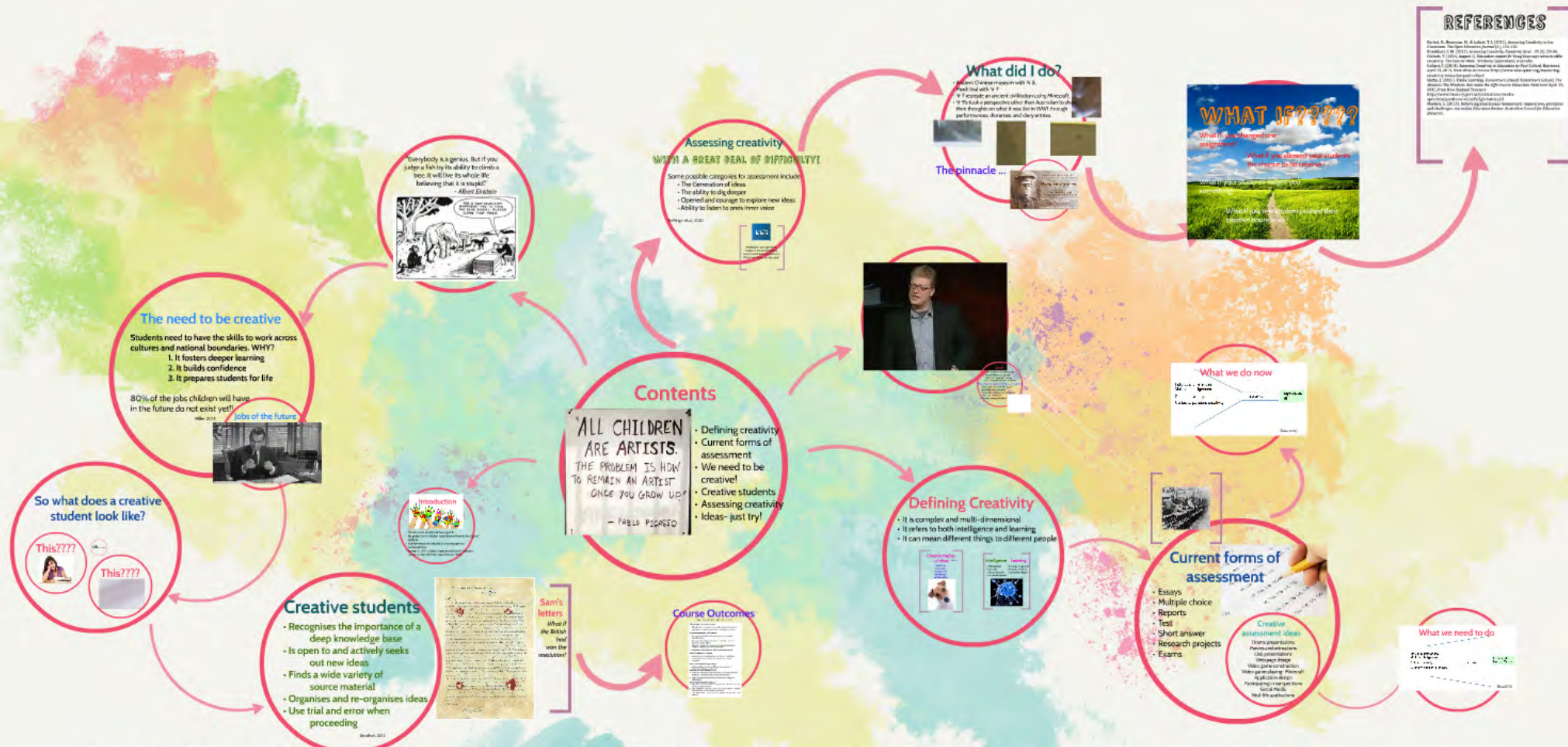


PUSHING THE CREATIVE BOUNDARIES IN ASSESSMENT

Written by Catherine Eppen-VanDerAa



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Introduction



- We are most creative before aged 8
- By grade 3 or 4 children have learned how to be a 'good' student
- Conforming to standards at a young age has consequences
- By age 4, 70% children have worked out if they are 'smart' or 'dumb' (Prof. Carol Dwerk, 2013)

