

Creative Works Rubric

Reflective Essay - 20 points

Grammar and Punctuation 5 points

In-text Citation and Bibliography - 10 points

Submission - 15 points

Total Points Earned _____/50 points

| Reflective Essay 20 Points | | | | |
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| Performance Criteria | Accomplished (14-20 points) | Competent (6-13 points) | Developing (0-5 points) | Comments |
| Source Materials | <p><i>Clearly articulates and consistently uses an array of criteria for the evaluation and selection of source materials such as:</i></p> <ul style="list-style-type: none"> • Relevance • Authority/credibility • Scope/coverage • Accuracy • Currency, or as appropriate to the discipline • Context of source's creation | <p><i>Articulation of criteria for evaluation & selection of source material is incomplete, unclear, or inconsistently used:</i></p> <ul style="list-style-type: none"> • Expresses limited understanding of the source's context • Limited discussion of varying viewpoints or | <p><i>Does not clearly identify criteria for evaluating or selecting source material:</i></p> <ul style="list-style-type: none"> • May use evaluation criteria without articulating approach or may use criteria regardless of its importance • No discussion of | |

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| | <ul style="list-style-type: none"> • Particular Viewpoints | interpretations | <p>context as an influence on the creation of information or its utility</p> <ul style="list-style-type: none"> • No discussion of differing viewpoints or interpretation | |
| Search Strategies | <p><i>Explains or reconstructs the search process with clear detail that includes:</i></p> <ul style="list-style-type: none"> • Identifying types of information needed • Persistence and initiative in gaining access to appropriate sources • Use of flexible and creative search terms and strategies • Ability to adjust search strategies in order to obtain relevant results • Articulation and utilization of specific investigative techniques unique | <p><i>Explains or reconstructs the search process in vague terms.</i></p> <p><i>Search strategies described in non-specific ways, including:</i></p> <ul style="list-style-type: none"> • Identification of standard finding aids & services (e.g., librarians & databases) but omission of other appropriate resources • Relevant sources not locally available are identified but not acquired. • Uses simple search strategies (e.g., check boxes for peer reviewed | <p><i>Fails to explain or reconstruct the search process.</i></p> <p><i>Search strategies omitted or very general, including:</i></p> <ul style="list-style-type: none"> • Does not display evidence of appropriate search strategies and services. • Does not identify appropriate finding aids & tools for given context. • No discussion of seeking sources beyond locally available materials • Has no clear methodology for gathering | |

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| | to a discipline (e.g., musical analysis, historical research) | literature) • No discussion of how certain search approaches did/did not work | discipline specific information | |
| Distinguishing Contributions | Distinguishes own original contribution from existing scholarship and creative works and offers in-depth insights on how the project contributed to student's overall growth as a scholar. | Identifies own ideas & assumptions but does not distinguish from or relate to contributions of others and offers limited insights on how the project contributed to student's overall growth as a scholar. | Utilizes only sources that are consistent with original thesis/hypothesis, assertions, or point of view. No discussion of conflicting information. Does not offer insights on how the project contributed to student's overall growth as a scholar. | |
| Focused Question(s) | Formulates and answers question(s) relating to the purpose and development of a presentation of a musical/ theatrical/ choreographed performance, OR artistic display such as photography/ paintings/ sculptures/ film, OR written work of fiction/poetry. | Formulates and answers question(s) but lacks follow-through with questions addressing the purpose and development of a presentation of a musical/ theatrical/ choreographed performance, OR artistic display | Does not identify question(s) relating to the purpose and development of a presentation of a musical/ theatrical/ choreographed performance, OR artistic display such as photography/ paintings/ sculptures/ film, | |

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| | | such as photography/ paintings/ sculptures/ film, OR written work of fiction/poetry. | OR written work of fiction/poetry. | |
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Total score (not to exceed 20 points) and additional comments for this section:

Grammar and Punctuation (5 Points)

| Performance Criteria | Accomplished (4-5 Points) | Competent (2-3 Points) | Developing (0-1 Points) | Comments |
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| Grammar and Mechanics | Work has few, if any, grammatical, spelling, punctuation, capitalization, and usage errors and is appropriate to the discipline and the style of writing used. | Work has some grammatical, spelling, punctuation, capitalization, and usage errors allowing the reader to follow ideas clearly appropriate to the discipline and the | Work contains significant grammatical, spelling, punctuation, capitalization, and usage errors and is not appropriate to the discipline and the style of writing used. | |

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| | | style of writing used. | | |
| Total score (not to exceed 5 points) and additional comments for this section: | | | | |

| In-Text Citation and Bibliography (10 Points) | | | | |
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| Performance Criteria | Accomplished (8-10 Points) | Competent (4-7 Points) | Developing (0-3 Points) | Comments |
| Resource Types | Uses wide range of resource types appropriate to the discipline (e.g., primary & secondary sources, scholarly & popular literature, data, books, articles, critical/performance editions, original compositions, arrangements, transcriptions, sound or video recordings, models, plans, computer models). | Cites resources appropriate to the project, but the selection of sources does not show great depth or breadth. | Scope of the source types is limited to formats which are not necessarily the most appropriate for the discipline or project. Uses basic general knowledge resources (e.g., websites, newspaper articles), rather than subject specific sources. | |

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| Citations | Consistently provides accurate, complete citations to sources in format/style appropriate to the discipline. | Sources cited in standard format but contain errors or some missing elements. | Sources not cited in a standard and consistent way. Numerous errors and/or omissions of citation elements. | |
| Total score (not to exceed 10 points) and additional comments for this section: | | | | |

| Submission (15 Points) | | | | |
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| Performance Criteria | Accomplished (11-15 Points) | Competent (6-10 Points) | Developing (0-5 Points) | Comments |
| Uniqueness/Originality | High quality project is creative, new to the field and created with a unique style and substance. Not forged or copied from | Project is not completely unique or original to the field and is somewhat derivative of other | Project has little to no style or substance, not unique or original to the field. Is a reproduction, | |

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| | or based upon the work of others. | works. | forgery, or derivative of other works. | |
| Aesthetic Design | <p>Project appeals to the senses (with consideration to qualities such as color, shape, pattern, texture, movement, loudness, pitch, beat, repetition, melody, pattern, lyrics, etc.)</p> <p>AND/OR inspires social, moral, or emotional reaction(s) and/or other thought-provoking reasons</p> | <p>Project somewhat appeals to the senses</p> <p>OR somewhat inspires social, moral, or emotional reaction(s) and/or other thought-provoking reasons</p> | <p>Project is not aesthetically appealing nor does it inspire any reaction or thoughts</p> | |
| Focused Question(s) | <p>Formulates and answers question(s) relating to the purpose and development of a presentation of a musical/ theatrical/ choreographed performance, OR artistic display such as photography/ paintings/ sculptures/ film, OR written work of fiction/poetry.</p> | <p>Formulates and answers question(s) but lacks follow-through with questions addressing the purpose and development of a presentation of a musical/ theatrical/ choreographed performance, OR artistic display such as photography/ paintings/ sculptures/ film, OR written work of</p> | <p>Does not identify question(s) relating to the purpose and development of a presentation of a musical/ theatrical/ choreographed performance, OR artistic display such as photography/ paintings/ sculptures/ film, OR written work of fiction/poetry.</p> | |

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| | | fiction/poetry. | | |
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Total score (not to exceed 15 points) and additional comments for this section: