CREATIVITY & INNOVATION RUBRIC for PBL

(for grades 6-12)

PROCESS				
Creativity & Innovation Opportunity at Phases of a Project	**Below Standard**	**Approaching Standard**	**At Standard**	**Above Standard ✔**
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** ✔
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.