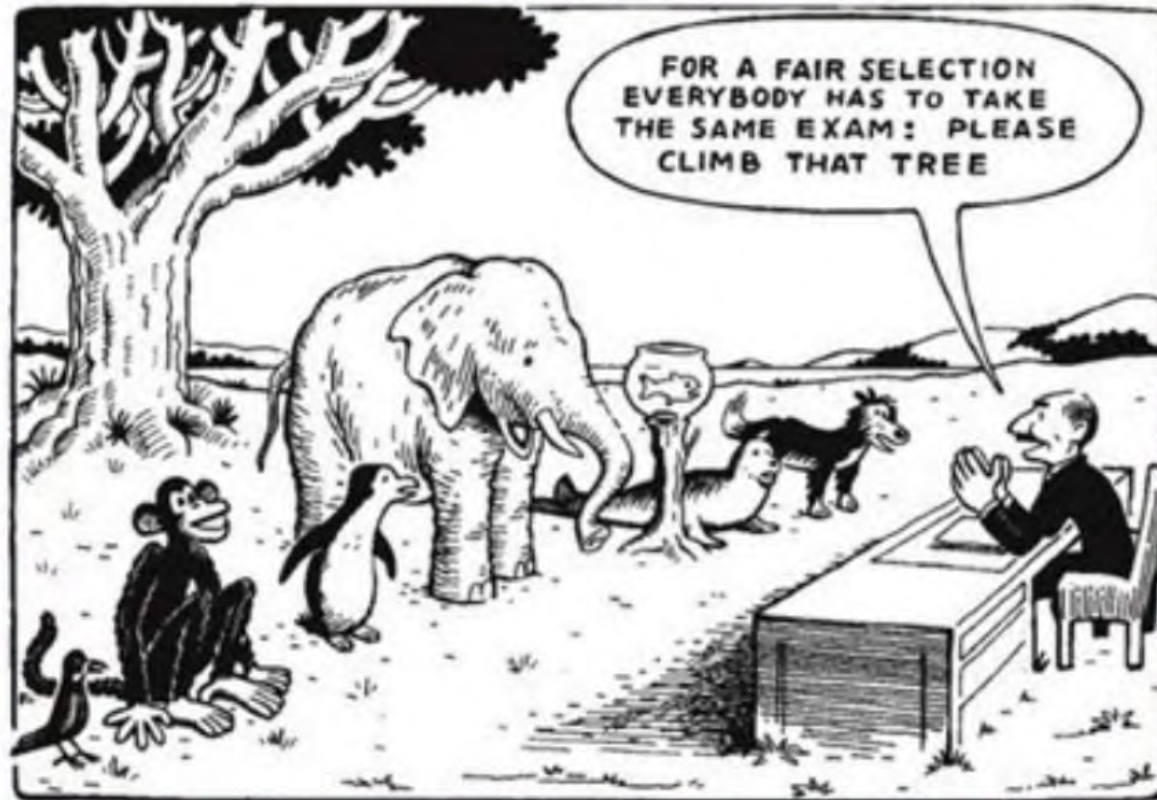
Contents



- Defining creativity
- Current forms of assessment
- We need to be creative!
- Creative students
- Assessing creativity
- Ideas- just try!

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- *Albert Einstein*





James

- Was the disruptive child in class
- Couldn't write a paragraph
- Was not interested in school
- Had not achieved ever at school

When given the opportunity to use his creativity

- Accurately recreated the story of Ned Kelly with animation
- He achieved his success for the first time in his school life

James

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When given the opportunity to use his creativity

- Accurately recreated the story of Ned Kelly with animation
- He achieved his success for the first time in his school life
- He was a changed student



Defining Creativity

- It is complex and multi-dimensional
- It refers to both intelligence and learning
- It can mean different things to different people

Creative Habits of Mind

Collard, 2011

inquisitive
persistent
imaginative
disciplined
collaborative



Intelligence **Learning**

- Multifaceted
- Complex
- Across domains
- Can be developed
- Involves imagination
- Involves imitation
- Can be developed

