

Fitchburg State University General Education Program: Creative Thinking Rubric

Skill: Fitchburg State University students will combine or synthesize existing ideas, images, or expertise in original ways; think, react, and work in imaginative ways; engage in innovation, divergent thinking, and risk taking.

	Internalizing	Refining	Developing	Emerging
Generate original creative works	Consistently generates original creative works	Mostly generates original creative works	Sometimes generates original creative works	Rarely generates original creative works
Identify and evaluate the traditional parameters of an idea, and propose multiple varied, and original ways of transcending those forms	Consistently identifies and evaluates the traditional parameters of an idea, and proposes multiple varied, and original ways of transcending those forms	Mostly identifies and evaluates the traditional parameters of an idea, and proposes multiple varied, and original ways of transcending those forms	Sometimes identifies and evaluates the traditional parameters of an idea, and proposes multiple varied, and original ways of transcending those forms	Mostly identifies and evaluates the traditional parameters of an idea, and proposes multiple varied, and original ways of transcending those forms
Flexibly apply multiple perspectives to reimagine disciplinary or interdisciplinary products or processes	Consistently flexibly applies multiple perspectives to reimagine disciplinary or interdisciplinary products or processes	Mostly flexibly applies multiple perspectives to reimagine disciplinary or interdisciplinary products or processes	Sometimes flexibly applies multiple perspectives to reimagine disciplinary or interdisciplinary products or processes	Rarely flexibly applies multiple perspectives to reimagine disciplinary or interdisciplinary products or processes

Creative Thinking Rubric

Creative Thinking Skill

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Understanding the Rubric

The rubric focuses on three criteria:

1. Generate original creative works.
2. Identify and evaluate the traditional parameters of an idea, and propose multiple varied, and original ways of transcending those forms.
3. Flexibly apply multiple perspectives to reimagine disciplinary or interdisciplinary products or processes.

The rubric has four levels of performance with a consistent distinguishing term in each criterion.

Performance Level	Distinguishing Term	Explanation: The student artifact is . . .
Internalizing	Consistently	nearly perfect in meeting the criteria (~100%).
Refining	Mostly	above average in meeting the criteria (~75%).
Developing	Sometimes	average in meeting the criteria (~50%).
Emerging	Rarely	in the early stages of meeting the criteria (25% or less)