Outcome 6.3 Create original and imaginative works in philosophy, literature, language, and/or the arts.

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|  | Initial 1 | Emerging 2 | Developing 3 | Highly Developed 4 |
| **Aesthetics** | Acknowledges (mentions in passing) alternate, divergent, challenging or contradictory forms, perspectives or ideas.  Imitates a collection of available ideas.  Work evokes little emotional and/or intellectual response.  Composition displays little or ineffective internal consistency. | Includes (recognizes value of) alternate, divergent, challenging or contradictory forms, perspectives or ideas in a small way.  Experiments with creating a novel or unique idea, question, format, or product.  Work evokes some emotional and/or intellectual response.  Composition avoids inconsistency but could be more effectively cohesive. | Incorporates alternate, divergent, challenging, contradictory, or controversial forms, perspectives or ideas in an exploratory way.  Creates a novel or unique idea, question, format, or product.  Work evokes a strong emotional and/or intellectual response.  Composition contributes to an effective internal consistency. | Fully and decisively integrates alternate, divergent, challenging, contradictory, or controversial forms, perspectives or ideas.  Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.  Work evokes a deep or surprising emotional and/or intellectual response.  Dynamic composition creates an exceptionally effective internal consistency. |
| **Technique and Process** | Successfully reproduces an appropriate exemplar and/or applies skills at a rudimentary level.  Limits self strictly to requirements of assignment. Takes minimal risks, including personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment. | Successfully adapts an appropriate exemplar to own specifications and aesthetic choices.  Exhibits new directions or approaches without going beyond requirements of assignment.  Takes personal and artistic risks. | Creates an entirely new object, solution or idea that is appropriate to discipline.  Takes artistic risks by incorporating new directions or approaches to assignment in final product.  Unique and self-challenging application of skills taught.  Piece is a reflection of individuality.  Finds personally meaningful resources. | Evaluates through reflection own creative process and product using discipline-appropriate criteria.  Successfully embraces and follows through on untested and potentially risky directions or approaches to assignment in final product.  May advocate unpopular ideas or solutions. |
| **Solving Problems** | Only a single approach is considered and used to solve problem. | Considers and rejects less acceptable approaches to solving problem. | Having selected from among alternatives, develops a logical, consistent plan to solve problem. | Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and articulates reason for choosing solution. |
| **Connecting, Synthesizing, Transforming** | Recognizes existing connections among ideas or solutions. | Connects ideas or solutions in novel ways. | Synthesizes ideas or solutions into a coherent whole. | Transforms ideas or solutions into entirely new forms. |

Adapted from University of Wisconsin Milwaukee