

Creative Process Scoring Rubric for Teachers

	Initiating	Developing	Achieving	Advancing
Preparation Prepares by identifying an area of curiosity for further investigation	Accepts a teacher-provided area of curiosity or task	Redefines an area of curiosity or task with a personal contribution or clarifying attribute, providing some ownership to the work	Self-selects an area of curiosity for deeper investigation and clearly articulates the question and task	Self-selects an area of curiosity for deeper investigation and clearly articulates the question and task; provides an early indication of the direction for the pending investigation and highlights related areas of study and possible interconnections among concepts
Incubation Incubates ideas by synthesizing, imagining, and constructing possibilities	Uses information, ideas, or artifacts that are simplistic, isolated, or unrelated to answering the question	Uses selective but largely unexamined information, ideas, or artifacts in terms of accuracy, relevance, and completeness; has a plethora of options, but few strong leads for next steps	Gathers and organizes information, ideas, or artifacts and generates an array of ideas from a variety of areas; has evidence of draft linkages between diverse ideas and the topic; has arrows and charts to show emerging combinations for the formulating early ideas and categories; reveals plausible or interesting possibilities for consideration	Gathers and organizes information, ideas, or artifacts and generates an array of ideas from a variety of areas; has evidence of draft linkages between diverse ideas and the topic Offers early insights as ideas, and connections are moved around during the play stage Begins to provide multiple solutions
Illumination Illuminates ideas with insights or epiphanies	Provides a simplistic solution or idea attributed to an external source; shares little or no personal insight	Draws a logical and predictable idea or conclusion based on gathered and easily linked concepts	Exemplifies strong habits of divergent thinking, imagination, insight, and style; demonstrates passion and commitment to proceed with development	Develops an innovative, rare epiphany, reaching unique insights; demonstrates openness to new insights (for example, ideation is never done). Remains passionate about moving to implementation.

<p>Verification Pursues input and feedback on efforts; seeks to understand whether or not potential solution is worth pursuing based on plausibility or appreciation from others</p>	<p>Relies on teacher feedback to discern viability of project; follows recommendations</p>	<p>Relies on teacher and peer feedback and uses provided self-assessment processes to discern viability of project; commits to improvement</p>	<p>Actively solicits feedback from peers, teachers, and individuals outside the classroom; purposefully seeks alternative perspectives to discern viability of project; engages in multiple revisions until satisfied</p>	<p>Actively solicits feedback from peers, teachers, experts in the field, and other individuals outside the classroom; purposefully seeks alternative perspectives to discern viability of project; continues gathering feedback as changes are made; engages in multiple revisions until proud of outcome</p>
<p>Implementation Implements idea, moving it from a concept to a reality</p>	<p>Primarily submits project in concept form</p>	<p>Submits project with the initial concepts moved to reality, but final version is unrefined</p>	<p>Submits project with the initial concepts moved into a highly functioning reality</p>	<p>Submits project with the initial concepts moved into a highly functioning reality and has already identified next steps for improvement or additional contributions</p>