

Assessing creativity: The Test for Creative Thinking - Drawing Production (TCT-DP)

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The Test for Creative Thinking - Drawing Production (TCT-DP), as design, concept and evaluation criteria as well as experimental and results of application are described. The test was designed to measure a more holistic concept of creativity than the more quantitatively oriented traditional divergent thinking tests. The specific design using several drawings is explained. The drawing production is evaluated by means of a set of criteria, which at the same time represents the underlying test construct. The test has been tested with various age and ability groups; there were no significant differences between male and female subjects. Further studies with data concerning the reliability and validity of the TCT-DP are provided.

Creative thinking, drawing production, holistic, development, gifted

INTRODUCTION

More traditional creativity tests give more quantitative information about a very restricted aspect of creativity only. This was especially true for the two creativity tests which were published and available in Germany in the 1970s, when two differences in the construction of a new measure called *Test Instrumente*, the *Test zur Divergenz Denken* (Test for Divergent Thinking) (TDM; H. Maudersloh, 1977) and the *Test zur Konvergenz Denken* (Verbal-Convergent Test) (VKT; Schoppa, 1977), were very much oriented on to their aspect of application. The TDM was constructed only for three classes (4th, 5th, 6th) and the VKT only for sixth graders and adults from age 17 on with good verbal education, when the test only was tested accepted as a fairly high level. Both instruments are relatively sensitive to application and evaluation errors. The TDM (but in German form) is based on a test founded on two composed collections of various creativity tasks from the American tradition (Guilford, Torrance, Wallach and Kravitz). The VKT, which is very much dependent on general verbal and intellectual abilities. Furthermore both tests are open tests, that are more or less frequent tests as far as application is concerned. And both instruments also rely on divergent thinking respectively, were oriented only to the aspect of productivity, that is the quantity of usually verbally described ideas.

These limitations in concept and range of application were one reason for Jähne and Jähne (1995, 1996, Jähne and Jähne, 1998) to develop their new instrument, the *Test zur schöpferischen Denken - Fortentwicklung* (TDM-F) (Jähne and Jähne, 1997), or, in English: *Test for Creative Thinking - Drawing Production* (TCT-DP) (Jähne and Jähne, 1998).¹ This instrument serves not to be seen as an attempt to apply a more holistic and generalised approach to diagnosis of creativity. The German term 'schöpferisch' was chosen consciously in order to

¹ The TDM-F is available in English in parallel to its German form (TDM-F) Test-Bureau, Bamberg.

² The TCT-DP is available from <http://www.uni-bamberg.de/psych/urbam/>. Phone: Europe Plus Company, Ltd 11, Market Street, Suite 101, Toronto, Ontario, M5G 1S1, Canada. Tel.: +1-416-594-2244, Fax: +1-416-594-2245 or urbam@uni-bamberg.de

Assessing Creativity The Test For Creative Thinking

Mark A. Runco, Selcuk Acar



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Essentials of Creativity Assessment James C. Kaufman, Jonathan A. Plucker, John Baer, 2008-07-10 Discover practical step by step instructions for accurately and effectively assessing creativity with Essentials of Creativity Assessment a guide that provides useful information about using solid theoretical and research based evidence for creativity assessment Quickly acquire the knowledge and skills you need to effectively assess creativity a popular measure of cognitive ability correlated with intelligence Receive an overview of the wide variety of assessments that can be used to gauge creativity enabling you to select the creativity assessment method that best fits the situations groups of people and programs that are involved

Handbook of Creativity Assessment Mark A. Runco, Selcuk Acar, 2024-08-06 The Handbook of Creativity Assessment provides a holistic overview of the current theories and methods used to evaluate creativity Setting out clear guidance for the effective assessment of both creative potential and creative performance it paints a comprehensive picture of the beneficial nature of measuring creativity accurately however it is expressed

Essentials of Gifted Assessment Steven I. Pfeiffer, 2015-03-11 An Up to Date Overview of the Theory and Practice Underlying Gifted Assessment Essentials of Gifted Assessment introduces readers to the theory and practice underlying gifted assessment Steven Pfeiffer a leading expert in the field of gifted assessment discusses what it means to be gifted why we should identify gifted students and the purposes of gifted assessment Well organized and engaging the book examines key principles of gifted assessment and provides an up to date overview of gifted assessment measures Topics include the use of local norms measuring creativity and motivation nonverbal measures the importance of recurring gifted assessment multi potentiality gifted testing and minority group students and evaluating the twice exceptional student Early identification and intervention greatly benefits gifted students who may otherwise never realize their full potential Throughout the book Pfeiffer equips school psychologists with the tools they need to identify and assess uniquely bright and talented students Integrate multiple assessment measures including intelligence cognitive ability and achievement tests Assess gifted students with coexisting disabilities and disorders Promote the abilities of gifted students using evidence based strategies The book also includes extensive illustrative material such as callout boxes and case examples that facilitate use as a quick reference plus end of chapter Test Yourself questions that help reinforce key concepts Essentials of Gifted Assessment helps new and seasoned school psychologists and other professionals acquire the skills and knowledge needed for ethical evidence based and informed clinical practice with high ability students

