

C R E A T I V I T Y & I N N O V A T I O N P R O J E C T R U B R I C

P R O C E S S

	Below Standard 0, 1, 2, 3, 4, 5	Approaching Standard 6, 7, 8	At Standard 9, 10	Above Standard 11
Innovative Presentation Designed for Specific Audience	<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 	
Identify Sources of Information	<ul style="list-style-type: none"> • uses only typical sources of information (website, book) • does not offer new ideas 	<ul style="list-style-type: none"> • finds one or two sources of information that are not typical • offers new ideas, but stays within narrow perspectives (shows one way to solve) 	<ul style="list-style-type: none"> • in addition to typical sources, finds unusual ways or places to get information (previous students, adult expert, community member, literature, online resources) • presents divergent and creative perspectives (likely shows multiple ways to solve) 	
Generate, Select, and Revise Ideas	<ul style="list-style-type: none"> • 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 • provides inadequate feedback to classmates 	<ul style="list-style-type: none"> • 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 • provides basic feedback to classmates 	<ul style="list-style-type: none"> • carefully evaluates the quality of ideas and selects the best one to shape into a final 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 • provides valuable and extensive feedback to classmates 	
Presentation to Audience	<ul style="list-style-type: none"> • presents ideas and products in typical ways (text-heavy, recitation of notes, no interactive features) • presentation lacks obvious connections between problems 	<ul style="list-style-type: none"> • adds some interesting/lively touches to presentation media • connection between problems is obvious to those in the course, but details are not explained to outside viewers 	<ul style="list-style-type: none"> • creates visually exciting presentation media • includes elements in presentation that are especially engaging, or powerful • connections through the problem strand are made obvious and are well explained 	

PRODUCT				
	Below Standard 0, 1, 2, 3, 4, 5	Approaching Standard 6, 7, 8	At Standard 9, 10	Above Standard 11
Content	<ul style="list-style-type: none"> • page presents less than 5 problems and/or does not include the required problems • page is lacking a problem from the future (beyond PS25) • page is lacking a mathography • page is lacking a reflective conclusion • writer did not provide peer feedback • page lacks useful explanations, visual examples, or interactive resources • page includes material that is distracting and/or not useful for our objective 	<ul style="list-style-type: none"> • page presents 5 problems including the required problems and one from the future, but it is not particularly clear why each problem was chosen and how it connects • page contains the introductory mathography and conclusive reflection • writer provided basic peer feedback • page provides bare minimum in terms of explanations, visual examples, or interactive resources 	<ul style="list-style-type: none"> • page presents 5 problems including the required problems and at least one from the future, and it is made obvious why each problem was chosen and how each problem connects to the next or to the central topic • page contains a thorough mathography and valuable conclusive reflection • writer provided detailed and specific peer feedback • page a variety of explanations, visual examples, and interactive resources 	
Value	<ul style="list-style-type: none"> • is not useful or valuable to the intended audience/user • would be impractical for student use outside of those in our class 	<ul style="list-style-type: none"> • is useful and valuable to some extent; it may show understanding of certain aspects of the problem strand • unclear if the page would be practical for use by outside students 	<ul style="list-style-type: none"> • is seen as useful and valuable; it demonstrates the development of a mathematical concept through well connected problems. It is clear what each problem is intended to teach and the page provides resources for a student to learn clearly defined skills. • it is a practical way for outside students to learn about a certain topic and/or skill 	
Style and Originality	<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 	