

C R E A T I V I T Y & I N N O V A T I O N R U B R I C f o r P B L

(for grades 6-12; CCSS ELA aligned)

PROCESS				
<i>Creativity & Innovation Opportunity at Phases of a Project</i>	Below Standard	Approaching Standard	At Standard	Above Standard ✓
<i>Launching the Project</i> Define the Creative Challenge	<ul style="list-style-type: none"> ▶ may just “follow directions” without understanding the purpose for innovation or considering the needs and interests of the target audience 	<ul style="list-style-type: none"> ▶ understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience 	<ul style="list-style-type: none"> ▶ understands the purpose driving the process of innovation (Who needs this? Why?) ▶ develops insight about the particular needs and interests of the target audience 	
<i>Building Knowledge, Understanding, and Skills</i> Identify Sources of Information	<ul style="list-style-type: none"> ▶ uses only typical sources of information (website, book, article) ▶ does not offer new ideas during discussions 	<ul style="list-style-type: none"> ▶ finds one or two sources of information that are not typical ▶ offers new ideas during discussions, but stays within narrow perspectives 	<ul style="list-style-type: none"> ▶ in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature) ▶ promotes divergent and creative perspectives during discussions (CC 11-12.SL.1c) 	
<i>Developing and Revising Ideas and Products</i> Generate and Select Ideas	<ul style="list-style-type: none"> ▶ stays within existing frameworks; does not use idea-generating techniques to develop new ideas for product(s) ▶ selects one idea without evaluating the quality of ideas ▶ does not ask new questions or elaborate on the selected idea ▶ reproduces existing ideas; does not imagine new ones ▶ does not consider or use feedback and critique to revise product 	<ul style="list-style-type: none"> ▶ develops some original ideas for product(s), but could develop more with better use of idea-generating techniques ▶ evaluates ideas, but not thoroughly before selecting one ▶ asks a few new questions but may make only minor changes to the selected idea ▶ shows some imagination when shaping ideas into a product, but may stay within conventional boundaries ▶ considers and may use some feedback and critique to revise a product, but does not seek it out 	<ul style="list-style-type: none"> ▶ uses idea-generating techniques to develop several original ideas for product(s) ▶ carefully evaluates the quality of ideas and selects the best one to shape into a product ▶ asks new questions, takes different perspectives to elaborate and improve on the selected idea ▶ uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product ▶ seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience (CC 6-12.W.5) 	
<i>Presenting Products and Answers to Driving Question</i> Present Work to Users/Target Audience	<ul style="list-style-type: none"> ▶ presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features) 	<ul style="list-style-type: none"> ▶ adds some interesting touches to presentation media ▶ attempts to include elements in presentation that make it more lively and engaging 	<ul style="list-style-type: none"> ▶ creates visually exciting presentation media ▶ includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience 	

PRODUCT				
	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Originality	<ul style="list-style-type: none"> ▶ relies on existing models, ideas, or directions; it is not new or unique ▶ follows rules and conventions; uses materials and ideas in typical ways 	<ul style="list-style-type: none"> ▶ has some new ideas or improvements, but some ideas are predictable or conventional ▶ may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas 	<ul style="list-style-type: none"> ▶ is new, unique, surprising; shows a personal touch ▶ may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways 	
Value	<ul style="list-style-type: none"> ▶ is not useful or valuable to the intended audience/user ▶ would not work in the real world; impractical or unfeasible 	<ul style="list-style-type: none"> ▶ is useful and valuable to some extent; it may not solve certain aspects of the defined problem or exactly meet the identified need ▶ unclear if product would be practical or feasible 	<ul style="list-style-type: none"> ▶ is seen as useful and valuable; it solves the defined problem or meets the identified need ▶ is practical, feasible 	
Style	<ul style="list-style-type: none"> ▶ is safe, ordinary, made in a conventional style ▶ has several elements that do not fit together; it is a mish-mash 	<ul style="list-style-type: none"> ▶ has some interesting touches, but lacks a distinct style ▶ has some elements that may be excessive or do not fit together well 	<ul style="list-style-type: none"> ▶ is well-crafted, striking, designed with a distinct style but still appropriate for the purpose ▶ combines different elements into a coherent whole 	

Note: The term “product” is used in this rubric as an umbrella term for the result of the process of innovation during a project. A product may be a constructed object, proposal, presentation, solution to a problem, service, system, work of art or piece of writing, an invention, event, an improvement to an existing product, etc.