Domain Specificity of Creativity John Baer, 2015-11-06 Recent research findings have challenged the idea that creativity is domain general Domain Specificity of Creativity brings together the research information on domain specificity in creativity both the research that supports it and answers to research arguments that might seem to challenge it The implications for domain specificity affect how we move forward with theories of creativity testing for creativity and teaching for creativity The book outlines what these changes are and how creativity research and applications of that

research will change in light of these new findings Summarizes research regarding domain specificity in creativity Outlines implications of these findings for creativity theory testing and teaching Identifies unanswered questions and new research opportunities

Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education Schreiner, Christopher S.,2009-05-31 This research publication accommodates in depth studies that elucidate both the prospects and problems of learning assessment in higher education Provided by publisher *Divergent Thinking and Creative Potential* Mark A. Runco,2013 Divergent thinking tests are given more often than any other test of creativity They are not actually tests of creativity per se but are instead assessments of creative potential They are based on sound scientific theory and have been improved many times over the years This volume describes the theory supporting the use of divergent thinking tests It also presents specific research findings Assessing Creativity from a Diagnostic Perspective Linda S. Lingemann,1982 *Alternative Assessments With Gifted and Talented Students* Joyce VanTassel-Baska,2021-09-03 *Alternative Assessments With Gifted and Talented Students* provides a concise and thorough introduction to methods for identifying gifted students in the school setting Including overviews of assessment tools and alternative methods of assessment as well as pertinent discussions concerning the need to identify gifted and talented students this book combines research and experience from top scholars in the field of gifted education in a convenient guide for teachers administrators and gifted education program directors Topics covered include the need for nonverbal testing with traditionally unidentified students the identification of students from minority populations the value of using traditional assessments with students the role of creativity tools as a measure of giftedness and the use of portfolios products and performance based assessment to document learning among others This handy guide to assessing and identifying gifted students is a necessity for anyone serving and working with this population A service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice **Comprehensive Handbook of Psychological Assessment, Volume 4** Jay C. Thomas,2003-09-18 In one volume the leading researchers in industrial organizational assessment interpret the range of issues related to industrial organizational tests including test development and psychometrics clinical applications ethical and legal concerns use with diverse populations computerization and the latest research Clinicians and researchers who use these instruments will find this volume invaluable as it contains the most comprehensive and up to date information available on this important aspect of practice **Valuing Assessment in Science Education: Pedagogy, Curriculum, Policy** Deborah Corrigan,Richard Gunstone,Alister Jones,2013-06-05 Assessment is a fundamental issue in research in science education in curriculum development and implementation in science education as well as in science teaching and learning This book takes a broad and deep view of research involving assessment in science education across contexts and cultures from whole countries to individual classrooms and across forms and purposes from assessment in the service of student

learning to policy implications of system wide assessment It examines the relationships between assessment measurement and evaluation explores assessment philosophies and practices in relation to curriculum and scientific literacy learning and details the relationships between assessment and science education policy The third in a series Valuing Assessment in Science Education has chapters from a range of international scholars from across the globe and staff from Monash University King s College London and University of Waikato The two previous books in the series examined research relevant to the re emergence of values in science education and teaching across the spectrum of science education as well as across cultural contexts through the professional knowledge of science teaching This third book now moves to examine different aspects of generating understanding about what science is learnt how it is learnt and how it is valued Valuing Assessment in Science Education will appeal to all those with some engagement with and or use of research in science education including research students academics curriculum development agencies assessment authorities and policy makers It will also be of interest to all classroom science teachers who seek to keep abreast of the latest research and development and thinking in their area of professional concern

