

Developing a Creative Assessment Tool Jan 2011



As part of Greenside's creative journey, one of the questions we posed ourselves this year was how to assess the progress our pupils with severe learning difficulties were making in response to the high level of creative input we have invested in over the last 5 years.

In 2009, we were successful in our bid to Creative Partnerships to become a Change School. This provided additional funding, as well as access to specialist advice and practice. As part of this, our Creative Team worked alongside creative consultants, to research the area of evaluation of creative skills.

The outcome of this work was to formulate a structure for an Inset Day for Greenside teachers to enable them to explore what they considered to be the kinds of creative behaviours/skills our pupils might exhibit, so that we could pull together some framework that the school could use to evaluate pupils' creative progress.

The result of a very interesting and deep-thinking day was the formulation of four basic areas of creativity for our pupils, which described the kinds of behaviours that might be seen in each area. Although some of these skills were more difficult than others, we did not attempt to put them in a hierarchy.

It could be argued that in order to judge progress these skills would need to be ordered, but we felt that a hierarchical tick list approach to evaluating creativity was counterintuitive. What was considered to be more helpful to staff to support them in evaluating were descriptions of behaviours that they could identify as areas of progress for each pupil and which they could use, supported by examples, to describe progress to parents.

This work is still developing, but a decision has been made to pilot the assessment tool, as it is at present, to see how effectively it can be used. Teachers will refer to the four areas of creative skills in weekly class team meetings to become familiar with the areas and to discuss amongst themselves how well the pupils in the class are functioning in the light of the creative skills descriptions.

If a pupil has made a significant step or achieved some aspect within the descriptors, this will be noted and celebrated in the next week's assembly with a certificate and a special song.

The four areas of Creative Skills have also been written in a child-friendly version so that they can be more easily shared and discussed with those pupils who have better understanding of language.

When the pupil's Annual Review of the statement is written by the teacher, a new section will be added called 'Personal and Creative Development'. The teacher will use statements from the Creative Assessment Evaluation to describe the pupil's achievements and report on any progress that has been celebrated through the year which has helped the child develop personally and enabled them to better achieve their statement objectives

CATEGORIES OF CREATIVE BEHAVIOURS IN GREENSIDE PUPILS.

Creative pupils are able to.....

EMOTIONAL LITERACY

- *Access their own feelings & explore and express their own likes and dislikes*
- *Have a broad emotional repertoire*
- *Imaginatively use language, body & objects*
- *Respond and be motivated*
- *Respond intuitively*

CONFIDENCE TO ENGAGE & CONTRIBUTE

- *Are able to focus and engage*
- *Take turns, share, co-operate and support others in groups*
- *Are able to make an independent contribution*
- *Are willing to take risks and try anything*

MAKING CONNECTIONS AND SEEING RELATIONSHIPS

- *Make associations between things*
- *Can generalise an idea to a different situation*
- *Recognise the significance of their knowledge of a previous experience.*
- *Understand expectations of a situation*

EXPLORING IDEAS AND KEEPING OPTIONS OPEN

- *Develop different ideas and think laterally*
- *Be curious & explore the unfamiliar.*
- *Flexible & able to change and adapt ideas.*
- *Communicate their ideas in a new or unexpected way.*
- *Question boundaries*

BEING CREATIVE Pupil Friendly

KNOWING MYSELF

- *Know what I like and dislike*
- *Know when I'm happy, sad, angry, disappointed etc.*
- *Say things using my body, speech and objects*
- *Enjoy myself*
- *Respond to things that happen*

JOINING IN

- *Concentrate and join in*
- *Take turns, share, and help my friends*
- *Give my own ideas*
- *Be brave*

UNDERSTANDING

- *See how ideas link together*
- *Understand what to do*
- *Think how to use an idea in another situation*
- *Remember what I have done before and use it again.*

IMAGINATION

- *Think of my own ideas*
- *Be curious and try new things*
- *Happy to try different ideas*
- *Change my ideas and think of new ways of doing something*
- *Do things differently to usual*