

Creative Learning Assessment

CLA

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A

Centre for Literacy in Primary Education

research project

with Lambeth CLC and CfBT Action Zone

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Measuring creativity?

Controversial

Are creativity and assessment oppositional in nature?
Can/should creativity be measured?

Complex

Multi-dimensional
Across traditional subject domains
Process over time
Collaborative

Criteria

Slippery
Convergent?

The CLA project

The challenge...

to develop an assessment model that enables teachers to:

- **understand and assess ‘creative learning’
(both the process and product)**
- **develop a curriculum and pedagogy to value and
promote creative learning as central**
- **positively influence teaching, learning and achievement**

What are we measuring?

Multidimensional

Interdependent strands

Generic - applies across subjects, domains and ages

- confidence, independence, enjoyment
- collaboration and communication
- creativity
- strategies and skills
- knowledge and understanding
- reflection and evaluation

CLA continuum

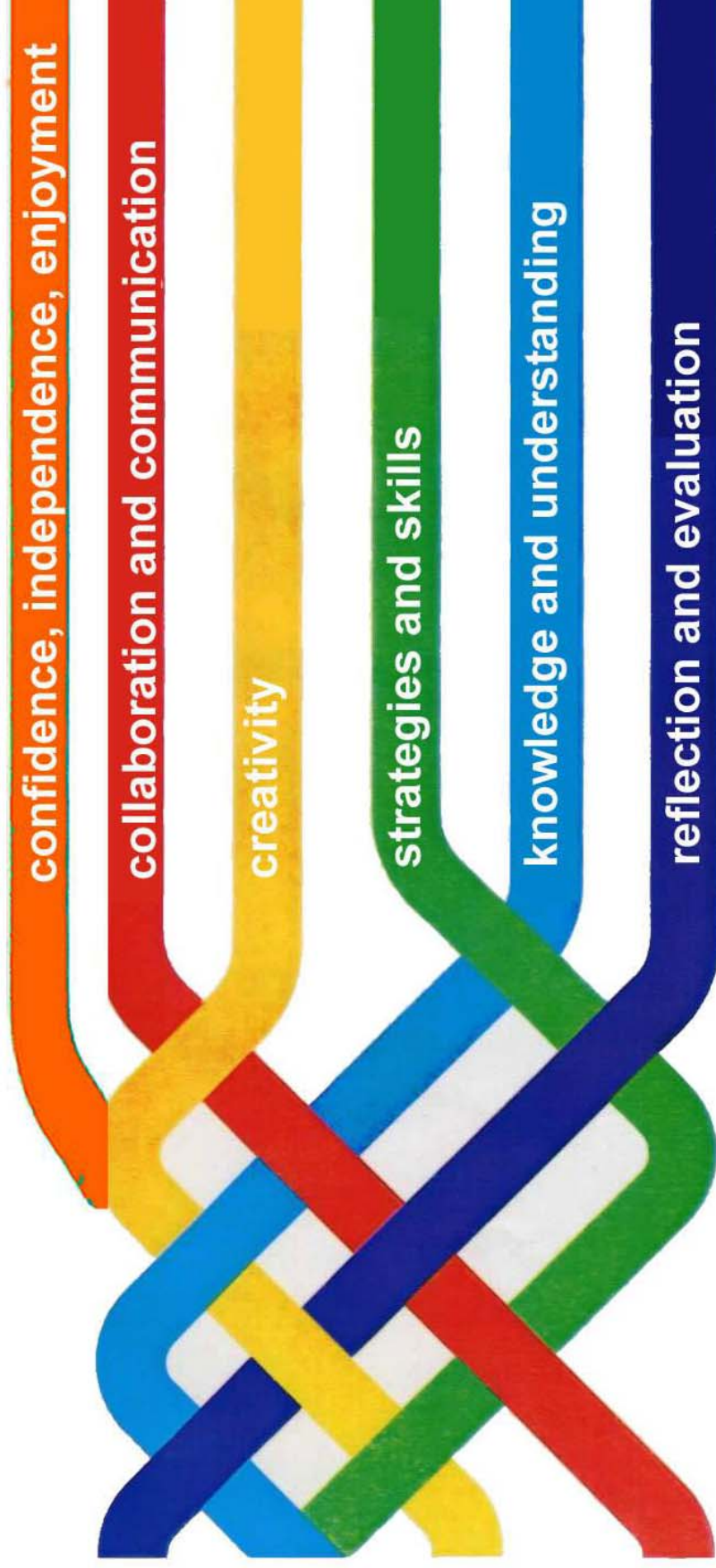


Figure 3

The Creative Learning Observation Framework - Criteria/Characteristics

<p>1 Confidence, independence, enjoyment <i>eg developing: pleasure and enjoyment engagement and focus empathy and emotional involvement self-motivation</i></p>		
<p>2 Collaboration and communication <i>eg works effectively in a team contributes to discussion, makes suggestions listens and responds to others perseveres, overcomes problems communicates and presents ideas</i></p>		
<p>3 Creativity <i>eg is imaginative and playful generates ideas, questions and makes connections risk-takes and experiments expresses own creative ideas using a range of artistic elements</i></p>		
<p>4 Strategies and skills <i>eg identifies issues and explores options plans and develops a project demonstrates a growing range of artistic/creative skills uses appropriate subject specific skills with increasing control</i></p>		
<p>5 Knowledge and understanding <i>eg awareness of different forms, styles, artistic and cultural traditions, creative techniques uses subject specific knowledge and language with understanding</i></p>		
<p>6 Reflection and evaluation <i>eg responds to and comments on own and others' work responds to artistic/creative experiences analyses and constructively criticises work reviews and evaluates own progress.</i></p>		<p>© CLPE/CfBT July 2007</p>

Confidence, independence, enjoyment

eg developing:

pleasure and enjoyment

engagement and focus

empathy and emotional involvement

self-motivation

Collaboration and communication

eg

works effectively in a team

contributes to discussion

makes suggestions

listens and responds to others

perseveres

overcomes problems

communicates and presents ideas

Creativity

eg

is imaginative and playful

generates ideas, questions and makes connections

risk-takes and experiments

**expresses own creative ideas using a range of
artistic/scientific elements**

Strategies and skills

eg

