

# DAVINCI CREATIVITY FELLOW RUBRIC

Candidates will encourage increased understanding about the efficacy of various approaches to developing human creativity. Proposals will answer questions such as: How do you develop the aptitude to be creative? How do you know when it works? What assessment tools could be used to measure creativity? What are the effects and what is the value of developing creativity in students? These projects may apply to a wide variety of educational settings, including K-12, higher education, corporate training, and community development.

The maximum score is 25 points. Scoring is based on a point scale with the points applied in the following manner:

**A. Letter of Recommendation from Nominator (one typewritten page): 1-5 points.**

The letter should give you a clear picture of the candidate's credentials and not just platitudes.

Total points for Recommendation \_\_\_\_\_

**B. Narrative of Nominee: (one to three typewritten pages): 1-15 points.**

**CV of Nominee: 1-5 points**

|                                                                                                                                                                                                                       | 10-15 points                                                                                                                                                                              | 5-9 points                                                                                                                                                                                                      | 1-4 points                                                                                                                                              | NA-0 points |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Proposal describes work that seeks to answer questions about how creativity can be inculcated, supported, researched, assessed, etc., and/or how we can quantify and value creativity in educational practice.</b> | Description is clear, proposed outcomes seem logical, the research makes sense, and the execution of the research is well thought out along with time, budget, personnel, etc., specifics | Description is clear, proposed outcomes seem logical, the research makes sense, but the description fails to anticipate logical challenges that could arise and/or the realities of the timeline, funding, etc. | Description addressing this lacks specifics, and/or is internally inconsistent, and/or suffers from a lack of critical thinking supporting the proposal |             |
| <b>Complexity of issue(s) to be addressed in the proposed project</b>                                                                                                                                                 | Issue(s) to be addressed constitute wicked* problems                                                                                                                                      | Issue(s) to be addressed constitute ill-formed problems                                                                                                                                                         | Issue(s) to be addressed constitute well-formed problems                                                                                                |             |

|                                                                                            | 10-15 points                                                                                                                                                                                                                                      | 5-9 points                                                                                     | 1-4 points                                                                                                                                                   | NA-0 points |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Fresh perspective/<br/>creative approaches<br/>employed in the<br/>proposed project</b> | Applicant can support a contention that no one else (as best as can be reasonably determined) has implemented the research approach to determine what is proposed as worthy of investigation regarding teaching creativity or teaching creatively | Applicant's research approach appears innovative, but there's little substantiation that it is | Perspectives and approaches replicate previous work (which is not bad!) instead of positing an innovative line of inquiry                                    |             |
| <b>Record of effectiveness of previous projects</b>                                        | Proposal describes multiple projects about teaching and/or learning that developed recommendations for practice and future research                                                                                                               | Proposal describes research that attracted funding                                             | Proposal describes at least one research project about teaching/learning                                                                                     |             |
| <b>Potential of the grant to lead to future research</b>                                   | Proposal indicates a need for the research and how the proposed research might contribute a unique understanding about creativity                                                                                                                 | Proposal shows why there's a need for the research                                             | Proposal is sketchy about why the project is needed or how it relates to what can be done in educational research to support creativity in teaching/learning |             |
| <b>CV – NOTE different scale ratings for CV</b>                                            | 5-6                                                                                                                                                                                                                                               | 3-4                                                                                            | 1-2                                                                                                                                                          |             |
| <b>Total Points A &amp; B</b>                                                              |                                                                                                                                                                                                                                                   |                                                                                                |                                                                                                                                                              |             |

\*- "wicked problem": seemingly insoluble, ill-formed problems involving many interdependent variables

Institution: \_\_\_\_\_

Scorer: \_\_\_\_\_