

University of Michigan-Flint General Education Rubric for the Assessment of CREATIVE THINKING

CREATIVE THINKERS intentionally absorb experience and knowledge, look for relationships between ideas out of which to produce new ideas, and welcome divergent and even risky ways of thinking in order to respond to problems innovatively

	Mastery 5	Developing 4	Developing 3	Emerging 2	Emerging 1	0	N/A
1. EXPERIENCE AND KNOWLEDGE <i>Stalks, absorbs, and reshapes experience and knowledge</i>	Stalks information, ideas, skills, and experiences; interrogates ideas, their implications, presuppositions and implications in order to cultivate new ideas and forms	Seeks expansive knowledge, skills, and experience and consciously connects, sifts and reshapes them to form new ideas and forms	Intentionally accumulates knowledge and skills; makes connections and looks for ways to explain or interpret them	Collects knowledge and has begun to recognize simple relationships between ideas	Attempts to learn information as presented but does not seek it out or look for relationships among ideas	Does not seek out knowledge	
2. INNOVATION <i>Responds to problems with original imaginative solutions</i>	Seeks out and reimagines problems; manipulates techniques using expertise, a unique and fearless inner vision, and a signature style; solutions are surprising, compelling, and effective	Engages with problems; finds alternative ways of using fundamental techniques to solve them; values responses that move beyond traditional expectations; takes some risks	Selects and manipulates formal elements in an attempt to design or develop a novel solution	Begins to experiment with personal style in responding to problems	Imitates an exemplar or sample	Does not respond to problems	
3. CREATIVE PROCESS <i>Lives within an intentionally nurtured creative process</i>	Trusts, respects, and regularly practices a creative process that s/he enjoys and can analyze; welcomes a high degree of risk and failure and can articulate its role in the process; can explain how a project reacts to and reimagines a problem	Can describe his or her own creative process, its procedures, exercises, and intent; can explain how s/he confronts complex difficulties, integrates failure, and nurtures an intentional creative process	Sees creativity as a process that exists outside of individual course assignments; has begun to mold ideas over time, share them with others, and reshape them across contexts	Uses an instance-specific creative process that may be externally structured	Is open to finding a way to become more creative	Shows no interest in creativity as a process	

Overall, has this student thought creatively for a course at this level in this discipline? Yes No