

 <b>Skyline College</b>	<p>Spring 2023</p> <p><b>CRITICAL AND CREATIVE THINKING ISLO AND RUBRIC</b></p> <p>Office of Planning, Research, and Institutional Effectiveness</p>	
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**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.

**SKYLINE COLLEGE CRITICAL & CREATIVE THINKING ISLO RUBRIC**

Indicator	Exceeding	Meeting	Progressing	Emerging
<b>EXPLORING CONTEXT</b>	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.
<b>DEVELOPING APPROACH</b>	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.
<b>ADDRESSING INTELLECTUAL/ CREATIVE CHALLENGE</b>	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.

<p><b>THINKING INNOVATIVELY</b></p>	<p>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.</p>	<p>Student formulates, interprets, synthesizes, and/or transforms ideas, perspectives, concepts, images, forms, sounds, and/or movements in a novel way.</p>	<p>Student expresses ideas, perspectives, concepts, images, forms, sounds, and/or movements but response lacks novelty or innovation.</p>	<p>Student expresses ideas in an imprecise, ambiguous way, or neglects to express own ideas.</p>
<p><b>SUPPORTING CLAIMS</b></p>	<p>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.</p>	<p>Student supports claims/conclusions with relevant and credible evidence, and/or correctly applies relevant formulas, techniques and/or methodologies.</p>	<p>Student supports claims/conclusions with evidence, but some support lacks credibility, relevance, and/or use of appropriate formulas, techniques, and/or methodologies.</p>	<p>Student minimally supports or neglects to support claims/conclusions with relevant and credible evidence, and/or use of appropriate formulas, techniques, and/or methodologies.</p>
<p><b>RESPONDING TO BIAS</b></p>	<p>Student demonstrates ability to identify and address instances of bias in a sophisticated manner, both creatively and critically.</p>	<p>Student demonstrates ability to identify and address instances of bias.</p>	<p>Student demonstrates ability to identify bias while minimally addressing it.</p>	<p>Student demonstrates little to no ability to identify bias.</p>

Last updated on April 27, 2023