**Creativity & Innovation Week 3 Assessment REMIX**

Students will look at failure and remixing of ideas this week. They will create their own remix as a deliverable and assessment for this activity.

Assignment: Create a remix, demonstrating a new result of previous items. Begin by making two to three lists (topic/medium/style) to create a remix. Demonstrate this via a collage and paragraph.

Example topic: animals, books, transportation, food, weather, products, services

Example medium: written, photo, music, painting, built

Example style: romantic, time period, modern, minimalistic, lego, cardboard, markers

To measure:

originality (new, unusual or unique ideas)

risk taking

demonstrates resilience in new situations

comfort with ambiguity and unfamiliar situations

question prevailing assumptions

adaptability and the ability to be cognitively nimble

approaches thinking and problem solving collaboratively

recognizes, articulates and applies an understanding of different perspectives, including his/her own

evaluation of creative process and product

reflection on the creative experience (students define and describe the skills, techniques, and processes used in their creative and innovative work)

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|  | Exemplary 4 | Proficient 3 | Satisfactory 2 | Needs Improvement 0-1 |
| Combining Ideas | Ideas are combined in original and surprising ways to make something new or solve a problem or address an issue | Ideas are combined in original ways to make something new or solve a problem or address an issue | Ideas are combined in ways that are derived from the thinking of others, such as using an example from class or other students. | Ideas are copies or restated from other sources. |
| Originality & Risk Taking | Students created new, unusual or unique ideas AND showed imagination and risk taking as displayed in their remix and in their presentation, which also demonstrated new, unusual or unique ways of presenting |  Students created new ideas and showed an attempt at imagination or risk taking in their remix presentation.  | Students created new ideas but their remix presentation did not demonstrate imagination.  | Students did not create new ideas in their remix  |
| Demonstration of resilience in new situation | Persevered through many iterations of the remix. | Persevered to see the remix to the conclusion. | Needed significant encouragement to persevere with the remix | Did not demonstrate perseverance  |
| Comfort with ambiguity  | Student demonstrated extreme comfort with ambiguity | Student demonstrated a good level of comfort with ambiguity | Student did not seem to be comfortable with ambiguity but stayed with it. | Student demonstrated uncomfortable behavior by complaining and/or disengaging |
| Reflection on the creative experience | Students thoroughly described the skills, techniques, and processes used in their remix, with proper English, and in reflective depth. | Students described the skills, techniques, and processes used in their remix, with proper English, and in depth. | Students described some of the skills, techniques and processes used in their remix. May have English errors or not be in depth. | Students did not reflect as directed. May have significant errors which detract from the meaning of the reflection. |

References: Global Competencies, WorldSavvy.org

Brookhart Rubric for Creativity

Mass DESE Rubric...Foster Creativity & Innovation