# CREATIVITY & INNOVATION RUBRIC for PBL

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| **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 |  |
| 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 |  |

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|  | Below Standard | Approaching Standard | At Standard | Above  Standard  ✔ |
| 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 |  |
| 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.