using Z-       Students use least-square regression         outliers; and determine whether       appropriate         a statistical test is appropriate       interpret basic probabilities; identify         under stated conditions.       interpret the meaning of the         coefficient of determination.       coefficient of determination.		and quantitative data; and give	statistics; and explain the difference	and explain why a test can lead us to	
obve problems in       Gependent variables.       Emerging skill descriptions plus:         methods to display data;       Students use least-square regression         compare measures using Z-       scores; identify and analyze         outliers; and determine whether       appropriate         under stated conditions,       interpret basic probabilities; identify         null and alternative hypotheses; and       interpret the meaning of the         coefficient of determination.       coefficient of determination.		examples of independent and	between correlation and causation.	reject the null hypothesis.	
where provide the stated conditions. Students use least-square regression scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions. Students use least-square regression equations to predict values; select appropriate sampling techniques; interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.	Broklam Colvina: Cokia problems in	Students determine appropriate	Emerging skill descriptions plus:	Developing skill descriptions plus:	
compare measures using Z- scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.equations to predict values; select appropriate sampling techniques; interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.	statistical contaxts	methods to display data;	Students use least-square regression	Students determine if random variables	
appropriate sampling techniques; interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.		compare measures using Z-	equations to predict values; select	are continuous or discrete; choose and	
er interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.		scores; identify and analyze	appropriate sampling techniques;	construct appropriate hypothesis tests	
null and alternative hypotheses; and interpret the meaning of the coefficient of determination		outliers; and determine whether	interpret basic probabilities; identify	for population means and proportions;	
interpret the meaning of the coefficient of determination		a statistical test is appropriate	null and alternative hypotheses; and	determine if the binomial distribution	
de		under stated conditions.	interpret the meaning of the	can be approximated with the normal	
data is statistically significant.			coefficient of determination	distribution; and perform and interpret	
				statistical tests and determine whether	

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**General Education Learning Outcomes** 

**General Education Outcomes: Statistics** 

## **Content Area: Science**

component of knowledge, they would like to see students achieve in their course. This rubric describes the progression in understanding that students should demonstrate as they advance through science courses. It is intended to provide guidance to faculty members designing courses and assessment tools and should not be viewed as establishing expectations for a certain level of achievement at the end of a single general education science course. Faculty members are encouraged to use the rubric to establish the level of understanding, for each

Component Knowledge	Emerging	Developing	Proficiency	Assessment Suggestions
Scientific Literacy	Students recognize the difference	Students describe the relevance	Students ask, find, and determine valid	<ul> <li>Written lecture</li> </ul>
	between scientific and non-	of scientific concepts and	answers to scientific questions derived	summaries
	scientific concepts and processes;	processes required for personal	from curiosity about everyday	<ul> <li>Short-answer exams</li> </ul>
	describe appropriate application	decision making, participation in	experiences; analyze relevant scientific	<ul> <li>Essay exams</li> </ul>
	of the scientific method in	civic and cultural affairs, and	issues underlying national and local	<ul> <li>Research/term paper</li> </ul>
	arguments.	economic productivity; students	decisions and express positions that are	<ul> <li>Pre-lab reports</li> </ul>
		read, evaluate and can effectively	scientifically and technologically informed;	Lab notebooks
		analyze-the validity of scientific	evaluate the quality of scientific	+ Lab reports
		arguments from the popular	information on the basis of its source and	<ul> <li>Presentations</li> </ul>
		press.	the methods used to generate it; pose and	
			evaluate arguments based on evidence	
			and apply conclusions from such	
			arguments appropriately.	
Scientific Reasoning	Students explain how the	Students contrast scientific	Students apply the scientific method by	
	scientific method is implemented	explanations for natural	formulating questions about nature,	
	and formulate questions about	phenomena from other ways of	generating hypotheses, and testing	
	nature and generate hypotheses;	knowing or arriving at conclusions	hypotheses using experiments and	
	differentiate between a theory	and judgments; explain that	comparisons.	
	and an hypothesis.	scientific understanding is		
		tentative and subject to		
		falsification.		
Experimental	Students recognize that	Students execute appropriate	Students create appropriate experimental	
Techniques, Methods,	observation, measurement, and	experimental designs; produce	designs; generate and analyze data using	
and Design	experimentation play roles in the	visual and tabular representations	appropriate statistical techniques and use	
	scientific approach to knowledge;	of scientific data; apply simple	the results to evaluate hypotheses; create	
	understand visual and tabular	statistical descriptors to	persuasive arguments, both written and	
	representations of scientific data.	characterize experimental data	oral, based on data.	
		sets.		

