PISA 2022 Creative Thinking School Report

The Westminster School

PISA 2022 Creative Thinking' as part of Innovation

The PISA 2022 Creative Thinking assessment measures students' capacity to engage productively in the generation, evaluation and improvement of ideas that can result in original and effective solutions, advances in knowledge, and impactful expressions of imagination.

Creative thinking is the way of thinking that leads to the generation of valuable and original ideas. All people are capable of engaging in creative thinking and practicing 'everyday' creativity (addressing everyday activities in a non-conventional way). Creative thinking can be applied not only to contexts related to the expression of imagination, such as creative writing or the arts, but also to other areas where the generation of ideas is functional to the investigation of issues, problems, or society-wide concerns.

The PISA assessment examine students' capacities to generate diverse and original ideas, and to evaluate and improve ideas, across a range of contexts or domains. The assessment includes four domains: written expression, visual expression, social problem solving and scientific problem solving. In each of these domains, students engage with open tasks that have no single correct response. They are either asked to provide multiple, distinct responses, or to generate a response that is not conventional. These responses can take the form of a solution to a problem, of a creative text or of a visual artefact.

Students who perform well in creative thinking are likely to perform well in other subject areas, just as students who do not achieve high scores in mathematics, reading and science are likely to achieve low scores in creative thinking.

For further reading on Creative Thinking please access below links:

Framework: https://www.oecd-ilibrary.org/sites/471ae22e-en/index.html?itemId=/content/component/471ae22e-en

Thinking Outside the Box: The PISA 2022 Creative Thinking Assessment,
https://issuu.com/oecd.publishing/docs/thinking-outside-the-box

Competency model for the PISA 2022 Creative Thinking test as per OECD Framework
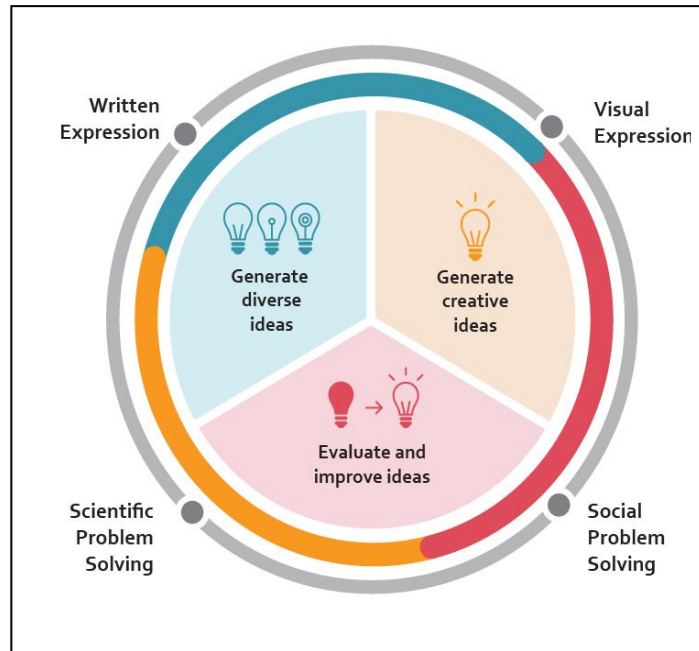
Why is it important for students to develop Creative Thinking?

The PISA 2022 creative thinking assessment will provide policymakers with valid, reliable and actionable measurement tools that will help them to make evidence-based decisions. The results will also encourage a wider societal debate on both the importance and methods of supporting this crucial competence through education.