Spencer, Lucas & Gardner, 2012



Intelligence

Learning

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Spencer, Lucas & Claxton, 2012



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Current forms of assessment

- Essays
- Multiple choice
- Reports
- Test
- Short answer
- Research projects
- Exams

Creative assessment ideas

- Drama presentations
- Movies and animations
- Oral presentations
- Web page design
- Video game construction
- Video game playing- Minecraft
- Application design
- Participating in competitions
- Social Media
- Real-life applications



What we do now

Individual differences
Multiple intelligences

Cultural diversity

Curiosity, passion, creativity

Schooling

Employable
skills

(Zhoa, 2012)

Creative assessment ideas

- Drama presentations
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ects

What we need to do

Individual differences
Multiple intelligences

Cultural diversity

Curiosity, passion, creativity

Schooling

Enhanced
Human Talents

(Zhoa,2012)

The need to be creative

Students need to have the skills to work across cultures and national boundaries. WHY?

1. It fosters deeper learning
2. It builds confidence
3. It prepares students for life

80% of the jobs children will have in the future do not exist yet!!

Miller, 2013

Jobs of the future



Children will have
not exist yet!!

October, 2013

Jobs of the future



So what does a creative student look like?

This????



OR.....

This????



This?????

OR.



The image features a vibrant, abstract watercolor background with shades of yellow, green, and blue. A prominent red circle is centered on the page. Inside this circle, the text "OR....." is written in a bold, black, sans-serif font. The "OR" is in a larger size than the dotted line that follows it.

OR.....

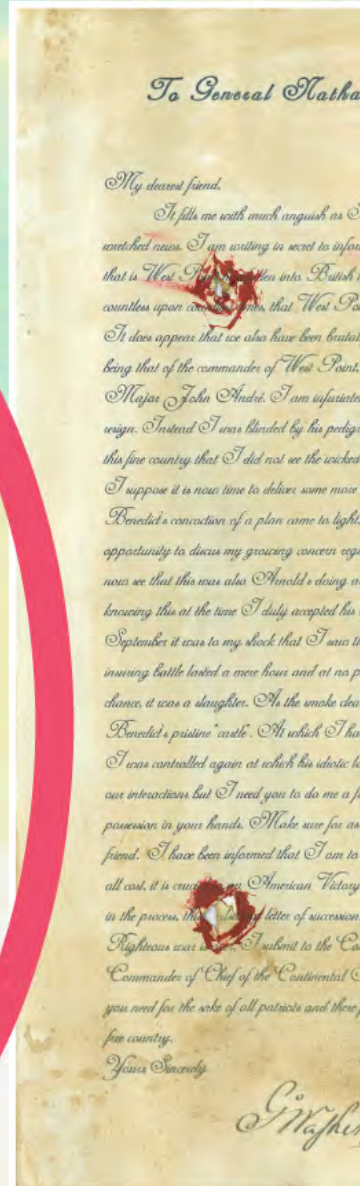
This????



Creative students

- Recognises the importance of a deep knowledge base
- Is open to and actively seeks out new ideas
- Finds a wide variety of source material
- Organises and re-organises ideas
- Use trial and error when proceeding

