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| --- | --- | --- | --- | --- |
| 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 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 | * 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.