

CREATIVITY & INNOVATION RUBRIC for PBL: MACROMOLECULES

PROCESS					90-100 PTS
Creativity & Innovation Opportunity at Phases of a Project	Below Standard 0-50 PTS	Approaching Standard 50-70 PTS	At Standard 70-90 PTS	Above Standard ✓	
Launching the Project 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?) • develops insight about the particular needs and interests of the target audience 		
Building Knowledge, Understanding, and Skills 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) 		
Developing and Revising Ideas and Products 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 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) 		
Presenting Products and Answers to Driving Question Present Work to Users/Target Audience	<ul style="list-style-type: none"> • presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features) 	<ul style="list-style-type: none"> • adds some interesting touches to presentation media • attempts to include elements in presentation that make it more lively and engaging 	<ul style="list-style-type: none"> • creates visually exciting presentation media • includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience 		

CREATIVITY & INNOVATION RUBRIC for PBL: for grades 6-12

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
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; it solves the defined problem or meets the identified need 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.