

Creativity Rubric



FLUENCY	Lists a limited number of ideas and responses	Lists a sufficient number of ideas or responses	Lists many ideas or responses
FLEXIBILITY	Perceives or approaches the problem in a different way with assistance	Perceives or approaches the problem in a different way	Perceives or approaches the problem in a number of different ways
ORIGINALITY	Generates few clever, unique or unusual ideas	Generates several clever, unique or unusual ideas	Generates many clever, unique or unusual ideas
ELABORATION	Adds details, expands or embellishes ideas with assistance	Expands, develops and embellishes ideas by adding details	Expands, develops and embellishes ideas by adding details and making changes
CURIOSITY	Demonstrates little curiosity and desire to know more about issues	Demonstrates curiosity about issues and pursues additional information	Demonstrates a high degree of curiosity, seeks additional information and independent study
RISK-TAKING	Deals with unstructured situations; experiments and guesses with assistance	Deals with unstructured situations; predicts, guesses, and experiments to a sufficient degree	Demonstrates a high degree of willingness to take chances, defends ideas, experiments, predicts and puts plans into action
COMPLEXITY	Deals with problems; brings order to situations, deals with change when assisted	Seeks alternatives; deals with change and problems, and brings order to situations	Seeks alternatives; deals with intricate problems and ideas, and develops plans into logical order
IMAGINATION	Visualizes plans, ideas and thoughts when assisted	Visualizes plans, ideas and thoughts; sees beyond the practical	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree

Collaboration Rubric



Contributions	Partner routinely provided useful ideas when participating in the group and in classroom discussion.	Partner usually provided useful ideas when participating in the group and in classroom discussion.	Partner sometimes provided useful ideas when participating in the group and in classroom discussion.	Partner rarely provided useful ideas when participating in the group and in classroom discussion.
Quality of Work	Partner provided work of the highest quality.	Partner provided high quality work.	Partner provided work that occasionally needed to be checked/redone by other group members to ensure quality.	Partner provided work that usually needed to be checked/redone by others to ensure quality.
Time-management	Partner routinely used time well throughout the project to ensure things got done on time. Group did not have to adjust deadlines or work responsibilities because of me.	Partner usually used time well throughout the project, but may have procrastinated on one thing. Group did not have to adjust deadlines or work responsibilities because of me.	Partner tends to procrastinate, but always got things done by the deadlines. Group did not have to adjust deadlines or work responsibilities because of me.	Partner rarely got things done by the deadlines AND the group had to adjust deadlines or work responsibilities because of my inadequate time management.
Preparedness	Partner brought needed materials to class and was always ready to work.	Partner almost always brought needed materials to class and was ready to work.	Partner almost always brought needed materials but sometimes needed to settle down and get to work.	Partner often forgot needed materials or was rarely ready to get to work.
Working with Others	Partner almost always listened to, shared with, and supported the efforts of others. I tried to keep people working well together.	Partner usually listened to, shared with, and supported the efforts of others. I did not cause "waves" in the group.	Partner often listened to, shared with, and supported the efforts of others, but sometimes I was not a good team member.	Partner rarely listened to, shared with, and supported the efforts of others. I often was not a good team player.