

## Developing Criteria & Standards for Assessing Students' Creativity in Projects and Written Work

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## Learning Outcomes of the Session

- define the meaning of creative thinking in projects and written work
- develop criteria and standard for assessing products of creative thinking
- develop criteria and standard for assessing the creative thinking process

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## Creative Thinking

3

## Activity 1



10 minutes

In your group, generate a clear definition of creative thinking in projects OR in written work. Bear in mind that 'creative thinking' includes both the 'product' and 'process' of learning.

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## Activity 2



10 minutes

Based on the definition of creative thinking generated, come up with **FOUR** criteria for assessing the end product of creative thinking in projects or in written work.

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## Criteria for Assessing Products of Creative Thinking

Fluency – the number of ideas generated

Flexibility – variety of ideas generated

Originality – novelty of ideas

Elaboration – articulation of ideas

Ref.: Martell & Calderon, 2005

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## References

Martell, K. & Calderon, T. (Eds). (2005). *Assessment of Student Learning in Business Schools: Best Practices Each Step of the Way*. Florida: Association for Institutional Research.

Rust, C., Price, M. & O'Donovan, B. (2003). Improving students' learning by developing their understanding of assessment criteria and processes. *Assessment & Evaluation in Higher Education*, 28(2), 147-164.

## Activity 1

In your group, generate a clear definition of creative thinking in projects or written work. Bear in mind that 'creative thinking' includes both the 'product' and 'process' of learning.

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## Activity 2

Based on the definition of creative thinking generated, come up with FOUR criteria for assessing the end product of creative thinking in projects or in written work.

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2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## An Example of Analytic Rubric to Assess Products of Creative Thinking

level criteria	Novice	Intermediate	Expert
Fluency: the number of ideas generated	Less than five	Five to ten ideas	More than ten*
Flexibility: variety of ideas generated	All ideas serve the same basic function	Ideas serve a few (2 or 3) functions	Ideas serve a wide variety of (more than 3) functions*
Originality: novelty of ideas	Ideas are copies of existing ideas	Ideas are modifications or improvements of existing concepts	Ideas are totally new or even unique
Elaboration: articulation of ideas	Average person cannot even imagine it	Average person understands the nature of it	Average person can visualize it in his/her mind's "eye"

\*: this criterion is arbitrary and should be adjusted to fit with the exercise, students' capabilities and teachers' expectations.



Activity 3

Based on the given criteria for assessing the products of creative thinking, generate an analytic rubric to assess students' creative thinking in projects or in written work.

Level criteria	Novice	Intermediate	Expert

## Activity 4

Based on the four given criteria to define creative thinking, in your own group, come up with 4 stages in the creative thinking process of learning.

Stage 1

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Stage 2

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Stage 3

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Stage 4

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## An Example of Analytic Rubric to Assess Creative Thinking Process

level criteria	Novice	Intermediate	Expert
Preparation: "fact finding"	No significant research	At least 3 sources of relevant research	Research that goes beyond "literal" categories into "lateral" for points of comparison
Preparation: "problem/objective finding"	No clear cut problem or objective identified	A problem identified but no or only vague objectives	All problems clearly stated and multiple objectives prioritized toward solution opportunities
Incubation: "idea finding"	Not many ideas generated with little novelty or diversity	Good number of ideas but not overly novel or diverse	Many ideas of a diverse nature
Illumination: "solution finding"	Selection fails to meet objective(s)	Selection solves problem stated in main objective	Selection meets all objectives/maximizes solution to all problems
Verification: "acceptance finding" (idea is proven)	Not a successful solution	Minimally successful (modification or improvement)	Highly successful solution (uniquely creative)



## Activity 5

Given the 4 stages of the creative thinking process, develop an analytic rubric to assess the learning process of students as they advance from novice to expert in creative thinking.

Level criteria	Novice	Intermediate	Expert