Brookhart, 2013



To General Nathanael Greene
New York

My dearest friend,

It fills me with much anguish as I sit and write to you that I have here forth become the carrier of such wretched news. I am writing in secret to inform you, as I hope you have already become aware of, that the vital lifeline that is West Point has fallen into British hands. You will now see the problem that has arisen, as I have said countless upon countless times, that West Point is the most important Post within all America in this bloody war. It does appear that we also have been brutally and unconceivable betrayed by Sir Benedict Arnold as it was he, being that of the commander of West Point, who literally handed the keys of West Point over to that of British Major John Andre. I am infuriated at my own idiocy, that I didn't just let that measly worn Benedict resign. Instead I was blinded by his pedigree and the thought of what such an individual could do to immensely benefit this fine country that I did not see the wicked intent that resided within his cold heart and due to this I will dearly pay. I suppose it is now time to deliver some more inexpressible concerning news to you my old companion. Before Benedict's concoction of a plan came to light, he invited me to come and dine with him where it seemed fit to take the opportunity to discuss my growing concern regarding his thinning supplies and defenses at West Point. On reflection I now see that this was also Arnold's doing, as he was making the British advance on West Point easier, though not knowing this at the time I duly accepted his reasoning and invitation. When I arrived at West Point in the early of September it was to my shock that I saw the towering British vessel the Tulture sailing into the fine town's port. The ensuing battle lasted a mere hour and at no point did our brave and righteous boys guarding West Point stand a chance, it was a slaughter. As the smoke cleared I was forcefully taken as prisoner of war and I was dragged into Benedict's pristine castle. At which I had the honor, no I had the privilege, of beating the rapscallion senseless until I was controlled again at which his idiotic lordship sentenced me to death. My dear friend I have enjoyed many of our interactions but I need you to do me a favor. I need you to look after Martha. I'm putting my most cherished possession in your hands. Make sure for as long as she lives that she will do so in comfort and away from threat my friend. I have been informed that I am to be hung on the 2nd of October and you have to take back West Point at all cost, it is crucial to an American Victory in this war. If you are unable to take back West Point and/or I die in the process, then I submit my letter of succession. I George Washington here forth state that I do. Before this Righteous war is over, I submit to the Continental Congress that Nathanael Greene be appointed to the roll of Commander of Chief of the Continental Army. Nathanael I plead with you no matter whatever happens next, you need for the sake of all patriots and these families to continue the worthy fight and work towards that of a noble and free country.

Yours Sincerely,

G. Washington

Sam's letters

What if
the British
had
won the
revolution?

Course Outcomes

School Standards and Curriculum Authority, 2015

Chronology, terms and concepts

- Identify links between events to understand the nature and significance of causation, continuity and change over time

Historical questions and research

- Formulate, test and modify propositions to investigate historical issues
- Frame questions to guide inquiry and develop a coherent research plan for inquiry
- Identify, locate and organise relevant information from a range of primary and secondary sources
- Practise ethical scholarship when conducting research

Analysis and use of sources

- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument

Perspectives and interpretations

- Analyse and account for the different perspectives of individuals and groups in the past

Explanation and communication

- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- Apply appropriate referencing techniques accurately and consistently

Knowledge and understanding:

- The aims and contribution of significant individuals to the revolutionary movement
- The significant political, social and constitutional changes brought about by the American Revolution,
- The significance of the American Revolution into the 19th century

Assessing creativity

WITH A GREAT DEAL OF DIFFICULTY!

Some possible categories for assessment include

- The Generation of ideas
- The ability to dig deeper
- Opened and courage to explore new ideas
- Ability to listen to one's inner voice


Treffinger et al., 2002



Moderation arrangements
Scope of the presentations
Lack of summative assessment
What mark/level can you give?



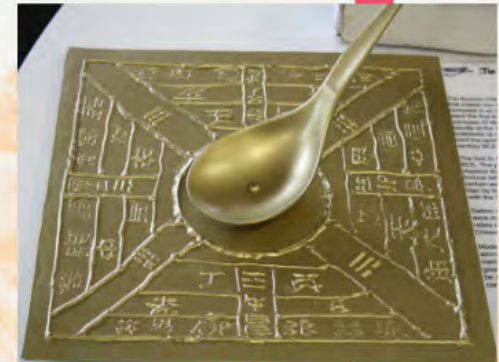
Let's Talk About
The Issues



Moderation arrangements
Scope of the presentations
Lack of summative assessment
What mark/level can you give?

What did I do?

- Ancient Chinese museum with Yr 8,
- Mock trial with Yr 7
- Yr 7 recreate an ancient civilization using Minecraft,
- Yr 9's took a perspective other than Australian to share their thoughts on what it was like in WW1 through performances, dioramas, and diary entries.



The pinnacle ...



Mandurah Baptist College *invites you*
to the premiere showing of the documentary movie

Memory Forever

Directed by Jin Tzu
the film documents the true story of a
mother's plea to save her sole surviving son

Tuesday April 28 6:00 pm pre show drinks 7:00pm showing
Lakes Theatre Catalina Drive North Mandurah
pre and post premiere refreshments provided
Semi formal dress code please



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RSVP catherinee@mbc.wa.edu.au or 95837000 by 22/04/2015

WHAT IF?????

