

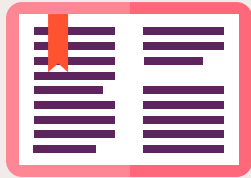
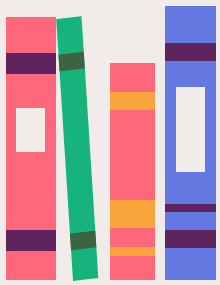
# LANGUAGE ARTS

## CREATIVITY & CRITICAL THINKING

This rubric identifies the main subskills related to creativity and critical thinking that students should develop as part of their language arts education. It can be used to reflect on existing teaching practices and design new activities to foster student creativity and critical thinking. It can be adapted to better fit specific contexts or domains. Teachers/faculty can discuss it with students to build understanding of creativity and critical thinking and ensure these skills are taught and learned explicitly. It is not meant to score students or provide them with a continuum of skill progression.

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# “ LANGUAGE ARTS



AA

BBB

CCC



## CREATIVITY

Coming up with new ideas and solutions



## CRITICAL THINKING

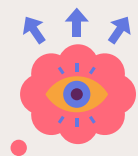
Questioning and evaluating ideas and solutions



### INQUIRING

Make connections to other ideas and knowledge in language art or other domains

Identify stylistic and substantive choices of a given text and the effects it produces on the reader



### IMAGINING

Generate and play with unusual and radical narrative ideas or formal language techniques within a defined frame

Consider several substantive or stylistic perspectives on a given text or the writing of a text



### DOING

Write (or analyse) a text with a content or style that is personally novel

Explain strengths and limitations of a given text justified on stylistic and substantive criteria



### REFLECTING

Reflect on the originality of one's or someone else's text

Reflect on alternative ways of writing or interpreting a given text