Creative thinking can have a positive influence on students' academic interest and achievement, identity and socio-emotional development by supporting the interpretation of experiences, actions and events in novel and personally meaningful ways.
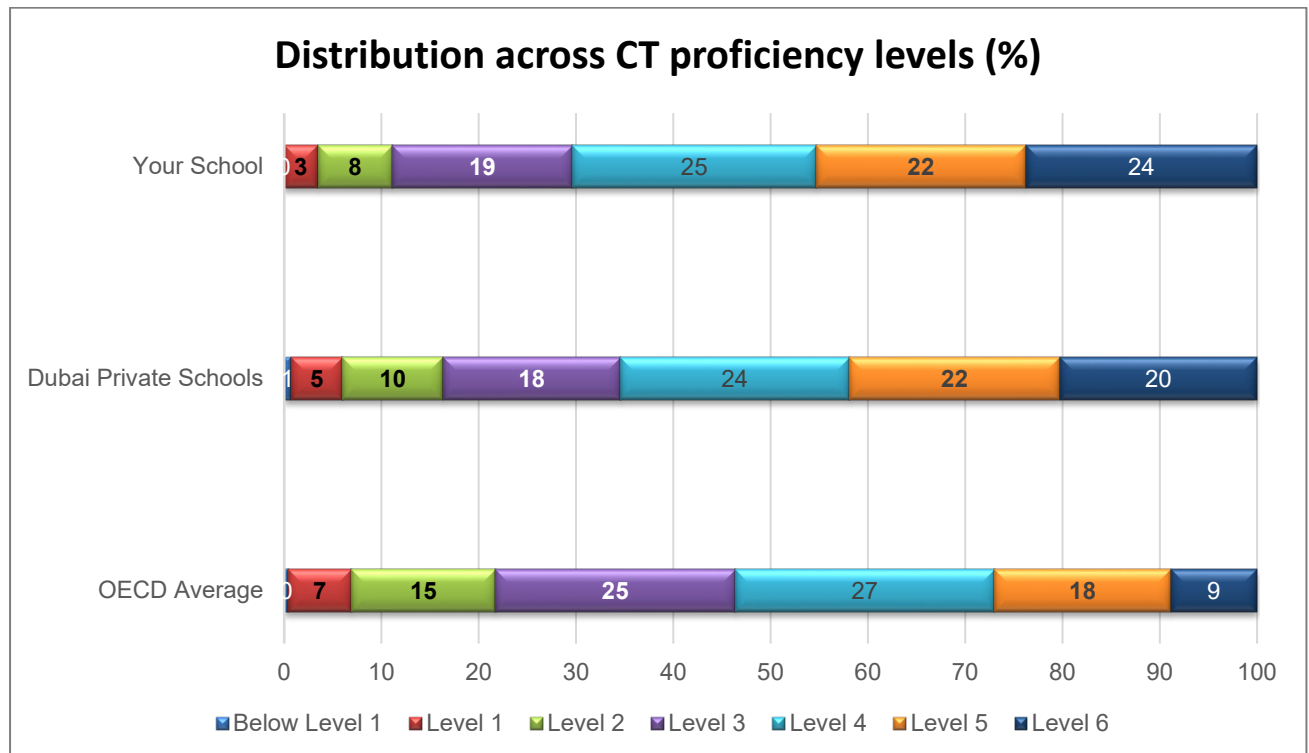
Beyond the classroom, creative thinking can help students adapt to a constantly and rapidly changing world. Supporting students' creative thinking can help them to contribute to the development of the society they live in, today and as future workers: organisations and societies around the world increasingly depend on innovation and knowledge creation to address emerging and complex challenges, giving urgency to innovation and creative thinking as collective enterprises.

PISA Creative Thinking Overall Performance

Domain	Score	Proficiency level
Your School Average Score in Creative Thinking	38	Level 4
Dubai Private School Average in Creative Thinking	36	Level 4
OECD Average in Creative Thinking	33	Level 4

Your student's achievement against proficiency levels?

Distribution across CT proficiency levels (%)

Your School: 3, 8, 19, 25, 22, 24

Dubai Private Schools: 5, 10, 18, 24, 22, 20

OECD Average: 7, 15, 25, 27, 18, 9

Legend: Below Level 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6

Summary description of the six levels of Creative Thinking proficiency in PISA

Proficiency scales not only describe student performance, they also describe the difficulty of the tasks presented to students in the assessment. The description of what students at each proficiency level can do and of the typical features of tasks at each level.

