



# CREATIVITY

## PROCESS & PRODUCT

This rubric can be used to assess creativity in tasks that contain one or several discipline-specific learning outcomes. It is not meant to assess exercises focussing on “creativity” only, but any exercise with technical or disciplinary requirements which includes space for students to demonstrate their creative thinking skills. It can be used to provide formative or summative feedback.

Note: “Product” refers to a visible final student work (for example the response to a problem, a, essay, an artefact or a performance). These criteria are meant to assess student work even if the learning process is not observable or was not fully documented. “Process” refers to the learning and production process observed by the assessor or documented by the students: the process may not be entirely visible in the final product. Typically, the process could show a greater level of acquisition of the skills than the product.

The levels 1 to 4 correspond to a continuum. Level 1 corresponds to little effort in exercising creativity [critical thinking], whether the technical requirements of the task are met or not. Level 2 corresponds to some effort in creativity, even if the technical requirements of the task are not met. Level 3 shows some level of creativity and some technical mastery. Level 4 combines high levels of creativity and technical mastery.

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# CREATIVITY



## PROCESS

## PRODUCT



OUTSTANDING

### THE WORK PROCESS:

- shows a willingness to examine carefully a variety of ideas as well the ability to make meaningful connections with other ideas or domains.
- generated several unusual or radical ideas and pushed some to their limits before making the final choices.
- shows a clear awareness of the areas of personal novelty and risk that were pursued, and of why the final choices were made.

### THE STUDENT WORK:

- is highly imaginative, showing many instances of personal features and risk taking (formulation, technique, composition or content),
- fully meets the requirements of the task,
- goes beyond the knowledge and rules expected to be mastered by the student in more than one aspect.



FLOURISHING

### THE WORK PROCESS:

- shows a willingness to brainstorm ideas and examines carefully the chosen idea.
- generated one unusual or radical idea and pushed it to its limit before making the final choices.
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EMERGENT

### THE WORK PROCESS:

- shows a willingness to think or act beyond one's first idea, but connections made between ideas or domains lack consistency or remain superficial.
- fails to explore selected ideas with depth.
- shows little awareness of the areas of personal novelty or risk that were pursued.

### THE STUDENT WORK:

- is personal in some of its features (formulation, technique, composition or content),
- meets some but possibly not all the requirements of the task
- is in line with the knowledge and rules expected to be mastered by the student.



DORMANT

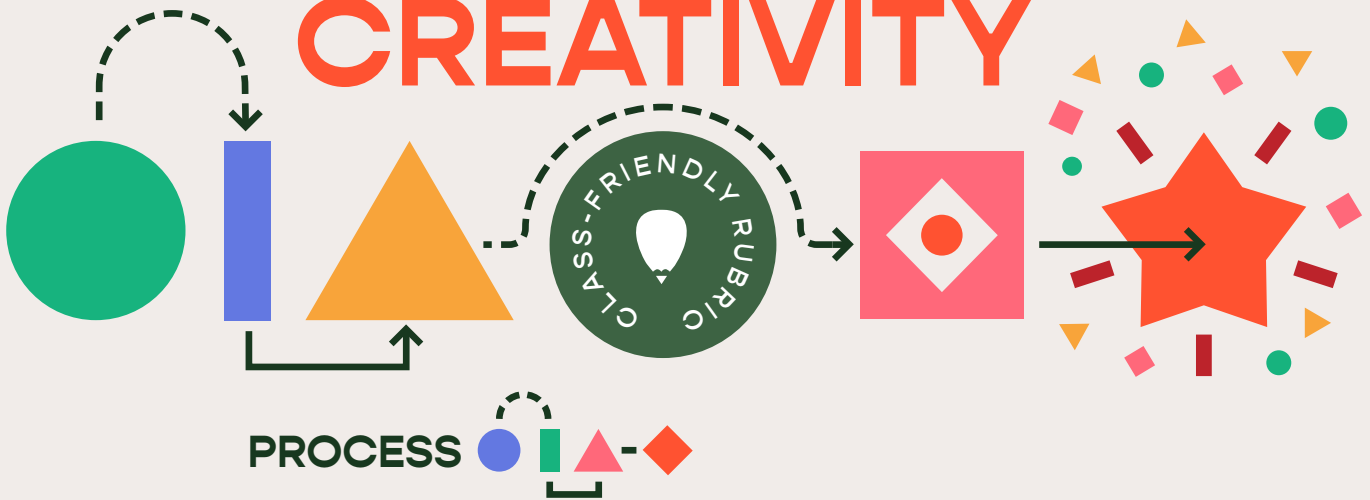
### THE WORK PROCESS:

- is limited to the exploration of imitative patterns or to the examples presented by the teacher or expected to be familiar.

### THE STUDENT WORK:

- meets the requirement of the task but
- reproduces existing examples, with little personal perspective on formulation, content, technique or composition.

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