



# Nurturing student creativity through assessment for learning in music classrooms

## Article Summary

This article reports research that identified and analyzed assessment for learning strategies employed by six Canadian music educators to support and develop student creativity. Findings include descriptions of creativity-nurturing practices organized into four categories: (a) developing assessment criteria, (b) encouraging creative processes, (c) optimizing the classroom context, and (d) activating self-assessment. Results include detailed descriptions of strategies that educators can employ to leverage formative assessment to nurture student creativity within and beyond music education contexts.

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