

| | Very Creative | Creative | Ordinary/Routine | Imitative |
|--------------------------------------|---|--|---|--|
| Variety of ideas and contexts | Ideas represent a startling variety of important concepts from different contexts or disciplines. | Ideas represent important concepts from different contexts or disciplines. | Ideas represent important concepts from the same or similar contexts or disciplines. | Ideas do not represent important concepts. |
| Variety of sources | Created product draws on a wide variety of sources, including different texts, media, resource persons, or personal experiences. | Created product draws on a variety of sources, including different texts, media, resource persons, or personal experiences. | Created product draws on a limited set of sources and media. | Created product draws on only one source or on sources that are not trustworthy or appropriate. |
| Combining ideas | Ideas are combined in original and surprising ways to solve a problem, address an issue, or make something new. | Ideas are combined in original ways to solve a problem, address an issue, or make something new. | Ideas are combined in ways that are derived from the thinking of others (for example, of the authors in sources consulted). | Ideas are copied or restated from the sources consulted. |
| Communicating something new | Created product is interesting, new, or helpful, making an original contribution that includes identifying a previously unknown problem, issue, or purpose. | Created product is interesting, new, or helpful, making an original contribution for its intended purpose (for example, solving a problem or addressing an issue). | Created product serves its intended purpose (for example, solving a problem or addressing an issue). | Created product does not serve its intended purpose (for example, solving a problem or addressing an issue). |

Source: From *How to Create and Use Rubrics for Formative Assessment and Grading* (p. 54), by Susan M. Brookhart, 2013, Alexandria, VA: ASCD. Copyright 2013 by ASCD. Adapted with permission.