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February 2018

## **Content Area: Humanities**

coursework that exposes students to these concepts and prepares them to analytically apply them while students continue their studies in humanities. not expected to reach proficiency levels as stated in the rubric after an introductory course; however, instructors are encouraged to design Levels of emerging, developing, and proficient indicate a progression across increasing levels of coursework. Students in humanities courses are

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Comparative Cultural	Students recall, recognize,	Students question, examine,	Students appraise, analyze, and	Exams
Knowledge: Identify the	classify and explain aspects of	and compare aspects of the	critique aspects of the cultural	Projects
distinctive qualities, influences,	the cultural knowledge	cultural knowledge presented in	knowledge presented in the	Portfolios
and impact of systems of	presented in the course.	the course.	course.	Papers
thought, practices, or cultural		.30		
works: why, where, and when				
they emerged, for whom they				
have been influential, and how				
they have contributed to				
conflict, identity, and				
experience.			3	
Intercultural Awareness:	Students recall, recognize,	Students question, examine,	Students appraise, analyze, and	Exams
Investigate how systems of	classify and explain the	and compare the intercultural	critique the intercultural	Projects
thought, cultural practices,	intercultural influences	influences presented in course.	influences presented in the	Portfolios
beliefs, and works shape	presented in the course.		course.	Papers
individual and collective				
experiences, produce meaning,				
and influence interpretation of				
societies in the past or present.				

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## **Content Area: Creative & Fine Arts**

and is designed for application across a broad range of coursework. The Assessment column is intended to provide samples of possible assessment but is not an exhaustive list. achieve Proficiency. Proficiency corresponds to the level anticipated for a Fine Arts major at graduation. This rubric is intended for use at the individual course level component skills below. The skill level reached by the end of the course should be at least in the Developing criteria column, although some courses will be able to Student Learning Outcomes in creative and performing arts courses in the NM General Education Core must address any combination of two out of three of the

Component Skill	Emerging	Developing	Proficient	Assessment Suggestions
Understanding Art in Society: Respect for how diverse human values and	Students describe how one or more works of art, are made	Students analyze how cultural context and medium	Students identify the roles of several works of art in society	Portfolio Essays
experiences contribute to the making and uses of art.	or used by a cuiture.	inform the production and reception of a work of art.	and some of the effects of gender, race, religion, class, sexuality, economic status and medium upon their production and reception.	Visual and oral presentations explore or contrast works of art or performance EXAMPLE: An essay on the commonality or difference in two works of art in the same or different genre.
Engaging in Arts Theory/Criticism/History: Understand the political, economic, religious, and historic bases of the arts through	Students use some key terminology and principles in discussion and writing to assess a creative work in its	Students use some key terminology, principles, and research to discuss and critique works of art to	Students use key terminology, principles, research, to critique works of art or performances and to	Analytic Essays Creative Writing In Class Presentations Vocabulary Quiz
writing, performance, or studio practice.	relation to contrie(s).	connected to the culture(s) that produced them.	the cultural context.	work of art based on medium, technique, historic, and/or cultural relevance EXAMPLE: Creative essay that connects historical relevance of a topic to a work of art
Creating Art: Employ best practices and medium appropriate techniques to create or perform a work of art.	Students demonstrate and employ a basic understanding of best practices to create or perform a work of art through the use of a few appropriate techniques.	Students demonstrate comprehension of techniques and best practices by evaluating and selecting from a range of techniques to create or perform a work of art.	Students produce a work of art or a performance based on critical selection and application of best practice techniques and cultural knowledge.	Creation of art work employing high level/best practice- identified techniques and/or performance practices. EXAMPLE: Student performance of a musical masterwork. EXAMPLE: Student performance of an original dance (choreography)
				EXAMPLE: A student-written play, creative fiction, screenplay, poem

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