What if you changed one assignment?

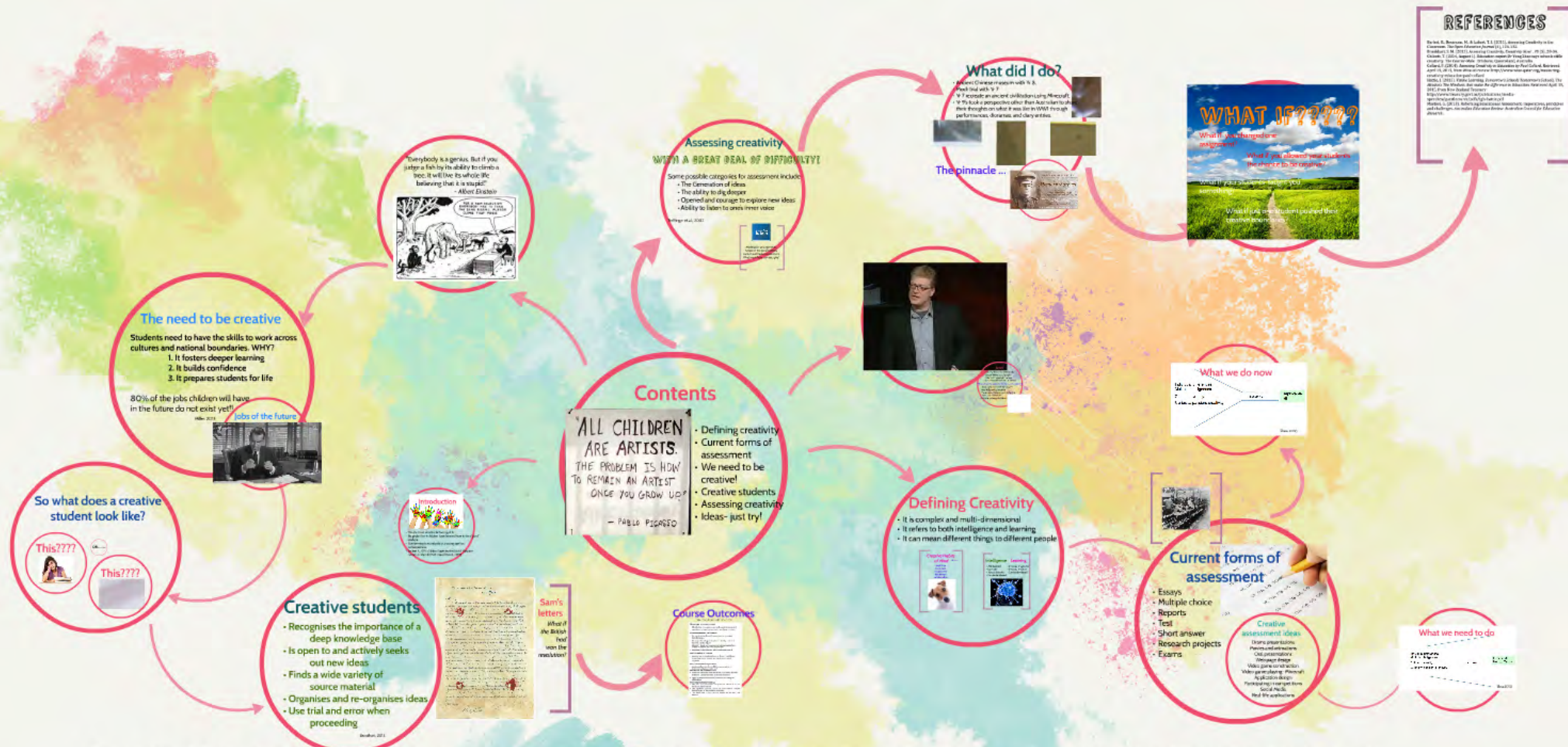
What if you allowed your students the chance to be creative?

What if your students taught you something?

What if just one student pushed their creative boundaries?

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