

UK Core Intellectual Inquiry in the Arts and Creativity Rubric

UK Core Learning Outcome 1: *Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.*

Outcomes and Assessment Framework: Students will: (A) be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; (B) explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/ physical/mathematical sciences; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; (E) and develop potential solutions to problems based on sound evidence and reasoning.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Identify multiple dimensions of a good question <i>Define and distinguish approaches to creativity.</i>	Identifies, defines and distinguishes an approach to creativity.	Identifies an approach to creativity but does not fully define or distinguish it.	Acknowledges but does not specifically identify, define or distinguish an approach to creativity.
Theses and conclusions <i>Demonstrates the application of logic, laws, constraints of the area of study and the evaluation and refinement of the results of own creative endeavors</i>	Critically evaluates the issues involved in addressing one's own work or implications of differing approaches; clearly articulates an argument and cites appropriate evidence; identifies the actual or potential impact of different approaches.	Identifies issues involved in addressing one's own work or implications of differing approaches; clearly states a position, and supports assertions with limited evidence.	Refers to some reasons why evaluation of one's own work or the implications of differing approaches is important but does not support evaluation with evidence.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Implications <i>Explore the implications of differing approaches, methodologies or conclusions.</i>	Clearly identifies one or more implications; clearly and fully articulates an argument and cites appropriate evidence.	Identifies one or more implications involved in the creative process or product and supports assertions with limited evidence.	Refers to the existence of implications but does not identify them or support that evaluation with evidence.
Develop potential solutions to problems based on sound evidence and reasoning <i>Engage actively in the creation of an object, installation, presentation, performance in a way that demonstrates an understanding of the creative process</i>	<p>The solution incorporates a sophisticated use of at least two of the following:</p> <p>demonstrates skills and competency in a discipline or domain (may include novel materials, breaking established rules of practice, etc);</p> <p>employs ways of thinking that are new to the student;</p> <p>crosses boundaries in that it employs one or more approaches to create an insightful comparison;</p> <p>demonstrates thoughtful evaluation and revision.</p>	<p>The solution incorporates at least two of the following:</p> <p>applies basic skills in a discipline or domain (materials, rules of practice, etc);</p> <p>experiments with ways of thinking that are new to the student;</p> <p>acknowledges divergent approaches in a limited way.</p>	<p>The solution incorporates at least one of the following:</p> <p>attempts basic skills a in a discipline or domain (materials, rules of practice, etc);</p> <p>expresses an idea, concept, or format;</p> <p>acknowledges contradictions.</p>