**Critical and Creative Thinking Rubric**

The Critical and Creative Thinking rubric articulates what Syracuse University students should know and be able to demonstrate by the time they graduate through six learning outcomes and specific indicators. The Critical and Creative Thinking rubric was created by a community of practice with faculty, staff, and students from across the University. This rubric is intended for institutional-level use in assessing and reflecting on undergraduate student learning. Faculty teaching courses with a Critical and Creative Thinking course tag may refer to the learning outcomes when developing course learning objectives, signature assignments, and other learning experiences for students. This rubric will continue to evolve as Syracuse University collects feedback from faculty who utilize it to reflect on student learning.

**Critical and Creative Thinking Framing Language**

Critical and Creative Thinking Framing Language: Exploration and synthesis of ideas, artifacts, issues, and events to inform and evaluate arguments, develop new insights, and produce creative work. Reflection on, and application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation.

**Preamble and Guidance**

This rubric is meant to provide faculty and students with specific learning outcomes for Critical and Creative Thinking. It addresses concepts of Critical and Creative Thinking that are applicable across multiple disciplines and professional areas using language that respects different fields of knowledge and practice. This rubric was designed according to the belief that Critical and Creative Thinking are evident in all disciplines and can be implemented in various ways. This rubric is also intended as a guide that faculty can consult when designing courses, assignments, and assessment instruments. It can be adopted in whole or in part, at introductory through advanced levels. Learning outcomes 1 through 3 focus specifically on issues related to critical thinking, whereas learning outcome

4 constitutes a bridge that links critical thinking to the implementation of creative work, which forms the focus of learning outcomes 5 and 6. Critical thinking requires students to move beyond their comfort zones, build confidence, and develop intellectual humility. Students should be encouraged not only to seek, but also to question expert opinions, including that of the instructor and others. Faculty should be aware of the impact that authority and expertise can have on student expression and creativity, especially in their engagement with learning outcomes 2 and 4.

| **Learning Outcomes** | **Indicators** | **Where in the course or learning experience do students demonstrate the indicator?** |
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| 1. Describe a potential focus (idea, artifact, issue, event) for analysis. | 1.1 Selects the focus of study by distinguishing it from other possibilities. |  |
| 1.2 Justifies that the focus of study has potential for analysis. |  |
| 2. Question the origin in which the idea, artifact, issue, or event was produced and the context in which it has since existed. | 2.1 Identifies the historical and geographical origins. |  |
| 2.2 Describes pertinent features of the context, including its survival and evolution. |  |
| 2.3 Explores what may be absent from the idea, artifact, issue, or event due to unintentional, systemic, or deliberate omission. |  |
| 3. Analyze, interpret, synthesize the idea, artifact, issue, or event’s component parts and/or attributes. | 3.1 Identifies and makes observations about the individual component and/or attributes of the idea, artifact, issue, or event. |  |
| 3.2 Interprets the significance and contribution of these components and/or attributes to the idea, artifact, issue, or event. |  |
| 3.3 Synthesizes and reinterprets the idea, artifact, issue, or event in reference to an analytic framework (e.g., model, theory, protocols, standards, heuristics), based on its component parts and/or attributes. |  |
| 4. Reflect on the ways in which the relevance of the idea, artifact, issue, or event can contribute to the critical thinking and creative processes. | 4.1 Explores how the idea, artifact, issue, or event and its history are of personal relevance. |  |
| 4.2 Explores how the idea, artifact, issue, or event and its history are of contemporary relevance. |  |
| 4.3 Reflects on how the analysis of the idea, artifact, issue, or event, with regard to personal and contemporary relevance, contributes to the critical and creative processes. |  |
| 5. Develop a creative work (idea, artifact, issue, or event) through a process of iteration. | 5.1 Plans how the creative work will be developed, tested, and revised. |  |
| 5.2. Produces a draft of the creative work and gather feedback. |  |
| 5.3 Revises and finalizes the creative work in response to formative feedback. |  |
| 6. Disseminate a revised version of the creative work for an audience, evaluate reactions to it, and reflect on the creative process. | 6.1 Disseminates a revised version of the creative work (including explanation or rationale appropriate to the domain) with an audience and collect and reflect on summative feedback. |  |
| 6.2 Evaluates the differences between the starting vision for the creative work and the outcome; reflect on the differences and future possibilities. |  |