Assessment of Creativity in K-12 Education

A scoping review

Article Summary

Over the past two decades, creativity has emerged as one of the core 21st century learning objectives within K-12 education systems around the world. While some literature has demonised assessment as something that inhibits creativity, a growing body of research supports feedback-driven teaching—also known as formative assessment or assessment for learning—as an effective pedagogical approach across contexts and content areas. Given this empirical foundation, we propose that assessment for learning holds powerful potential for helping students to learn about being creative. To examine intersections of creativity and assessment in K-12 educational contexts, we carried out the scoping review study reported here, with the aim of advancing understanding of how assessment can support and promote creativity in classroom contexts. Fifty-one research articles were selected for review, based on inclusion criteria which required that articles (a) reported the collection and analysis of quantitative or qualitative data, (b) addressed K-12 classroom or extra-curricular contexts, (c) addressed the formative or summative assessment of creativity for pedagogical intent, (d) were peer-reviewed, and (e) were published in English. Analysis of the research revealed two dominant and consistent themes. Firstly, multiple studies indicated the importance of defined criteria for effective and useful creativity assessment within K-12 classroom contexts. Secondly, a number of studies identified the particular value of self-assessment and/or reflection in supporting creativity. We discuss implications of these findings in relation to educational policies and practices that seek to promote creativity, and areas for future research.

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