

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

(for grades 9-12)

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
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?) • seeks greater understanding of the particular needs and interests of the target audience 	
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) 	
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, taking into consideration the potential barriers and issues with suggested designs, 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) 	
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; has been revised to better solve the defined problem or meets the identified need and has taken into account barriers and issues • 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.