

## Creative Arts

### Critical/Creative Thinking

Criteria	1 – Developing	2 – Sufficient	3 – Proficient	4 – Exemplary
<i>Defining the Issue/Question</i>	Issue/Question does not warrant inquiry or investigation. The issue/question does not provide room for multiple interpretations and is unclearly stated.	Issue/Question minimally warrants some inquiry or investigation. Issue/Question leaves some room for depth of interpretation. Logical claims and theories are defined adequately.	Issue/Question warrants inquiry or investigation. Issue/Question provides considerable room for depth of interpretation. Logical claims and theories are defined clearly.	Issue/Question warrants substantial inquiry and investigation. Issue/Question provides significant room for depth of interpretation. Logical claims and theories are skillfully defined.
<i>Exploration of Viewpoints</i>	Information from coursework and/or other sources may not clearly impact the viewpoint established in the artifact. Assumptions may often be stated as assertions without acknowledging other points of view.	Information from coursework and/or other sources is briefly mentioned in relationship to the viewpoint established. Others' points of view may be more established than one's own (or vice versa), as presented in the artifact.	Information from coursework and/or other sources is acknowledged, questioned, and explained in comparison or contrast to the viewpoint established. Others' points of view are acknowledged within position.	Information from coursework and/or other sources is clearly acknowledged, questioned, synthesized and informs the viewpoint established. Others' points of view are synthesized within position.
<i>Analysis and Support of Position</i>	Issue/Question is not clearly supported with evidence. Ideas are mostly vague and do not consistently support the position taken.	Issue/Question is partially supported with evidence that may not objectively analyze the issue/question. Ideas are descriptive and supported, but do not achieve great detail.	Issue/Question is generally supported with evidence that are usually objective and clear in their analysis of the issue/question stated. Ideas are mostly clear, concise, and generally supported.	Issue/Question is thoroughly supported with evidence that objectively and clearly analyzes the issue/question stated. Ideas are clear, concise, original and well supported.
<i>Conclusion and Evaluation</i>	Conclusions are not clearly synthesized and may lack support or evidence of logic.	Conclusions are adequately synthesized, reflecting upon viewpoints which already support the author's personal analysis. The student partially or generally states his/her own answer to the issue/question stated.	Conclusions are clearly synthesized, reflecting upon several different viewpoints, and a general analysis of those viewpoints. The student mainly verifies his/her own answer to the issue/question stated.	Conclusions are skillfully synthesized, reflecting student's informed analysis. The student explicitly verifies his/her own answer to the issue/question stated.

## Creative Arts

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involved the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

## Core Objectives

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities