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| CREATIVITY & INNOVATION RUBRIC for PBL  (for grades 6-12; CCSS ELA aligned) | | | | |
| **PROCESS** | | | | |
| *Creativity & Innovation Opportunity at Phases of a Project* | **Below Standard** | **Approaching Standard** | **At Standard** | **Above Standard**  ü |
| *Launching the Project*  **Define the Creative Challenge** | • may just “follow directions” without understanding the purpose for innovation or considering the needs and interests of the target audience | • understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience | • understands the purpose driving the process of innovation (Who needs this? Why?)  • develops insight about the particular needs and interests of the target audience |  |
| *Building Knowledge, Understanding, and Skills*  **Identify Sources of Information** | • uses only typical sources of information (website, book, article)  • does not offer new ideas during discussions | • finds one or two sources of information that are not typical  • offers new ideas during discussions, but stays within narrow perspectives | • 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) |  |
| *Developing and Revising Ideas and Products*  **Generate and Select Ideas** | • 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 | • 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 | • 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) |  |
| *Presenting Products and Answers to Driving Question*  **Present Work to  Users/Target Audience** | • presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features) | • adds some interesting touches to presentation media  • attempts to include elements in presentation that make it more lively and engaging | • 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**  ü |
| **Originality** | • relies on existing models, ideas, or directions; it is not new or unique  • follows rules and conventions; uses materials and ideas in typical ways | • 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 | • 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** | • is not useful or valuable to the intended audience/user  • would not work in the real world; impractical or unfeasible | • 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 | • is seen as useful and valuable; it solves the defined problem or meets the identified need  • is practical, feasible |  |
| **Style** | • is safe, ordinary, made in a conventional style  • has several elements that do not fit together; it is a mish-mash | • has some interesting touches, but lacks a distinct style  • has some elements that may be excessive or do not fit together well | • 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.*

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