Learning Progressions for Creative Thinking

Developed for Rethinking Assessment by Bill Lucas, November 2022

Creative Thinking Progression

	Starting point	**Emerging**	**Developing**	**Deepening**	**Key indicators**
1. Imaginative					
1.1 Generating ideas	Learners provide one or two simple/obvious ideas with strong support	Learners provide a small number of relatively obvious ideas with some support	Learners provide many ideas, some well-developed, largely working on their own	Learners generate a large number of ideas, relevant to the context and working independently	**Number/agency**
1.2 Playing with possibilities	Learners provide a very limited range of ideas all focusing on the same theme	Learners' ideas represent a small range of themes and show some exploration of the theme	Learners provide a range of ideas that are distinct from one another and which show genuine exploration of the theme	Learners generate a wide range of alternative ideas and solutions, sometimes adapting existing ideas, sometimes integrating other perspectives	**Range/complexity**
1.3 Making connections	Learners present ideas that are very obvious or conventional only containing concepts with which they are already familiar	Learners present ideas that are mostly obvious or conventional containing a few concepts with which they are not already familiar	Learners present ideas which show some flexibility and willingness to go beyond their existing experiences, combining elements of a task to explore new combinations of ideas	Learners present ideas which show that they can think flexibly going beyond their existing experience or social context, combining elements of a task to allow for novel combinations of ideas	**Novel connections**

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2. Inquisitive					
2.1 Posing questions	Learners use a very narrow range of questions focusing mainly on basic understanding	Learners use a growing range of questions to suit circumstances and go beyond basic understanding	Learners use a range of questions to suit circumstances increasingly being able to explore, challenge and consider possibilities beyond the relatively obvious	Learners use a wide range of questions to suit circumstances and intentions and are able to clarify, probe, explore, infer, deduce, challenge and consider hypothetical situations	**Range of questioning techniques**
2.2 Exploring and investigating	Learners view the task through a single perspective without consideration of what task elements can be changed	Learners mainly view the task through a single perspective with little consideration of what task elements can be changed, or which alternative perspectives or pathways can be considered	Learners can shift perspective, thinking about the task/problem in a different way, considering the task/problem from a range of perspectives and being willing to test out alternative pathways	Learners are able to see more than one side of an argument, experimenting beyond conventional perspectives, questioning the boundaries of the task to navigate around possible constraints and testing out multiple pathways, even those that seem unlikely	**Range of perspectives adopted**
2.3 Challenging assumptions	Learners' explorations of the task elements are very limited and they do not challenge others' opinions	Learners' explorations are mainly routine, limiting exploration to obvious elements of the task, and revisiting the same ideas, rather than generating new ones, only occasionally challenging others' views	Learners demonstrate some evidence of experimentation, developing some of the task elements, or synthesising existing ideas, increasingly able to avoid jumping to conclusions and offer opinions which differ from others'	Learners think flexibly to develop elements of the task, effectively combining elements of a task to allow new possibilities, noticing the unusual, avoiding jumping to conclusions, recognising others' feelings and clearly articulating their own ideas	**Willingness to question status quo**

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3. Persistent					
3.1 Sticking with difficulty	Learners develop their ideas in a limited way without elaboration, typically seeing mistakes as failure	Learners elaborate their ideas, but without an evaluation of effectiveness, or justification in relation to fitness for purpose but beginning to see the value of producing different versions of their work	Learners elaborate their ideas to evaluate their effectiveness, and/or justify fitness for purpose, increasingly seeing mistakes as opportunities, beginning to produce several versions of their work and inviting feedback on these	Learners think flexibly to manipulate elements of the task, effectively combine elements of a task to allow new possibilities, see mistakes as opportunities, enjoy producing several versions of their work and can act on feedback to improve their thinking	**Degree of elaboration**
3.2 Tolerating uncertainty	Learners are easily confused when faced with multiple perspectives and seek one right answer	Learners are prepared to consider alternative perspectives when considering a problem and are able to come up with more than one possible solution	Learners embrace multiple perspectives when considering a problem, are willing to use their intuition to explore challenges and are not put off by questions which do not have one right answer	Learners actively embrace multiple perspectives when considering a problem, find 'not knowing' an interesting place to be, enjoy using their intuition and relish questions which do not have one right answer	**Willingness to see multiple perspectives**
3.3 Daring to be different	Learners prefer safe solutions and are unwilling to take risks or disagree with others	Learners are prepared to take limited risks, try out alternative positions and offer their opinions to others	Learners are increasingly prepared to take risks, to adopt alternative positions, offer their opinions and disagree with others	Learners are prepared to take risks, to adopt alternative positions and to disagree with others as they develop their creative thinking, recognising that thinking creatively often requires disagreement along the way	**Willingness to take risks in thinking**

Source:

Krstic, S. (2024). Putting Creative Thinking at the core of the English school curriculum: An exploratory study. London: Australian Council for Educational Research UK.