

# Creativity

People typically want others to love their ideas/work, but immediate universal applause for an idea often indicates that it is not particularly creative (Sternberg, 2006, p. 90).

## Rubric for Creative Thinking in Single Point Rubric Form

<b>Not Yet</b> <i>(Areas that need work)</i>	<b>Proficient</b> <i>(Criteria)</i>	<b>Evidence</b> <i>(how has the standard been met?)</i>	<b>Advanced</b> <i>(areas that go beyond proficient)</i>
	<b>Creative Functioning:</b> - working to overcome obstacles - tolerating ambiguity - taking reasonable risks - taking responsibility for ups and downs in process		
	<b>Intellectual Skills:</b> - using both conventional and nonconventional modes - in-depth analysis of studio enquiry evident - recognition of ideas worth pursuing		
	<b>Knowledge:</b> - Gaining knowledge and understanding (e.g. of the media/subject/process) - Effective interpretation of information		
	<b>Thinking Styles:</b> - Recognition of important questions - Good use of new approaches/ideas - Questioning and analysis of assumptions		
	<b>Motivation:</b> - Focus on project purpose rather than grade - Evidence of process for development of personal angle - Effort to “sell” project/product (“this has value because...”)		
	<b>Use of Resources:</b> - Uses a variety of resources - Collaborates, discusses ideas with peers/teacher - Uses both positive and negative feedback		

\*(this does not represent the whole marking scheme for a single project but rather is an example of the ways in which it is possible to assess creativity)  
 (adapted from Fluckiger, J. 2010 and Payne Young, L. 2009)

## **Ways to develop creativity as a decision** (Young, L.P)

“The following list, adapted from Sternberg’s resources, identifies student choices and actions in each of the six areas that are indicative of creative thinking.

### Intellectual Skills:

- redefining the problem
- seeing the problem in new ways, escaping bounds of conventional thinking
- switching between conventional and unconventional modes of thinking
- analyzing the problem or project
- recognizing ideas worth pursuing
- persuading others and selling ideas

### Knowledge:

- demonstrating expertise in the knowledge field
- growing in the knowledge of the content field needed to move forward
- deeper use of existing structures in the knowledge field

### Thinking styles:

- using skills effectively
- thinking ‘well’ along new lines, not just generating novel ideas
- recognizing which questions and topics are important
- questioning and analyzing assumptions

### Personality Attributes for Creative Functioning:

- working to overcome obstacles
- tolerating ambiguity
- taking reasonable risks
- delaying gratification
- believing in oneself, self-efficacy
- taking responsibility for success and failures

### Motivation:

- focusing on purpose of the project rather than grade or reward
- developing angle for personal interest
- developing “passion” for the project or assignment
- selling the creative idea, realizing it will not sell itself

### Environment: *Teacher’s responsibility*

- creating a classroom that is supportive of creativity and that rewards creative ideas
- avoiding bias toward personal favorite aspects of creativity
- modeling creative, imaginative thinking
- allowing mistakes
- encouraging collaboration

### Environment: *Student’s responsibility*

- using classroom forums (teacher and peers) to discuss ideas
- making productive use of feedback, positive and negative
- collaborating, cross fertilizing ideas” (p. 76).

## References:

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