



creativity RUBRIC

3rd/4th GRADE

General Description and Suggestions for Use

Assessing the 4Cs – critical thinking, communication, collaboration and creativity – is imperative for any credible 21st century teaching and learning initiative.



For more information on suggested uses for this rubric, including making the connections with core academic subjects, please see the 4Cs Rubrics: Suggestions for Use document.

The EdLeader21 4Cs rubrics support educators in assessing the 4Cs throughout their systems of teaching and learning. This master set of 4Cs rubrics covers grades 3-4, 7-8 and 11-12 in each of the 4Cs: critical thinking, communication, collaboration and creativity.

These rubrics have been designed with formative assessment of student work in mind, but they can be adapted for many additional uses.

Benefits of the General Purpose Rubrics:

- Define the performance areas associated with each of the 4Cs.
- Define important dispositions and habits of mind associated with each of the 4Cs.
- Support balanced, formative assessment of the 4Cs in student work.
- Illustrate a continuum of performance, including exemplary performance, in each category.
- Provide a common vocabulary for stakeholders regarding the 4Cs.
- Be adapted for use in different grade levels and core academic subject areas.
- Help teachers assess performance on complex tasks that enable students to demonstrate mastery of targeted 21st century skills.
- Be used by educators, specialists, curriculum designers, assessment designers and/or students.

It is important to note that the rubrics are “content agnostic” – by design, they have not been aligned with any core academic subject areas. Users of the rubrics may choose to adapt them for such use. The rubrics are also available in Word format for EdLeader21 members only. If easy customization is important to your district or independent school, we recommend becoming an EdLeader21 member to receive customizable rubrics as a complimentary benefit of membership. For membership information and rates, please visit www.edleader21.com or call 520-623-2466.

How Does this Rubric Define Creativity?

EdLeader21, drawing from the P21 definition, starts with the following basic definition of creativity:

THINK CREATIVELY

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

WORK CREATIVELY WITH OTHERS

- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

DEMONSTRATE COURAGE TO EXPLORE

- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small success and frequent mistakes.

IMPLEMENT INNOVATIONS

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

What do Levels 1-4 Mean in the Rubrics?

The rubrics are intended to support student progress in mastering the competency. Levels 1-4 do not contain labels other than numbers, due to the wide variety of terms used to describe proficiency levels in student work. That said, we offer the following descriptions of each level and encourage you to customize the level labels as needed:

- LEVEL 1: describes student performance that requires significant support in reaching basic proficiency.
- LEVEL 2: describes student performance that is approaching proficiency.
- LEVEL 3: describes a “proficient” level of student performance.
- LEVEL 4: describes student performance that is exemplary and exceeds proficiency.

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PERFORMANCE AREA	1	2	3	4
<p>Idea Generation</p> 	<p>Shows an inability to explain the problem, investigation, or challenge in his/her own words. Creates a small number of ideas to meet the challenge, but the ideas do not clearly connect to the challenge.</p>	<p>Explains the problem, investigation, or challenge in his/her own words, but explanation is a little unclear. Creates a small number of ideas to meet the challenge.</p>	<p>Clearly explains the problem, investigation, or challenge in his/her own words. Creates an acceptable number of ideas to meet the challenge; ideas include enough detail to spark a creative process.</p>	<p>Provides a thorough description of the problem, investigation, or challenge, including all important details. In his/her own words. Creates a large number of clear ideas to meet the challenge; uses a unique and imaginative approach when generating ideas.</p>
<p>Idea Design & Refinement</p> 	<p>Shows an understanding of the importance of reviewing and selecting the best idea to meet the challenge, but is unable to select an idea and provide an explanation or determine “next steps” based on feedback.</p>	<p>Reviews options and identifies the best idea to meet the challenge, but explanation for the decision lacks clarity. Reviews feedback and determines “next steps” that are somewhat reasonable to improve the idea.</p>	<p>Reviews options and identifies the best idea to meet the challenge; clearly explains decision, reviews feedback, and determines reasonable “next steps” to improve the idea.</p>	<p>Uses organizational techniques (such as categorization, prioritization, and classification) to assess ideas. Explains connections between ideas.</p>

PERFORMANCE AREA	1	2	3	4
<p>Openness & Courage to Explore</p> 	<p>Displays a lack of tolerance for ambiguity; usually stops exploring ideas when presented with challenges. Describes a vision of the end product or performance, but the vision is unclear.</p>	<p>Displays low tolerance for ambiguity; sometimes perseveres when presented with challenges. Has a somewhat clear vision of the end product or performance.</p>	<p>Is beginning to demonstrate openness to ambiguity in exploring ideas; usually perseveres when presented with challenges. Responds to failure by reflecting and identifying what can be learned from the experience; shows a clear vision of the end product or performance.</p>	<p>Consistently perseveres when presented with challenges; shows confidence and ability to take risks. Is beginning to develop curiosity, flexibility, and openness to ambiguity in exploring ideas.</p>
<p>Works Creatively with Others</p> 	<p>Almost always works alone; rarely shares ideas or gives feedback to others.</p>	<p>Works collaboratively with others; listens to others' ideas, but sometimes has difficulty understanding the ideas. Is beginning to share ideas and ask for feedback.</p>	<p>Works collaboratively with others; listens to and shows understanding of others' ideas. Shares ideas and asks for feedback.</p>	<p>Works collaboratively with others; communicates ideas and feedback to others effectively. Often makes connections between and builds upon others' ideas to generate new and unique insights.</p>

PERFORMANCE AREA	1	2	3	4
Creative Production & Innovation 	Creates a product or performance, but the product does not clearly address the challenge and is not considered to be useful or unique. (May simply replicate an existing product.) Shows an inability to reflect on the quality of work.	Creates a product or performance that is directly related to the challenge or problem. Product is somewhat useful and unique. Reflects somewhat accurately on the quality of work.	Uses ideas to create a product or performance that is directly related to the challenge or problem. Product is useful and unique. Provides an explanation of the innovation process with some clarity of the challenge. Reflects accurately about the quality of work.	With a high degree of independence, uses ideas to create a product or performance that is directly related to the challenge or problem and is very useful and unique. Provides a clear explanation of the innovation process and how the product addresses the challenge.
Self-Regulation/Reflection 	Rarely analyzes and questions one's own creativity and innovation accurately. (Does the student assess the quality of his/her ideas? Work through challenges? Reflect on the amount of support that he/she needs during the creative process?)	Sometimes analyzes and questions one's own creativity and innovation accurately. (Does the student assess the quality of his/her ideas? Work through challenges? Reflect on the amount of support that he/she needs during the creative process?)	Often analyzes and questions one's own creativity and innovation accurately. (Does the student assess the quality of his/her ideas? Work through challenges? Reflect on the amount of support that he/she needs during the creative process?)	Is highly reflective.