

Composite Creativity Rubrics

The following three Creativity Rubrics are a composite created from more than one hundred K–12 rubrics that we examined in the *International Study of Creativity Rubrics*. They are neither especially good nor especially bad, but are all created by professional and well-intentioned teachers. Each rubric has some flaws and some good points. Please use the “Metarubric for Assessing Creativity Rubrics” to assess these composite rubrics. (Visit go.solution-tree.com/technology for a reproducible version of the metarubric.) Working first alone and then with colleagues, determine a score (1–Developing, 2–Progressing, 3–Proficient, or 4–Exemplary) for the eight dimensions of creativity assessment (see chapter 4 of *Inspiring Creativity and Innovation in K–12*, pages 36–39). As you explore sources of agreement and disagreement, you may wish to adjust the metarubric to meet the needs of your particular school or students.

Creativity Rubric 1

Criteria/Creative Thinking Process	Minimal = 1	Basic = 2	Proficient = 3	Advanced = 4	Self-Assessment: Rate yourself on each category. Support your reasons with examples.	Teacher Assessment
Research Selection and development of themes, problems, issues, techniques, and processes through study, research, or exploration	The student: Is unable to plan or conduct research without continuous help; therefore, selection, development, or solution of themes, problems, issues, techniques, or processes is entirely dependent on the teacher; makes no deliberate attempt to explore appropriate sources.	The student: Often self-directed with frequent teacher help; is able to plan and conduct research that leads to selection, development, or solution of a few satisfactory themes, problems, issues, techniques, or processes; uses several meaningful sources to gather information; needs teacher to tell next step in process.	The student: Conducts sufficient planning and research enabling selection, development, and solution of complex and personal themes, problems, issues, techniques, or processes; uses a wide variety of appropriate sources to gather information; works independently.	The student: Demonstrates exemplary ability to plan and conduct in-depth, personal research that results in highly successful solution of complex themes, problems, and issues; uses a wide variety of sources to gather information; works independently.		

Criteria/Creative Thinking Process	Minimal = 1	Basic = 2	Proficient = 3	Advanced = 4	Self-Assessment: Rate yourself on each category. Support your reasons with examples.	Teacher Assessment
Brainstorming/ Thumbnails The student: Does not create thumbnails or brainstorming activity.	The student: Brainstorms on separate piece of paper; poorly thought-out ideas.	The student: Creates two thumbnails of most of brainstorming activity; searches for original ideas.	The student: Creates three thumbnails and brainstorming activity of possible ideas that are original in nature—not clichéd.	The student: Approaches all work in a highly individualized and expressive manner and is able to direct own process; develops ideas that are conceptually strong and reveal important insights; uses all original work—drawings and/or photographs; demonstrates a passionate and keen intellectual and creative curiosity toward work.		

REPRODUCIBLE

Criteria/Creative Thinking Process	Minimal = 1 Basic = 2 Proficient = 3 Advanced = 4	Self-Assessment: Rate yourself on each category. Support your reasons with examples.	Teacher Assessment
Craftsmanship/ Technical Skills Attention to details of final; seeks new skills to learn through teacher direction or individual needs; Image put together with excellent craftsmanship and technical ability	<p>The student: Shows sloppy workmanship; not really interested in learning new skills; uses same old solutions to problems; does not want to learn anything new.</p>	<p>The student: Does not include title/name or it is not original; OK workmanship and craftsmanship; shows little individual direction to search out solutions to technical problems; waits for teacher to show solution; does not try to find solution through asking others; just applies filters to make it look different.</p>	<p>The student: Provides a somewhat well-thought-out title; demonstrates above average technical abilities in image; exhibits good workmanship and craftsmanship; searches individually for some ways to make image work better; researches answer to technical problem or asks someone; exhibits high skill level in work.</p>

Criteria/Creative Thinking Process	Minimal = 1	Basic = 2	Proficient = 3	Advanced = 4	Self-Assessment: Rate yourself on each category. Support your reasons with examples.	Teacher Assessment
Presentation	The student:	Presents work in a cohesive and satisfactory manner; usually able to discuss, reflect on, and evaluate work, including his/her own; sometimes able to identify strengths and weaknesses in his/her own and others' work; makes inappropriate remarks; makes meaningful connections to other content areas and daily life.	The student:	Presents and organizes work effectively; discusses, reflects on, and evaluates work; demonstrates ability to recognize and discuss his/her own strengths and weaknesses as well as discriminate between varying degrees of quality in work; makes relevant connections to other content areas and daily life; comments on others' work in an appropriate manner.	The student:	Presents work in a well-organized and professional manner; listens attentively when others present; discusses, reflects on, and evaluates work with astute personal insight; demonstrates a clear understanding of his/her own personal development and can easily discriminate between varying degrees of quality in work; makes relevant and multiple connections to other areas of daily life; comments on others' work in an appropriate manner.