Reviews in Educational Psychology Douglas F. Kauffman, Ting-Chia Hsu, Jesús N. García, Jesus de la Fuente, 2025-09-15 Frontiers in Psychology is delighted to present the Reviews in series of article collections This line is of great interest since it makes it possible to achieve transversal collaborations of all existing and new lines of research within the field of Educational Psychology The maturity of a discipline is seen when reviews eg of theoretical or instructional models systematic reviews quantitative systematic reviews with effect size calculations meta analyses meta analyses and the like begin to be necessary Multiple forms such as bibliographic mapping or other qualitative and quantitative analyses Considering that this phase is the first necessary for the justification of any empirical research and for the design of any empirical research it seems very interesting to support and collaborate with this line of the initiative There are many examples in each of the possible revision modalities as well as other novel ones some that require an analysis that is above all qualitative and others that require analysis in addition to qualitative of a quantitative type The reviews must be specific to the topics concepts and problems of the specific conceptual domain of the Educational Psychology area Contributions from scientific psychology in general or especially cognitive or instructional or other psychological perspectives in Education The following are examples for which systematic reviews following Prisma guidelines and or meta analysis will be welcomed 1 Cognitive and instructional contemporary perspectives in educational psychology research including reading writing and learning from text and other learning and instructional processes 2 Learning and individual differences 3 Assessment and intervention studies 4 Socio cultural and contextual perspectives in education 5 Technology and educational processes The Reviews in Educational Psychology collection welcomes full length mini or systematic review papers New articles will be added to this collection as they are published Please see details on the specific requirements for the different review article types

Comprehensive Handbook of Psychological Assessment: Industrial and organizational

assessment Michel Hersen, 2004 In one volume the leading researchers in industrial organizational assessment interpret the range of issues related to industrial organizational tests including test development and psychometrics clinical applications ethical and legal concerns use with diverse populations computerization and the latest research Clinicians and researchers who use these instruments will find this volume invaluable as it contains the most comprehensive and up to date information available on this important aspect of practice *Creative Problem Solving and Opportunity Finding* J. Daniel Couger, 1994 Educational research reveals that most people demonstrate a great deal of creativity at age 5 Unfortunately their creative output diminishes as they mature due to the factors that stifle creativity in the educational process All of us therefore need assistance in resurfacing our innate creativity *Creative Problem Solving and Opportunity Finding* discusses the process necessary for facilitating creativity and explains approaches we can use to resurface our own creativity The book also contains key principles and concepts of creativity approaches to removing blocks to creativity and 22 techniques for generating ideas It provides the framework of the Creative Problem Solving methodology to organize the creative process It includes a wide variety of examples and contains a rich blend of theory and practice **Psychological Testing and Assessment** Lewis R. Aiken, 1991 *Assessing Adolescent and Adult Intelligence* Alan S. Kaufman, 1990 This text reference concerns the clinical assessment of the intelligence of adolescents and adults In addition to the Wechsler Adults Intelligence Scale WAIS R other instruments are also integrated with the WAIS R to aid clinicians in assessing individuals with brain damage learning disabilities **Educational and Psychological Measurement and Evaluation** Kenneth D. Hopkins, 1998 Going into its eighth edition this book is a classic in the field of educational measurement It was written from the point of view of the classroom teacher to answer the question What does a teacher need to know about the development and evaluation of educational measures and assessments This book fosters an understanding of how assessment and instruction are interrelated It also cultivates learning the techniques and skills needed to develop tests and other evaluation procedures e g portfolios as well as teaches students to understand how to evaluate the validity and reliability of tests Unlike many books in educational measurement this book also gives readers what they need to know to properly interpret the results from standardized achievement and scholastic aptitude tests Topics include test reliability and validity meaning and application of the norms extraneous factors that influence performance of cognitive tests the development of educational measures and more Teachers principals and counselors *Creative Thinking and Arts-based Learning* Joan P. Isenberg, Mary Renck Jalongo, 2006 *Creative Thinking and Arts Based Learning* prepares preservice and inservice teachers to know why children s creative thinking and play are so important know about children s play and creative thinking and also know how to provide these experiences within the curriculum It contains extensive coverage of the roles responsibilities and strategies that lead to a more child centered play based curriculum An Applied Approach Many instructional guidelines and classroom strategies are presented throughout the text for integrating creative thinking and play into learning Cases about preschoolers K 2nd

graders and 3rd 4th graders open each chapter and show readers how teachers infuse the arts into learning Meeting Standards This new feature discusses how to provide for creativity in classrooms while also meeting state and national standards Frequently Asked Questions Another new feature poses common questions about issues such as what materials and resources to use how to adapt environments for diverse learners and how to foster and assess creative thought Misconceptions are dispelled with research based answers A Theoretical Approach Solid theory underlies all of the content The authors experience as university professors and practitioners is evident in their clear presentation of relevant theory A Reflective Approach Teacher s Reflections in each chapter tell readers what other preservice and inservice teachers are thinking and doing in their classrooms relative to their experiences with the arts Resources Instructor s Manual and test Bank PowerPoint Slides *Educational Psychology* Samuel Ralph Laycock, Barry C. Munro, 1966 *The Relationships Between Torrance Tests of Creative Thinking, Self-expression Problems, and Art Course Grade* Barbara Johnson, 1973
Journal of Behavioural Science , 1974

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