






Applying Creative Thinking and Developing Creative Products

grades
K-2

	 Cultivating & Evaluating Ideas How do I come up with new ideas or solutions and then decide which ones will work best for the situation or show my best ideas?	 Tolerating Risk & Ambiguity Am I willing and able to take risks, try alternative ideas, and stick with an unfamiliar challenge throughout the creative process?	 Experimenting & Validating What is my process for developing, testing, and refining my creative products or solutions to make them more clear, more imaginative, or more effective?	 SELF-ASSESSMENT Self-Awareness How am I using my curiosity, personal interests, and past learning to build my skills and confidence when taking on creative challenges?	 SELF-ASSESSMENT Monitoring & Adapting How do I use feedback and new learning to evaluate progress, modify an approach, or redesign a product to better reflect my personal ideas?
Emerging	I can... share creative ideas that reflect my interests or my "curious questions". (with guidance)	I can... try working on a creative problem with others, even if it's not like problems we've had in the past. (with guidance)	I can... follow steps provided to our group (e.g., using a model or demo) to develop an idea into a final product or solution. (with guidance, such as using an anchor chart)	I can... describe how one of my ideas or questions connects to a problem we want to solve. (with prompting)	I can... describe something I might learn when I work on a problem-solving task. (with prompting)
Developing	I can also... describe how someone else's ideas can help me to complete my challenge. (with guidance, such as through collaboration)	I can also... listen to the ideas of others and ask questions to understand how their ideas might help to solve a new challenge. (with guidance, such as an active-listening protocol)	I can also... change an example and explain how it reflects my own ideas or interpretation.	I can also... pick a creative problem-solving task that interests me from a list of choices. (with guidance)	I can also... describe a good idea that could help solve a challenge. (with guidance, such as through collaboration)
Applying	I can also... make connections to past problems and explain why some ideas would not work well for this situation or the problem-solving task.	I can also... figure out when to move or try a new idea when something isn't working. (e.g., it isn't practical in the real world or you have limited materials, tools, or medium)	I can also... develop a solution or product and use feedback from others to make it better.	I can also... work with others to figure out how to use our ideas, skills, or tools to solve a new creative problem-solving task.	I can also... make a list and explain the three most helpful things I/we did to solve a creative problem-solving task.
Extending	I can also... add more details or make changes to my/our plan for the final product or solution after getting feedback from others.	I can also... explain how getting stuck or trying different ideas helped me solve a creative problem.	I can also... show or explain the process I used: start with an idea, make a product, and then change or improve it (with guidance, such as sequencing a graphic organizer for drawing the steps).	I can also... describe how I used my interests or skills to complete a creative problem-solving task (with guidance, such as sentence starters).	I can also... describe how I meet learning goals when I complete a creative problem-solving task (with guidance, such as sentence starters).