|  |
| --- |
| PROCESS |
| Creativity & Innovation Opportunity at Phases of a Project | Below Standard | Approaching Standard | At Standard | Above Standard✔ |
| Launching the | * 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
 | * understand the purpose driving the process of innovation (Who Needs this? Why? )
* develop thorough understanding about the particular needs and interests of the targeted audience.
 |
| Project |
| Define the |
| Creative |
| Challenge |
| Building | * 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)
 | * find multiple sources of information to include scholarly articles and unusual ways or places to get information (adult expert, community member, business or organization, literature)
* promotes divergent and creative perspectives during discussions and encompasses the ideas of others discussions (CC 11-12.SL.1c)
 |
| Knowledge, |
| Understanding, |
| and Skills |
| Identify |
| Sources of |
| Information |
| Developing and Revising Ideas andProductsGenerate andSelect 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 | * 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
 | * 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 | * uses idea-generating techniques to develop, revise and finalize several original ideas for product(s)
* carefully evaluates the quality of ideas and collaborates with peers to select the best one to shape into a product.
* asks new questions, takes different perspectives to elaborate and improve on the selected idea
* uses ingenuity, imagination and critical thinking going outside conventional boundaries, when shaping ideas into a product
* seeks out and uses feedback, critique and reflection to revise product to better meet the needs of the intended audience (CC 6-12.W.5)
 |
|  | * does not ask new questions or
 | only minor changes to the selected idea | the selected idea |
|  | elaborate on the selected idea | * shows some imagination when shaping
 | * uses ingenuity and imagination, going
 |
|  | * reproduces existing ideas; does not
 | ideas into a product, but may stay within | outside conventional boundaries, when |
|  | imagine new ones | conventional boundaries | shaping ideas into a product |
|  | * does not consider or use feedback and critique to revise product
 | * considers and may use some feedback and critique to revise a product, but does not seek it out.
 | * 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 | * 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
 | * creates visually exciting and informative presentation/media
* includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience
* well-prepared to answer audience questions during and after presentation.
 |
| Products and |
| Answers to |
| Driving |
| Question |
| Present Work |
| to Users/ |
| Target |
| Audience |
| 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
 | * technique 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
 | * technique is new and innovative, unique, surprising; shows a personal touch
* may successfully break rules and conventions, or use common and uncommon materials or ideas in new, clever and surprising ways. Incorporates the ideas of others to add creativity and originality
 |
| 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
 | * is seen as useful and valuable; it solves the defined problem or meets the identified need. Value is considered an important part of the whole process.
* is practical, feasible and implementable.
 |
| 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
 | * is well-crafted, striking, designed with a distinct style but still appropriate for the purpose. It’s original and well thought through.
* combines different elements into a coherent whole and shows holistic approach.
 |

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.