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; (E) explore the ethical implications of differing approaches, methodologies or conclusions; (D) and develop potential solutions to problems based on sound evidence and reasoning.

	4	3	2	1	0
Identify multiple dimensions of a good question *Define and distinguish approaches to creativity.*	Specifically identifies, defines and distinguishes an approach to creativity.	Specifically identifies, defines and distinguishes an approach to creativity in a limited way.	Specifically identifies an approach to creativity but does not define or distinguish it.	Acknowledges but does not specifically identify, define or distinguish an approach to creativity.	Does not acknowledge the concept of creativity.
Theses and conclusions *Demonstrates the application of logic, laws, constraints of the area of study and the evaluation and refinement of the results of own creative endeavors*	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.	Articulates major issues involved in addressing one's own work or implications of differing approaches; constructs an argument and supports assertions with a range of evidence.	Identifies issues involved in addressing one's own work or implications of differing approaches; clearly states a position, and supports assertions with some 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.	Does not recognize major issues involved in the evaluation of one's work or implications of differing approaches.

	4	3	2	1	0
Ethical Implications *Explore the ethical implications of differing approaches, methodologies or conclusions.*	Clearly identifies one or more ethical implications; clearly and fully articulates an argument and cites appropriate evidence.	Clearly identifies ethical implication ethical implications of the creative process or product; constructs an argument and supports assertions with a range of evidence.	Clearly identifies ethical implication involved in the creative process or product and supports assertions with some evidence.	Refers to the existence of ethical implications but does not identify them or support that evaluation with evidence.	Does not recognize major ethical implications of the creative process or product.
Develop potential solutions to problems based on sound evidence and reasoning *Engage actively in the creation of an object, installation, presentation, performance in a way that demonstrates an understanding of the creative process*	Evidence of active engagement in creative process in an approach to solving a problem. The solution incorporates at least two of the following: demonstrates sophisticated skills and competency in a discipline or domain (may include novel materials, breaking established rules of practice, etc); employs ways of thinking that are new to the student; crosses boundaries in that it employs one or more approaches to create an insightful comparison; demonstrates thoughtful evaluation and revision.	Evidence of active engagement in creative process in an approach to solving a problem. The solution incorporates at least two of the following: demonstrates basic competency in a discipline or domain (materials, rules of practice, etc); applies ways of thinking that are new to the student; connects one or more ideas, approaches, or processes to create an insightful comparison.	Evidence of active engagement in creative process in an approach to solving a problem. The solution incorporates at least two of the following: applies basic skills in a discipline or domain (materials, rules of practice, etc); experiments with ways of thinking that are new to the student; acknowledges divergent approaches in a small way.	Evidence of active engagement in creative process in an approach to solving a problem. The solution incorporates at least one of the following: attempts basic skills a in a discipline or domain (materials, rules of practice, etc); expresses an idea, concept, or format; acknowledges contradictions.	No evidence of active engagement in creative process.