# Critical and Creative Thinking assessment tool

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| Elements | What comes before | End of Prep | What comes between | End of Year 2 | What comes next? |
| Being curious and posing questions  *Contexts in which these elements can be observed:*  Discovery  Inquiry/Literacy | Curious and enthusiastic about engaging with different activities/experiences/stations  Asking simple questions about things that interest them | Exploring and experimenting with different ideas and materials  Building stamina and concentration when exploring own interests  Asking questions linked to provocations or experiences instigated by the teacher | Exploring ideas and theories using imagination, creativity and play  Asking a variety of different questions linked to provocations or experiences or things of personal interest to them (eg who, what, where, when, how, why, what if) | Asking a range of questions using different question stems beyond their immediate experiences (eg who, what, where, when, how, why, what if)  Asking questions for a range of purposes (eg to gain information, clarify, compare)  **Standard:** Students use and give examples of different kinds of questions. | Asking questions about ideas and concepts to expand their understanding of the world  Asking questions for a range of purposes (eg factual: *who, what, where, when,* procedural: *how and why,* application: *if...then…, Is it possible…., Could this happen if…*) |
| Generating new ideas and possibilities  *Contexts in which these elements can be observed:*  Discovery | Mostly copying something they have seen or heard before but changing one or 2 things (eg the shape or colour, or name of a character)  Experimenting with unfamiliar resources | Using imagination to create something that they may have heard about but not seen before eg a flying boat or a combination of 2 animals- a ‘lionaroo’  Using familiar things but in a new way (eg using planks to make fences for a farm) | Using equipment or props in a different way to their conventional way, or the way that has been taught.  (Eg. using loose parts to represent other objects, experimenting with sticks, sponges, etc to create a painting, finding alternative ways of attaching materials other than sticky tape)  Using imagery. Eg using particular colours to signify how they are feeling | Applying skills and ideas previously taught or explored in other areas to a different context in order to create something new. ( Eg. Using art or construction techniques to make something uniquely their own, using characters of a book to make their own stories or retelling known stories in a different format eg drama, dance, 3D)  Ideas or products created are unique and interesting  **Standard:** Students generate ideas that are new to them and make choices after considering personal preferences. | Develops new ideas or products that draw from a range of areas and experiences eg. uses an experience they had with their family, a book or film they have experienced, and a conversation with a friend to create a unique story, painting, invention etc.  Ideas or products are unique, interesting and surprising (I hadn’t thought of doing that before!) |
| Problem solving  *Contexts in which these elements can be observed:*  Discovery | Recognises and states simply what the problem is  Is open to trying a different way when prompted | Suggesting or trying a different way when something is not working  Able to explain simply the steps they took to solve a problem  Persisting when things get hard | Thinks about possible outcomes of different solutions when prompted  Having a positive attitude and understanding that setbacks sometimes happen | Thinks about possible outcomes of different solutions before trying alternative ways  Shows resilience when something doesn’t work and tries a different way  Can explain and justify how they went about solving a problem  Using specific problem-solving strategies such as: trial and error, brainstorming possibilities, seeking help from peers, building on an existing idea, using strategies that have worked in a different situation  **Standard:** Students demonstrate and articulate some problem-solving approaches. | Extending ideas to generate novel and imaginative solutions  Thinks about a range of different ways of solving the problem before choosing the best way |
| Forming opinions with justification  *Contexts in which these elements can be observed:*  Inquiry/Literacy | States a personal opinion based on their feelings and personal experiences (eg. I think, I like, I don’t’ like) | Forms an opinion or point of view based on own experiences from home, school, books they have read, places they have gone.  Articulates their point of view (eg. I think… because, I like… because, I don’t’ like… because) | States an opinion on a topic or issue explored through a shared investigation or text (eg. I agree with… I disagree… I am not sure …) | Realises there may be more than one perspective  or opinion on a topic  States an opinion about an issue or topic and gives reasons why using vocab such as: I agree with… because…  I disagree… because…  I am not sure … because…  **Standard:** Students identify words that indicate components of a point of view. They use reasons and examples for different purposes. | Considers different points of view before forming an opinion  Collects information from different sources to develop a point of view  Argues a point of view in a structured way and including some detail (eg through debating) |
| Describing thinking (metacognition)  *Contexts in which these elements can be observed:*  Inquiry/Literacy  Discovery | Retelling what they were doing rather than what they were thinking | Using the language of learning to retell what they were doing (eg action verbs and dispositions I was collaborating, I was creating) | Talking about what they are thinking now using the language of learning  Using pictures and 3D models to show what they are thinking | Describing what they were thinking throughout an activity (eg first I thought… then I.. I was wondering...so I )  Reflecting on own personal strengths and challenges  Explaining how they used their dispositions and giving examples  **Standard:** Students express and describe thinking activity. | Describing what they were thinking throughout an activity and giving reasons why they thought that  Reflecting on what they have achieved and saying what the next step might be  Setting personal goals for learning (eg I need to be more persistent) |
| Using thinking strategies  *Contexts in which these elements can be observed:*  Inquiry/Literacy  Discovery | Exploring and responding to provocations | Applying learning intentions highlighted in the introduction eg. being collaborative, taking risks, trying new things, problem-solving | Making connections to own experiences  Exploring and recording design ideas before creating or making | Making connections between different learning areas  Planning what they want to achieve during a Discovery session  Applying inquiry processes to personal projects in Discovery (eg researching, scientific process, design process)  **Standard:** They practice some learning strategies. | Planning what they want to achieve during extended Discovery sessions  Being flexible and adapting plans when necessary  Using feedback to revise and build on ideas or projects |

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