

# Creativity & Innovation Rubric

Adapted from AAC&U's VALUE [Creative Thinking Rubric](#)

## Definition

Creativity and innovation include the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of divergent thinking and risk taking. Creative thinking relies on collaboration, critique and an individual's openness to the ideas of others.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Acquiring Competencies</b>  <i>This step refers to acquiring strategies and skills within a particular discipline, with the recognition that we all have the potential to be creative.</i>	Evaluates creative processes and outcomes using discipline-appropriate criteria.	Creates an entirely new solution or idea that is appropriate to the domain.	Successfully adapts an appropriate example to their own point of view.	Successfully reproduces an appropriate example.
<b>Taking Risks</b>  <i>May include risk of failure in successfully completing assignment, i.e., going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions. Risk taking and resilience are important parts of the creative process.</i>	Recognizes that failure is an essential part of the learning process and is willing to risk failure in order to grow. Demonstrates a strong tolerance for divergent <u>and</u> iterative thinking.	Sometimes recognizes that failure is a part of the learning process and occasionally risks failure in order to grow. Demonstrates willingness to accept divergent <u>or</u> iterative thinking.	Questions whether failure is a part of the learning process and seldom risks failure in order to grow. Beginning to demonstrate an openness to divergent <u>or</u> iterative thinking with support.	Does not recognize failure as a part of the learning process and almost never risks failure in order to grow. No noticeable demonstration of divergent or iterative thinking. Merely replicates the information provided.
<b>Solving Problems</b>	Develops a logical, consistent plan to solve a problem, recognizes the consequences of a solution, and articulates a reason for choosing the solution.	Having selected from alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving a problem.	Only a single approach is considered and used to solve the problem.
<b>Embracing Contradictions</b>  <i>Includes not only outside ideas, but also one's own iterative process.</i>	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Recognizes the value of alternate, divergent, or contradictory perspectives or ideas.	With guidance, acknowledges alternate, divergent, or contradictory perspectives or ideas.
<b>Accepting Novelty</b>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Applies or replicates available ideas.
<b>Connecting, Synthesizing, Transforming</b>	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

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This rubric is a derivative of "Creative Thinking VALUE Rubric" by AAC&U, used under [CC BY-NC-SA 4.0](#).

## **References**

Association of American Colleges and Universities. (2009). *Creative thinking VALUE rubric*. <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-creative-thinking>