

MISSISSIPPI STATE UNIVERSITY | AdvantaGE

Creative Expression — Signature Assignment Supplement

Using this rubric: The signature assignment should provide students an opportunity to demonstrate the five domain outcomes below. The domain name has been updated from Creative Discovery to Creative Expression; the rubric language below is otherwise preserved from the approved rubric.

DESIGNING YOUR SIGNATURE ASSIGNMENT

Your Signature Assignment does not need to be a new or additional assignment. It may be an existing assignment, a collection of assignments, or specified questions/items within an examination. The important question is whether the student work provides enough evidence to evaluate the domain outcomes using the rubric below.

Before submitting, ask: *If I gave the student work to someone who did not teach this course, could that person reasonably use this rubric to determine whether the student demonstrated each outcome?*

Outcome	Description	Clear and Consistent	Present	Ambiguous or Inconsistent	Not Present
Basic Knowledge	Practices and demonstrates essential knowledge and understanding of the course materials through an understanding of tools/objects; the art of failure; (re)design methods; and techniques used/applied in a particular artform.	- Student demonstrates advanced understanding of the course material. - Student goes beyond the level typically expected in an introductory context. - Student's work is detailed and engages the material or concepts in depth. - Student's work offers a credible and compelling explanation, interpretation, application, or evaluation of material.	- Student demonstrates basic understanding of material that is typically expected in an introductory context. - Student work is sufficiently detailed to engage the material or concepts fully. - Student's work offers a reasonable explanation, interpretation, application, or evaluation of material.	- Student demonstrates some understanding of material but has not yet reached the level typically expected in an introductory context. - Student's work is too brief or vague to engage the material or concept sufficiently. - Student's work offers a non-credible or implausible explanation, interpretation, application, evaluation of material.	- Student demonstrates little understanding of material. - Student's work lacks essential detail and is superficial in its engagement of the material. - Student's work offers an illogical or objectionable explanation, interpretation, application, or evaluation of material.
History and Cultures	Identifies, explains, and/or demonstrates the relationship between/amongst student work to greater societal, cultural, and historical contexts.	- Student demonstrates advanced understanding of material that goes beyond the level typically expected in an introductory context. - Student's work is detailed and engages the material or concepts in depth. - Student's work offers a credible and compelling, explanation, interpretation, application, or evaluation of material	- Student demonstrates basic understanding of material that is typically expected in an introductory context. - Student's work is sufficiently detailed to engage the material or concepts fully. - Student's work offers a reasonable explanation, interpretation, application, or evaluation of material.	- Student demonstrates some understanding of material but has not yet reached the level typically expected in an introductory context. - Student's work is too brief or vague to engage the material or concept sufficiently. - Student's work offers a non-credible or implausible explanation, interpretation, application, evaluation of material.	- Student demonstrates little understanding of material. - Student's work lacks essential detail and is superficial in its engagement of the material. - Student's work offers an illogical or objectionable explanation, interpretation, application, or evaluation of material.
Ethics	Demonstrate knowledge of distinct values, ideas, and/or practices embodied in the human experience	- Student demonstrates advanced understanding of material that goes beyond the level typically expected in an introductory context. - Student's work is detailed and engages the material or concepts in depth. - Student's work offers a credible and compelling, explanation, interpretation, application, or evaluation of material	- Student demonstrates basic understanding of material that is typically expected in an introductory context. - Student's work is sufficiently detailed to engage the material or concepts fully. - Student's work offers a reasonable explanation, interpretation, application, or evaluation of material.	- Student demonstrates some understanding of material but has not yet reached the level typically expected in an introductory context. - Student's work is too brief or vague to engage the material or concept sufficiently. - Student's work offers a non-credible or implausible explanation, interpretation, application, evaluation of material.	- Student demonstrates little understanding of material. - Student's work lacks essential detail and is superficial in its engagement of the material. - Student's work offers an illogical or objectionable explanation, interpretation, application, or evaluation of material.
Creative Processes	Evaluates and critiques creative processes through various experimental, reflexive, technical, and critical methods. Exemplifies a tolerance for failure, and revision	- Student demonstrates advanced understanding of material that goes beyond the level typically expected in an introductory context. - Student's work is detailed and engages the material or concepts in depth. - Student's work offers a credible and compelling, explanation, interpretation, application, or evaluation of material	- Student demonstrates basic understanding of material that is typically expected in an introductory context. - Student's work is sufficiently detailed to engage the material or concepts fully. - Student's work offers a reasonable explanation, interpretation, application, or evaluation of material.	- Student demonstrates some understanding of material but has not yet reached the level typically expected in an introductory context. - Student's work is too brief or vague to engage the material or concept sufficiently. - Student's work offers a non-credible or implausible explanation, interpretation, application, evaluation of material.	- Student demonstrates little understanding of material. - Student's work lacks essential detail and is superficial in its engagement of the material. - Student's work offers an illogical or objectionable explanation, interpretation, application, or evaluation of material.
Aesthetic Analysis	Uses appropriate methods and tools to analyze, interpret, and critique creative processes, works, and/or presentations	- Student demonstrates advanced understanding of material that goes beyond the level typically expected in an introductory context. - Student's work is detailed and engages the material or concepts in depth. - Student's work offers a credible and compelling, explanation, interpretation, application, or evaluation of material	- Student demonstrates basic understanding of material that is typically expected in an introductory context. - Student's work is sufficiently detailed to engage the material or concepts fully. - Student's work offers a reasonable explanation, interpretation, application, or evaluation of material.	- Student demonstrates some understanding of material but has not yet reached the level typically expected in an introductory context. - Student's work is too brief or vague to engage the material or concept sufficiently. - Student's work offers a non-credible or implausible explanation, interpretation, application, evaluation of material.	- Student demonstrates little understanding of material. - Student's work lacks essential detail and is superficial in its engagement of the material. - Student's work offers an illogical or objectionable explanation, interpretation, application, or evaluation of material.

Possible formats: project • essay • presentation • portfolio • reflection • case analysis • laboratory work • applied examination • selected exam questions • other appropriate student work

REMEMBER: The AdvantaGE rubric is used to assess evidence of student learning; it does not have to be the rubric you use to grade the assignment. You may evaluate the assignment for the course using different or additional criteria.