Rubric for Faculty/Third Party Assessment

	Master **4**	**Exceeds Benchmark** **3**	**Benchmark** **2**	**Marginal** **1**
Creative Thinking—Innovative Thinking	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas. Nothing new or novel.
Creative Thinking—Risk Taking	Actively seeks out and follows through on untested and potentially risky directions in creating/developing the final product.	Incorporates new directions or approaches to the assignment in creating/developing the final product.	Considers new directions or approaches but does not incorporate them in creating/developing the final product.	Stays strictly within the given guidelines in creating/developing the final product.
Integrative Learning—Knowledge Transfer	Adapts and applies, independently, knowledge and/or skills gained in class to experience-rich activity to solve difficult problems or explore complex issues in original ways.	Adapts and applies knowledge and/or skills gained in class to experience-rich activity to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in class to experience-rich activity to contribute to understanding of problem.	Little to no application of knowledge and skills gained in class to experience-rich activity
Integrative Learning—Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) at a superficial level.
Problem Solving—Solution Implementation	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a basic manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.