identifies issues and explores options

plans and develops a project

***demonstrates a growing range of
artistic/creative skills***

***uses appropriate subject specific skills
with increasing control***

CLA Scale of progression and development

extract

Level 1

Children play with creative materials and elements and use them to express feelings and ideas. They practise simple skills, exploring possibilities. Children begin to recognise and describe some creative effects. They describe what they think and feel about their own and others' work.

Level 5

Children are increasingly conscious of the imaginative possibilities in a particular creative medium. They select and organise their material to express their ideas and intentions, making choices for different purposes and to create different effects. They use skills with precision, control and fluency, combining them appropriately and effectively. Children analyse how meanings are conveyed, with increasing critical awareness, drawing on their knowledge and understanding of an art form and using appropriate vocabulary. They reflect critically on their own and others' work and show awareness of purpose and context in refining and developing their work.

CLA Scale: Summative assessment

- Holistic, descriptive assessment - 'best fit'
- Based on evidence of learning in different contexts over time
- Process and product (samples of work, e.portfolios)
- Moderated sample
- Combines qualitative with quantitative data

Positive impact of assessing creative learning

using the CLA

Assessment

- **An explicit model of creative learning development**
- **Observation-based assessment**
- **Divergent outcomes**
- **Culture of self, peer and teacher assessment**

Children's Learning

- **More collaborative, open-ended learning contexts**
- **Opportunity for children to use individual capabilities/ learning styles**
- **Working with greater autonomy, making more choices and decisions, sharing ideas**

“I like being allowed to choose what we make because then everyone does different things.”

Jess age 7



Positive impact of assessing creative learning

continued

Pedagogy

- **Explicit discussion of creative process**
- **Culture of enquiry, 'can do'**
- **Less didactic practice; collaborative, negotiated ways of working**

Teacher knowledge

- **Understanding of different aspects of creative learning**
- **View of creative learning development**

Curriculum

- **Integrated ways of working, 'slowed time' for deep learning**
- **Model of learning transfers across other curriculum areas/domains**

Teacher M:

*“ The framework helped me to really look at **how** the children were learning.*

An understanding of creative learning gave rigour to my practice.”



Implications of measuring creativity

a fundamental shift in vision of education for the 21st century:

- **the kind of learners we want to nurture**
- **the role of the teacher and other partners in schools**
- **a more integrated curriculum - 'areas of learning'**
- **a move away from narrow standardised assessment to one that recognises the diversity of talents.**