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| CreativitY & Innovation RuBRIC  (for grades 3-5; CCSS ELA aligned) | | | | | | | |
| **PROCESS** | | | | | | | |
| *Creativity & Innovation Opportunity at Phases of a Project* | | | **Below Standard** | **Approaching Standard** | | **At Standard** | |
| *Launching the Project*  **Define the Creative Challenge** | | | • I just “follow directions” without understanding why something needs to be created. | • I know that something needs to be created but cannot give detailed reasons why. | | • I understand the reasons why something needs to be created. | |
| *Building Knowledge, Understanding, and Skills*  **Identify Sources of Information** | | | • I use only the usual sources of information (website, book, and article). | • I find one or two sources of information that are unusual. | | • I find unusual ways to get information. | |
| *Developing and Revising Ideas and Products*  **Generate and Select Ideas** | | | • I think of ideas for the product that are not new or original.  • I pick an idea without deciding which one is best.  • I still need to learn how to improve on the idea.  • I still need to learn how to use feedback from others to improve written products. | • I think of some new ideas for the product.  • I quickly decide which idea is best.  • I might think about how to improve on the idea, but might not.  • I use some feedback to make small changes in written products. | | • I think of many new ideas for the product.  • I carefully decide which idea is best.  • I ask new questions and think about how to improve on the idea.  • I use feedback from others to improve written products (CC ELA 3-5.W.5). | |
| *Presenting Products and Answers to Driving Question*  **Present Work to Users/Target Audience** | • I present ideas and products in just the regular ways. (show PowerPoint slides, read notes, have no audience involvement). | | | • I try to add some interesting touches to visual aids but they may not add much, or they may be distracting.  • I try to involve the audience actively in the presentation but it is very quick. | | • I create visual aids that are interesting to see and hear.  • I involve the audience actively in the presentation (ask them questions, have them do an activity). |
| **PRODUCT** | | | | | | |
|  | **Below Standard** | | | **Approaching Standard** | | **At Standard** |
| **Originality** | • My product looks like things that have been seen before; it is not new or unique. | | | • My product has some new ideas, but it still looks mostly like things that have been seen before. | | • My product is new, unique, surprising; shows a personal touch. |
| **Value** | • My product is not useful or valuable by the people who use or see it.  • My product would not work in the real world. | | | • My product is somewhat useful but it may not exactly meet the needs of people who use or see it.  • My product might work in the real world, but might have problems. | | • My product is seen as useful and valuable by the people who use or see it.  • My product would work in the real world (not too hard, expensive, time-consuming to create). |
| **Style** | • My product looks like other things like this; it is made in a traditional style.  • My product has several pieces that do not fit together; it is a mish-mash. | | | • My product has some interesting touches.  • My product has some pieces that may be too much or do not fit together well. | | • My product is well-made, impressive, designed with style.  • My product’s pieces all go well together. |

Adapted from Buck Institute for Education Creativity & Innovation Rubric