Levels	Lower Score Limit	What students can typically do
6	48	At Level 6, students can productively engage in creative idea generation, generating both original and diverse ideas for a wide range of expressive and problem-solving tasks including those in more complex, abstract and unfamiliar contexts. With respect to students at Level 5, students at this level can identify weaknesses in existing solutions to social or scientific problems, including those that are in less familiar contexts, and build on this understanding to suggest original and innovative ways to improve solutions. They can also generate several appropriate solution ideas for complex social and scientific problems that require more specific knowledge of the domain context and that have a more restricted range of solutions. For expressive tasks, students at Level 6 can create and improve more abstract visual designs, combining visual elements and representations in unexpected ways and conveying an original interpretation or iteration of an existing representation.

5	41	At Level 5, students can productively engage in creative idea generation, generating both original and diverse ideas for a range of expressive and problem-solving tasks. Students at Level 5 can think of several qualitatively different ways to express their imagination and to address familiar social and scientific problems. They can make several different idea associations, considering different interpretations and perspectives on the same issue or stimulus. For both simple and more abstract written expression tasks, they can use their imagination to create original written outputs that make unconventional associations between ideas or that add atypical details to elaborate creatively on common themes. With respect to students at Level 4, students can create original visual outputs that combine elements in an unusual or unexpected way for open visual design tasks. Students at this level can also generate unconventional solution ideas that integrate innovative approaches in familiar social, and sometimes scientific, problem contexts. This includes when tasked to iterate on and improve an existing solution idea in more open, familiar problem contexts.
4	32	At Level 4, students can productively engage in idea generation across a range of expressive and problem-solving tasks. Students at Level 4 can also generate original and diverse ideas for simple tasks in more familiar domain contexts. With respect to students at Level 3, students at this level can generate an appropriate idea for most types of idea generation task, including more complex or unfamiliar problem-solving tasks and tasks in a scientific context. They can also build on others' ideas for solutions in social and scientific contexts, although they tend to provide an obvious or common iteration with respect to their peers. Students at Level 4 can generate their own original ideas in written expression tasks and sometimes when iterating on others' ideas. They can express their imagination in unexpected ways, making unconventional idea associations between elements of the stimulus and their written output, or they can add atypical details to elaborate creatively on more common ideas. Students at this level can often suggest two or three qualitatively different ideas in open written expression and social problem contexts, but are less successful in more complex or constrained social and scientific problem contexts.

3	23	At Level 3, students can generate one or several appropriate ideas for simple to moderately complex expressive and problem-solving tasks, including extended written ideas that require them to engage and express their imagination and coherently build upon others' ideas. Students at this level thus show a greater level of engagement with creative tasks than students at Level 1 or Level 2. Students at Level 3 still typically suggest ideas that rely on obvious idea associations or common themes with respect to their peers, but they begin to demonstrate the ability to generate original solutions for familiar, everyday problems with a social focus. They may suggest solution ideas that not many other students think of or add an innovative or different twist to more conventional solution ideas.
2	15	At Level 2, students can generate appropriate ideas for simple visual and written expression tasks as well as those that focus on solving familiar, everyday social problems. With respect to students at Level 1, students in Level 2 can develop simple written ideas in the form of longer captions or short dialogues. Students at Level 2 typically suggest ideas that rely on obvious idea associations for expressive tasks or that refer to existing solutions for problems in social problem-solving tasks. Students can generate more than one appropriate idea for some written expression and social problem-solving tasks, but these ideas are not qualitatively different to one another.
1	6	At Level 1, students can generate very simple visual designs using isolated shapes or existing visual elements, and in some cases very short written outputs (e.g. a few words), that require them to engage their imagination. In general, students at this level rely on obvious themes or idea associations as the basis for their response and struggle to generate more than one appropriate idea even for very open and simple imagination tasks. These students typically generate simple visual or written outputs with few details that reflect only a minimal level of engagement with the task.