



Association  
of American  
Colleges and  
Universities

VALUE CREATIVE THINKING METARUBRIC FALL 2008 DRAFT

*This rubric is the first step in a rubric development process that will produce additional drafts, each responsive to the feedback. The next draft of this rubric will be available in April 2009. For more information or to give feedback, please email Wende Morgaine at wendemm@gmail.com. Thank you!*

Creative thinking at the higher education level can only be expressed productively within a particular domain. The student must be versed in the strategies and skills of the domain in order to make connections and synthesize. Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as:

- the creativity exhibited by a small child’s drawing, which stems not from an understanding of connections, but from an ignorance of the boundaries of reality and/or domains; or
- the creativity demonstrated by an enterprising student who finds unique and novel ways to cheat and escape responsibility for his/her actions.

Because these rubrics are intended for use with eportfolios, they refer to what is shown in the student’s finished work or reflective essays.

Evaluators are encouraged to assign a **zero** to any performance that doesn’t meet level one performance.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates willingness and ability to acquire skill and theory-based competence within a domain</b>	Reflect: uses the criteria appropriate to the domain to correctly evaluate his/her own work and the work of others, being aware of choices made and able to defend them within the domain	Create: creates an entirely new object or solution acceptable within the parameters of the domain	Adapt: adapts an expert model to their own specifications, thereby creating an object or solution acceptable within the parameters of the domain	Model: bases work entirely on reproduction of expert models within the parameters of the domain
<b>Willing to take risks</b> <i>Can include going against the directives of the assignment, introducing new materials and forms, tackling highly challenging topics, etc.</i>	Willingly attempts new directions or approaches in the project knowing that failure is a real possibility on the way to successful completion of the project as assigned.	Attempts the project by going in new directions or approaches but does so within the explicit confines of the assignment as presented.	Rejects the possibility of a taking the project in a new direction or of exploring new approaches. Strictly adheres to the parameters of the assignment as given.	Even when given an assignment where risk is required, unwilling to take risk
<b>Complexity and flexibility of thought</b>	Successfully utilizes a broad range of strategies and adapts unexpected strategies in response to the problem or assignment	Utilizes multiple strategies in response to the problem or assignment	Explores several strategies in response to the problem or assignment, not always successfully	Is limited to a single predictable strategy in response to the problem or assignment
<b>Open to alternate, potentially divergent or contradictory perspectives</b>	Alternate, divergent, or contradictory ideas are contextualized effectively and presented coherently. The author demonstrates a tolerance for ambiguity and is able to negotiate between competing ideas	Alternate, divergent, or contradictory ideas are present and an attempt is made to contextualize them, although there is evidence that the author may have difficulty coordinating all the varying approaches	Alternate, divergent, or contradictory ideas are not effectively contextualized or made to cohere with other parts of the whole.	Alternate, divergent, or contradictory ideas are not present in the work, or, if they do appear are presented inappropriately. The author does not speak to divergent perspectives.
<b>Novelty or Uniqueness (of Idea, Claim, Question, Form, etc.)</b>	Consistently identifies and explores unique ideas, novel questions, and creates original formats	Frequently identifies and explores unique ideas, novel questions, and creates original formats	Includes limited number of unique ideas, novel questions, and/or original formats	Repeats existing ideas.
<b>Synthesis and connections</b> <i>Transformational results</i>	Goes beyond synthesizing transforms existing ideas and solutions into entirely new forms	Synthesizes diverse or contradictory ideas or solutions into a coherent whole	Identifies new connections among disparate or contradictory ideas or solutions	Does not recognize connections among disparate or contradictory ideas or solutions

*Created by a team of faculty from higher education institutions across the United States.*