Student Learning Outcome: Demonstrate creative or innovative approaches to assignments or projects					
Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Ideation	● Investigates others' approaches, but does not generate own ideas or approaches ● Selects an approach without evaluating the quality of the approach ● Does not integrate content knowledge ● Does not use feedback or critique to revise approach	● Develops an original approach or an aspect of an approach ● Selects an approach without fully evaluating the quality of the approach ● Approach reflects some content knowledge, however aspects may be inaccurate, inappropriate, or incomplete ● Makes simple revisions to approach based on specific or guided feedback or critique	● Develops multiple original approaches ● Evaluates the quality of the approaches within a specific context ● Selects an approach based on content knowledge that is accurate ● Integrates content knowledge and feedback or critique to make effective revisions to approach	● Develops multiple original approaches, drawing on a wide variety of sources or disciplines ● Evaluates the quality of approaches within a specific context ● Carefully selects an approach based on knowledge that is accurate and consistent with the assignment or project ● Integrates content knowledge and seeks out targeted feedback or critique to make effective revisions to approach	
Creation	● Develops a product, solution, or body of work which is not responsive to needs or requirements of the assignment ● A rationale for the approach is not provided	● Develops a product, solution, or body of work and attempts to address some of the needs or requirements of the assignment ● A rationale for the approach is provided, but rationale is incomplete or flawed	● Develops a product, solution, or body of work which is responsive to needs or requirements of the assignment and demonstrates some original features ● The rationale for the approach demonstrates awareness of historical or theoretical contexts	● Develops a product, solution, or body of work which is responsive to needs or requirements of the assignment ● Product, solution, or body of work demonstrates original personal expression ● The rationale for the approach is based on an evaluation of ideas and historical or theoretical contexts	
Presentation	● Presents product, solution, or body of work in a manner which is neither original nor engaging ● Presentation does not consider the audience, user, or stakeholder	● Presents product, solution, or body of work in a conventional manner ● Presentation considers the audience, user, or stakeholder	● Presents product, solution, or body or work in an original manner ● Presentation is appropriate for the audience, user, or stakeholder	● Presents product, solution, or body of work in an original and engaging manner ● Presentation effectively and connects with the audience, user, or stakeholder ● Presenter reflects and evaluates the approach taken	
				Overall Rating	

RIT **Benchmark:** 70% of students will receive a total score of Competent (3) or higher.

Essential Element- Critical Thinking

Critical thinking is essential to the success of every RIT student, and as such, every general education course must be aligned to at least one of the four associated Critical Thinking student learning outcomes. In this context, critical thinking is understood as the ability to gather and evaluate information in order to develop an opinion, solve a problem, and reach reliable conclusions or effective solutions.

Framing Language

Creative and innovative thinking are higher-level thought processes that lead students to imagine new possibilities. The ability to demonstrate creative and innovative approaches to assignment or projects is an essential skill for students in the academic realm and beyond. In order to demonstrate this skill, the student begins by developing an "approach" which is used to create a "product, solution, or body of work." The authors of this rubric envisioned a three stage process;

1. In the **Ideation** stage the student engages in brainstorming, developing ideas or approaches. The student applies content knowledge, analyzes feedback or critique, evaluates and revises approaches, and ultimately selects the best approach;

2. The next stage is the **Creation** of a product, solution, or body of work which addresses the parameters of the assignment;

3. The final stage includes the student's **Presentation** of the product, solution, or body or work to an audience, user, or stakeholder.

Creative and innovative approaches to assignments or projects can take on many forms and look very different based on the discipline and domain, thus this rubric was designed to be flexible and broadly applicable to a variety of courses, assignments, and experiences.

Assignment Design/Evaluation of Student Learning

This rubric is designed for use with a variety of assignments (e.g., performance, artistic body of work, project, or written assignment), and should offer the student the opportunity for multiple paths or directions when completing an assignment or project. The rubric assesses the process, product, and presentation of the students' work. To facilitate scoring of the **Ideation** process, assignments which include some evidence of the student's thinking and insights as they complete the task are recommended. Examples of such evidence include a reflection statement, record of protocol, concept model, drafts, sketches, or design narrative. Students should be given a forum in which to present their work and the opportunity for reflection, although "presentation" of work does not need to follow a traditional format or method.

Glossary of Key Terms

Ideation: Drafting and initial concept development that leads to the creation of a performance, artistic body of work, project, written assignment, or any other work that demonstrates creative or innovative approaches.

Original: Ideas and methods, which are new and unique, however, for the purposes of this rubric, what is considered new and unique could be specific to the student's body of knowledge

Presentation: Refers to the product of creative or innovative approaches and could entail a performance, display, publication, exhibit, portfolio, etc.

General Education SLO Rubric   RIT