Evidence 2

This is evidence of my critical understanding of the two forms of assessment; formative and summative, which is a listed characteristic of standard one. One of my assessment tasks for an elective online subject EDFD460: Creativity and Imagination in Education, was to create a curriculum framework for developing creativity and imagination. As part of this framework we were asked to design our own assessment and evaluation approach, which is demonstrated below. The highlighted section below and the assessment rubric establish that I have a clear understanding of both formative and summative forms of assessment.

Assessment and Evaluation of Creativity and Imagination

In order to understand the assessment design approach taken, defining assessment and evaluation, and also determining the difference between the two is essential. Assessment refers to the “appraisal of individual student performance” whereas evaluation refers to the appraisal of the learning and teaching program (Eisner, 2002). Assessment of creativity and imagination is a highly contentious issue as it involves judgements which can be seen as an “impediment” to emancipating creative and imaginative thoughts and actions in students (Eisner, 2002). Yet it is crucial to understand that whilst some forms of assessment are not suited to assessing creative and imaginative behaviours and outcomes, others can be utilised with the aim of “growing their creativity” and further determining the next action for students (Spencer, Lucas & Claxton, 2012).

This assessment and evaluation design will have a distinct focus on utilising predominately formative assessment strategies (observation and anecdotal notes) as a constructive way to assess the process of imagining and creating rather than solely on the product, which would effectively involve only summative assessment. This assessment design offers the opportunity for teachers to nominate whether students have achieved set creative and imaginative criteria or are working towards this.

See Assessment Rubric Design Below
<table>
<thead>
<tr>
<th>PROCESS</th>
<th>PRODUCT</th>
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<tbody>
<tr>
<td><strong>Formative assessment</strong></td>
<td><strong>Summative assessment</strong></td>
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| **Imaginative** | - Takes time to think and visualise possible creative pathways  
- Documents thoughts in preferred style | - Demonstrates original and imaginative thought within the outcome |
| **Curiosity** | - Questions ideas and concepts  
- Explores and investigates ideas  
- Undertakes self-directed research | - Demonstrates evidence of investigation and research |
| **Collaboration** | - Works effectively with others  
- Cooperates with peers and teachers  
- Gives and receives feedback appropriately | - Shows evidence of authentic creative thought process and application |
| **Challenge** | - Challenges their own thoughts  
- Challenges their peers thoughts  
- Demonstrates individual and authentic creative thoughts and actions | - The creative outcome demonstrates the challenge of one's own thoughts |
| **Persistence** | - Continues with the process despite setbacks  
- Demonstrates effective problem-solving skills | - Effectively reflects on the creative outcome and acknowledges what needs to be improved |
| **Reflection** | - Continually reflects on creative process and seeks to improve | |

**KEY:**  
A = Achieved  
WT = Working Towards