




Table 2: Creativity Assessment Tool Exemplar

(1) Creativity Assessment Criteria

Area of Assessment	 Excellent	 Up to Standard	 To be Improved
Fluency	1. The student is able to describe subject matter in various ways, such as using different writing skills in a piece of composition 2. The way of expression is innovative and interesting (*)	1. The student is able to describe subject matter in various ways, such as using different writing skills in a piece of composition (*)	1. The student can only describe subject matter in his or her usual ways (*)
Flexibility	1. The student is able to discuss and explain subject matter, or a single topic, from different angles 2. The student shows an in-depth and comprehensive understanding about subject matter 3. The student is able to give constructive opinions and inspire other people (*)	1. The student is able to discuss and explain subject matter, or a single topic, from different angles 2. The student shows an in-depth and comprehensive understanding about subject matter (*)	1. The student always discusses or explains subject matter, or a single topic, in his or her usual way 2. The student only has general and superficial understanding about subject matter (*)
Originality	1. The student is able to express his or her own opinion about subject matter, or about how to solve a problem 2. The student can give innovative and practical ideas (*)	1. The student is able to give his or her own opinion about subject matter, or about how to solve a problem (*)	1. The student is unable to give unique or innovative opinions about subject matter, or about how to solve a problem (*)
Elaboration	1. The student is able to explain any subject matter, no matter how complicated or common 2. The way of explanation is innovative, interesting and outstanding 3. The student is able to gain a good grasp and understanding of subject matter (*)	1. The student is able to explain any subject matter, no matter how complicated or common 2. The explanation is reasonable 3. The student is able to enhance other people's understanding of subject matter (*)	The student is unable to explain subject matter in an in-depth way The student fails to explain complicated subject matter in detail (*)




Sensitivity to problems	<ol style="list-style-type: none"> 1. While facing a problem or self-created difficult situation, the student is able to grasp the key elements of the situation 2. The student is able to devise and explain a problem clearly and accurately 3. The student is able to express the key points of a problem and any insufficiencies, to help find ways to solve the problem <p style="text-align: center;">(*)</p>	<ol style="list-style-type: none"> 1. While facing a problem or self-created difficult situation, the student is able to grasp the key elements of the situation 2. The student is able to devise and explain a problem clearly <p style="text-align: center;">(*)</p>	<ol style="list-style-type: none"> 1. While facing a problem or a self-created difficult situation, the student is unable to grasp the key elements of the situation 2. The student is unable to devise and explain a problem clearly and accurately <p style="text-align: center;">(*)</p>
-------------------------	--	--	---

☞ Areas of excellent performance :

☞ Areas to be improved :


(*) = The score of each item is put in brackets. Teachers may adjust the proportional weights of each assessment item according to the objective of a programme. If each assessment item has the same proportional weight, and the score for excellent performance is 3, then the highest scores for the whole assessment is 15.

(2) The Assessment Criteria of the Creativity in a Creation # (Whether the creation is creative, logical and practical)

Area of Assessment	 Excellent	 Up to Standard	 To Be Improved
Novelty	1. The concept of the creation is original, unique and uncommon 2. It can attract attention 3. It can inspire relevant new ideas	1. The concept of the creation is original, unique and uncommon	1. The concept of the creation has no special features
Applicability to problem-solving	1. The creation meets the requirements of the topic 2. The creation can be used to solve problems according to the actual situation 3. The creation has practical value	1. The creation fits the requirements of the topic 2. The creation can be used to solve problems	1. The creation fails to meet the requirements of the topic 2. The creation cannot be used to solve problems
Style of Creation	1. The design of the creation attends to detail 2. The creation contains various elements 3. The form and mode of creation make logical sense. They are also innovative and interesting 4. The creation can be easily understood and accepted by others	1. The design of the creation is ordinary 2. The creation contains basic elements 3. The form and mode of creation make logical sense. They are also easily understandable	1. The design of the creation is incomplete 2. The creation fails to contain basic elements
Scientific Knowledge	1. The student is able to make correct use of scientific knowledge 2. The student is able to synthesise his or her knowledge and express unique personal opinions	1. The student is able to make correct use of scientific knowledge	1. The student fails to make correct use of scientific knowledge

: Please refer to the “Creativity Assessment Criteria” for mode of assessment

 Areas of excellent performance :

 Areas to be improved :

Reference

Bessmer, S., & O'Quin, K (1986). Analyzing creative products: Refinement and test of a judging instrument. Journal of Creative Behavior, 20(2), 115-126.

(3) The Adaptive Behaviour Scale of Creativity and Higher-order Thinking Abilities of Primary School Students (Applicable to Primary School Students)

Name of Student : _____

Class : _____

The following is your description of the classroom behaviour of your student. Please put a “√” in the appropriate box according to your student’s actual performance (for example:)

	Always	Some- times	Rarely	Never
1. While answering a question, the student seems to have thought it over thoroughly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. While asking a question, the student is able to give different opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. While answering a question, the student is able to use abundant vocabulary to express his or her own views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student is able to respond to an open question appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. During group discussions, the student is able to give different opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student is able to express his or her opinions in a systematic manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student is able to give unique or innovative personal opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The student is able to propose constructive opinions to his or her classmates during discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The student is able to come up with a solution to a problem by himself or herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. While completing a task, the student is able to raise questions about the content of the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The student is able to complete a task within the framework set out in a “situational” task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(4) The Adaptive Behaviour Scale of Secondary School Students' Creativity (Applicable to Secondary School Students)

Name of Student : _____ Class : _____

The following is your description of the classroom behaviour of your student. Please put a “√” in the appropriate box, according to your student’s actual performance (for example:):

	Always	Some- times	Rarely	Never
1. While answering a question, the student is able to raise different opinions/questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. During group discussions, the student is able to raise many different opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When being asked to solve a problem, the student is able to use different vocabularies to express his or her opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student is able to think over a problem from different angles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student is able to give unique or innovative personal opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student is able to report learning results or the results of topical tasks in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student is able to think independently to find solutions or strategies to solve a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The student is able to express simple ideas in a lively and interesting way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The student is able to explain abstract or complicated concepts by using concrete examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The student expresses strong interest towards novel things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>