

JOHN PAUL THE GREAT CATHOLIC UNIVERSITY

CREATIVE AND CRITICAL THINKING RUBRIC

Definition: Creative and critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, and events before formulating a conclusion, and the capacity to synthesize existing ideas in original and innovative ways.

Categories	Needs Improvement (poor) 1	Developing (low satisfactory) 2	Proficient (high satisfactory) 3	Outstanding (exceeds expectations) 4	Score
Solving problems	<ul style="list-style-type: none"> Only a single approach is considered and is used to solve problems. 	<ul style="list-style-type: none"> Considers and rejects less acceptable approaches to solving problems. 	<ul style="list-style-type: none"> Having selected from among alternatives, develops a logical, consistent plan to solve problems. 	<ul style="list-style-type: none"> Not only develops a logical, consistent plan to solve problems, but recognizes consequences of solution and can articulate reason for choosing solution. 	
Innovative thinking	<ul style="list-style-type: none"> Reformulates a collection of available ideas. 	<ul style="list-style-type: none"> Experiments with creating a novel or unique idea, question, format, or product. 	<ul style="list-style-type: none"> Creates a novel or unique idea, question, format, or product. 	<ul style="list-style-type: none"> Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. 	
Student's position	<ul style="list-style-type: none"> Specific position is stated, but is simplistic and obvious. Limits of positions are not acknowledged. Others' points of view are not acknowledged. 	<ul style="list-style-type: none"> Specific position acknowledges different sides of an issue. Limits of positions are not acknowledged. Others' points of view are not acknowledged. 	<ul style="list-style-type: none"> Specific position takes into account the complexities of an issue. Limits of positions are not acknowledged. Others' points of view are acknowledged within position. 	<ul style="list-style-type: none"> Specific position is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position. 	
Use of evidence	<ul style="list-style-type: none"> Information is taken from sources without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. 	<ul style="list-style-type: none"> Information is taken from sources with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. 	<ul style="list-style-type: none"> Information is taken from sources with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 	<ul style="list-style-type: none"> Information is taken from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. 	
Influence of context and assumptions	<ul style="list-style-type: none"> Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. 	<ul style="list-style-type: none"> Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). 	<ul style="list-style-type: none"> Identifies own and others' assumptions and several relevant contexts when presenting a position. 	<ul style="list-style-type: none"> Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. 	
Conclusions and implications	<ul style="list-style-type: none"> Conclusion is inconsistently tied to some of the information discussed; implications are oversimplified. 	<ul style="list-style-type: none"> Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some implications are identified clearly. 	<ul style="list-style-type: none"> Conclusion is logically tied to a range of information, including opposing viewpoints; implications are identified clearly. 	<ul style="list-style-type: none"> Conclusions and implications are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. 	
Connecting, synthesizing, transforming	<ul style="list-style-type: none"> Recognizes existing connections among ideas or solutions. 	<ul style="list-style-type: none"> Connects ideas or solutions in novel ways. 	<ul style="list-style-type: none"> Synthesizes ideas or solutions into a coherent whole. 	<ul style="list-style-type: none"> Transforms ideas or solutions into entirely new forms. 	