Creativity Rubric 2

Criteria	4	3	2	1	0
Original Thinking	The student explores many avenues to gather resources for the project and incorporates some new directions or approaches to the work, along with unoriginal or clichéd ideas.	The student explores few avenues to gather resources for the project and incorporates few new approaches to the work, along with multiple unoriginal or clichéd ideas.	The student uses only one source for the project and does not use original ideas.	The student does not attempt to explore different sources or use original ideas.	
Preparedness/ Organization	The student comes to class and is consistently prepared, organized, and ready to add to class discussion.	The student is prepared and organized most of the time and usually adds to class discussion.	The student is sometimes prepared and organized, but often forgets materials and contributes minimally to class discussion.	The student is unprepared and unorganized most of the time and does not contribute to class discussion.	The student is never prepared or organized and often misses class.
Creativity	The student's project shows excellent creativity in design.	The student's project shows average creativity in design.	The student's project shows moderate creativity in design.	The student's project shows little creativity in design.	The student's project shows no creativity at all.
Errors/Mistakes	The student's work contains no errors or mistakes.	The student's work contains few errors or mistakes.	The student's work contains multiple errors or mistakes.	The student's work contains many errors or mistakes.	The student's work is unacceptable and cannot be graded.
Effort	Superior effort is recognized.	Average effort is recognized.	Little effort is recognized.	No effort is recognized.	
Process	The student is able to work independently for the entire duration of the project and does not require teacher direction or assistance.	The student is able to work independently for most of the duration of the project and does not require teacher direction or assistance.	The student requires teacher direction or assistance on multiple occasions and is unable to work independently.	The student requires teacher direction or assistance for most of the project.	The student needs assistance for the entirety of the project and is unable to complete any portions of the project independently.

Creativity Rubric 3

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)
Innovative Thinking, Creativity, and Problem Solving	Shows little imaginative engagement with the work, as evidenced by the creative thinking dimensions (one or none of the dimensions: fluency, flexibility, innovation, and elaboration); does not consider alternative approaches to solve the problem or find the best solution; only able to reformulate a collection of available ideas.	Identifies basic knowledge using a creative process within the boundaries of the discipline or field of study, as evidenced as evidenced by the creative thinking dimensions (two dimensions: fluency, flexibility, innovation, and elaboration); considers and rejects less acceptable approaches to solve the problem; experiments with creating a novel or unique idea, question, or product.	Identifies new knowledge using a creative process within the boundaries of the discipline or field of study, as evidenced by the four creative thinking dimensions, such as fluency, flexibility, innovation, and elaboration; having selected from among alternatives, develops a logical, consistent plan to solve the problem; creates a novel or unique idea, question, format, or product.	Identifies new knowledge using a creative process beyond the boundaries of the discipline or field of study, as evidenced by the four creative thinking dimensions, such as fluency, flexibility, innovation, and elaboration; not only develops a logical, consistent plan to solve the problem but also recognizes consequences of the solution and can articulate reasons for choosing the solution; extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.
Sources of Information	Uses only one source to gather information, and does not demonstrate any effort to use other types of sources.	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.

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)
Development of Creative Concept and Context	Inadequate use of research development from creative process to final outcome.	Shows some relevant research and its application from creative process to final outcome.	Shows relevant and effective use of research from creative process to final outcome.	Shows breadth and depth of creative project; effective judgment from creative process to final outcome.
Revisions	Generally ineffective revisions that disregard much of faculty feedback; excessive revisions necessary.	Somewhat effective revisions that incorporate much of faculty feedback; many revisions necessary.	Mostly effective revisions that incorporate faculty feedback; reasonable number of revisions necessary.	Excellent revisions that incorporate faculty feedback; few revisions necessary.
Originality	The project relies on existing models, ideas, or directions; the project is not new or unique; follows rules and conventions; uses materials and ideas in typical ways.	The project 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.	The project is new, unique, surprising, and shows a personal touch; may successfully break rules and conventions or use common materials or ideas in new, clever, and surprising ways.	There is clear evidence that the student made an attempt to take risks in trying something new and different, with the realization that failure may occur.