



*Rewarding Learning*

# RUBRIC FOR ASSESSING BEING CREATIVE



# Rubric for Assessing Being Creative

Based on the pointers for progression by the end of Key Stage 3 in **Thinking Skills and Personal Capabilities for Key Stage 3**

In the early stages, you should focus on encouraging pupils' natural curiosity about the world, their ability to ask questions and to explore and experiment through play. As pupils progress, you will need to build on these tendencies, and ensure that they value personal and individual responses to learning. Also, pupils will need to develop more specific methods for exploring and generating ideas, as well as building on and combining ideas in different contexts. Often, the challenge is to keep these personal and individual responses to learning alive in the face of the more external demands of the curriculum. Help promote pupils' development by enabling them to take risks and learn from their mistakes and perceived failures, so that they become more resilient in their outlook. Pupils' capacity to develop internal values and standards about the merits of their own work is a more advanced indicator of creativity.

<sup>1</sup>NOTE: When referring to this rubric, please remember that many pupils are likely to progress in Thinking Skills and Personal Capabilities in a non-linear fashion. This means that for any of the statements, a pupil might perform well on one occasion, but not consistently when doing something similar in another context. For example, a pupil might confidently ask questions around a topic they feel comfortable with, but need prompting when a new area is the focus. The purpose of assessment here is diagnostic: by building a picture of a pupil's performance over time you will get a sense of where they are confident and where they still need support. By sharing rubrics with pupils and involving them in setting their own success criteria you can lead them to set their own priorities for learning, recognising where their strengths and weaknesses are and in which areas of their work.

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Pointers for progression	Novice (N)	Apprentice (A)	Practitioner (P)	Expert (E)
<p><b>Recognise and identify new problems to solve. Regularly challenge conventional answers and assumptions (problem seeking, challenging).</b></p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> <li>• seek out questions to explore and problems to solve; and</li> <li>• challenge the routine method.</li> </ul>	<p>Need prompting and support to decide what to do next.</p> <p>Can follow suggestions to solve a given problem.</p>	<p>Look ahead to see what needs to be done.</p> <p>Spot in advance where an issue is likely to become a problem, and suggest what to do about it.</p>	<p>Find new things they want to do independently.</p> <p>Find where the most interesting questions appear; generate ideas and explore possibilities when presented with a problem.</p>	<p>Regularly try out new or unfamiliar activities, having a go and experimenting.</p> <p>Identify opportunities where there is scope to try new and interesting possibilities; consider the impact and practicality of a range of ideas in response, testing alternatives to find a potential solution.</p>
<p><b>Experiment and build on different modes of thinking (e.g. visualisation, roleplay, simulation). Try to make new connections between ideas and information (modes of thinking, making connections).</b></p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> <li>• experiment with ideas and questions; and</li> <li>• make ideas real by experimenting with different designs, actions, and outcomes.</li> </ul>	<p>Will ask an initial question, but need prompting to ask more probing questions that lead towards deeper understanding.</p> <p>Need support to come up with ideas when thinking creatively.</p>	<p>Will use models, mock-ups, prototypes, drafts or hypothetical examples to explore possibilities and find a way forwards.</p> <p>Explore what is already known about the topic or issue, connecting concepts in new combinations and producing ideas from their investigations.</p>	<p>Will work out a proposal and use it to get feedback through several rounds of adjustments in order to arrive at a conclusion.</p> <p>Choose lines of enquiry that look promising, connecting and recombining concepts and ways of working to generate interesting and novel ideas.</p>	<p>Will try out several approaches to an issue, experimenting to get a sense of what's likely to work best for a particular situation.</p> <p>Adapt their ways of thinking to suit the situation, incorporating previous experiences and experimenting with new approaches to find inspiration for original ideas.</p>

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Pointers for progression	Novice (N)	Apprentice (A)	Practitioner (P)	Expert (E)
<p><b>Follow intuition and take risks for success and originality. Value the unexpected or surprising. Actively learn from mistakes and setbacks (valuing originality, being resilient).</b></p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> <li>take risks for learning; and</li> <li>see opportunities in mistakes and failures.</li> </ul>	<p>Will have a go and incorporate the results of their efforts into their developing knowledge and understanding.</p> <p>When prompted, try an unfamiliar method to find out how far a different approach can take them.</p>	<p>Come up with their own ways of doing things in response to a challenge.</p> <p>Incorporate setbacks into information gathering, and use their findings to identify alternative ways forward.</p>	<p>Decide how to proceed when presented with a new problem, and try their ideas to see if they work.</p> <p>Take time to explore individual insights, even when they lead to dead ends, building deeper understanding through varied approaches.</p>	<p>Are prepared to try daring, unusual, multiple or original ways to overcome a difficulty.</p> <p>Accept that leaps of insight often follow from dogged and repeated trial and error, persisting with an avenue of exploration in order to either exhaust it or find a breakthrough.</p>
<p><b>Make value judgments about both the process and outcomes of their own work (values and standards).</b></p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> <li>value the unexpected or surprising.</li> </ul>	<p>Push a familiar method or concept when trying to discover additional information or something new.</p> <p>When prompted, examine an unfamiliar approach or topic, comparing it with well-established ways of working.</p>	<p>Recognise when their familiar methods are no longer appropriate, and seek help to improve them.</p> <p>Comprehend new or unfamiliar material and try it out to discover more about how and why it works.</p>	<p>See the connection between their end product and the processes used, recognising how to introduce changes to get a different result.</p> <p>Incorporate difficult or contradictory material into their viewpoint, suspending judgement until issues are clarified.</p>	<p>Account for unexpected outcomes and interpret anomalies to understand why things turned out the way they did.</p> <p>Recognise challenging or controversial outcomes, and look for confirmation or corroboration in response, setting assumptions aside until they establish more detail or resolution.</p>

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Pointers for progression	Novice (N)	Apprentice (A)	Practitioner (P)	Expert (E)
<p><b>Make connections between creativity in the classroom and in other contexts (seeing the big picture and making connections).</b></p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> <li>• make new connections between ideas or information; and</li> <li>• learn from and value other people's ideas.</li> </ul>	<p>Use ideas from other areas of experience to try and explain a new topic or issue.</p> <p>Readily use a favoured way of working but are hesitant to branch out and try a completely new approach.</p>	<p>Make analogies between different contexts and ways of working: It's like when...</p> <p>Recognise where they can reapply something familiar from one context to another.</p>	<p>Incorporate information or ideas they've learned elsewhere when searching for a solution.</p> <p>Recognise that they can improve their facility with a particular technique by combining it with something they've found elsewhere or watched someone else do.</p>	<p>Look for inspiration by exploring relevant examples, borrowing ideas to reach new conclusions.</p> <p>Make use of the parallels they see within separate areas or subjects to draw conclusions, explore deeper connections and make interdisciplinary links.</p>