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|  | Spring 2023CRITICAL AND CREATIVE THINKINGISLO AND RUBRICOffice of Planning, Research, and Institutional Effectiveness |  |

**STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL AND CREATIVE THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.**

Critical and creative thinking includes the ability to:

* **EXPLORING CONTEXT:** identify and evaluate relevant ideas, perspectives, concepts, images, forms, sounds, and/or movements to respond to an intellectual or creative task/dilemma.
* **DEVELOPING APPROACH:** develop a model, approach or strategy to respond to an intellectual or creative task/dilemma.
* **ADDRESSING INTELLECTUAL/CREATIVE CHALLENGE**: creatively transform ideas, perspectives, concepts, images, forms, sounds, and/or movements to respond to an intellectual or creative task/dilemma.
* **THINKING INNOVATIVELY**: interpret, synthesize, and/or transform ideas, perspectives, concepts, images, forms, sounds, and/or movements in a novel way.
* **SUPPORTING CLAIMS:** support claims/conclusions with relevant and credible evidence and/or logical analysis.
* **RESPONDING TO BIAS**: identify and address our own biases and those of others.

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| **SKYLINE COLLEGE CRITICAL & CREATIVE THINKING ISLO RUBRIC** |
| **Indicator** | **Exceeding** | **Meeting** | **Progressing** | **Emerging** |
| **EXPLORING CONTEXT**  | Student identifies and evaluates ideas, perspectives, concepts, images, forms, sounds, and/or movements that are relevant to the task/ dilemma. | Student identifies ideas, perspectives, images, forms, sounds, and/or movements that are relevant to the task/ dilemma. | Student identifies existing ideas, perspectives, images, forms, sounds, and/or movements, but some might not be relevant to the task/ dilemma. | Student minimally explores or neglects to explore, existing ideas, perspectives, images, forms, sounds, and/or movements that are relevant to the task/ dilemma. |
| **DEVELOPING APPROACH** | Student successfully develops a model, approach or strategy that creatively integrates the context into the task/ dilemma.  | Student successfully develops a model, approach or strategy that addresses the task/ dilemma. | Student attempts to develop a model, approach or strategy, but struggles to address the task/ dilemma. | Student minimally develops or neglects to provide a model, approach or strategy to address the task/ dilemma. |
| **ADDRESSING INTELLECTUAL/ CREATIVE CHALLENGE**  | Student addresses the intellectual/creative task by imaginatively transforming ideas, perspectives, concepts, images, forms, sounds, movement, formulas and/or methodologies into a coherent whole while reflecting upon the creative process/product. | Student addresses the intellectual/creative task by creatively transforming ideas, perspectives, concepts, images, forms, sounds, movement, formulas and/or methodologies into a coherent whole. | Student attempts to address the intellectual/creative task by integrating ideas, perspectives, concepts, images, forms, sounds, movement, formulas and/or methodologies. | Student minimally addresses or neglects to address the intellectual/creative task by connecting ideas, perspectives, concepts, images, forms, sounds, movement, formulas and/or methodologies. |
| **THINKINGINNOVATIVELY** | Student creatively formulates, interprets, synthesizes, and/or transforms ideas, perspectives, concepts, images, forms, sounds, and/or movements, while taking risks, embracing contradictions, and/or reflecting on process. | Student formulates, interprets, synthesizes, and/or transforms ideas, perspectives, concepts, images, forms, sounds, and/or movements in a novel way. | Student expresses ideas, perspectives, concepts, images, forms, sounds, and/or movements but response lacks novelty or innovation. | Student expresses ideas in an imprecise, ambiguous way, or neglects to express own ideas. |
| **SUPPORTING** **CLAIMS**  | Student supports claims/conclusions with relevant and credible evidence―and/or correctly applies relevant formulas, techniques or methodologies―while employing critical and creative self- reflection. | Student supports claims/conclusions with relevant and credible evidence, and/or correctly applies relevant formulas, techniques and/or methodologies. | Student supports claims/conclusions with evidence, but some support lacks credibility, relevance, and/or use of appropriate formulas, techniques, and/or methodologies. | Student minimally supports or neglects to support claims/conclusions with relevant and credible evidence, and/or use of appropriate formulas, techniques, and/or methodologies. |
| **RESPONDING TO BIAS** | Student demonstrates ability to identify and address instances of bias in a sophisticated manner, both creatively and critically. | Student demonstrates ability to identify and address instances of bias. | Student demonstrates ability to identify bias while minimally addressing it. | Student demonstrates little to no ability to identify bias.  |

Last updated on April 27, 2023