The Audacity of Creativity Assessment

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A Metaphor
Psychological Assessment
Sometimes a Snapshot Doesn’t Tell the Whole Story...
Caveats and Considerations

1. There are false negatives
2. There are not likely to be false positives.
3. All tests are not equal
4. Assessments have a short shelf life.
5. Assessment results have a short shelf life, too.
6. No assessments have pinpoint accuracy.
Any Psychological Measurement is Audacious...

- But provides us with valuable information.
- We must remember limitations and use judiciously.
- Value is in predictive validity.
Predictive Validity of Creativity Assessment

• Creativity measures, such as divergent thinking test scores and creativity inventory scores, are generally predictive of creative activities, interests, and accomplishments later in life

• (Cline, Richards, & Needham, 1963; Kogan & Pankove, 1974; Rimm & Davis, 1983; Russ, Robins, & Christiano, 1999; Torrance, 2002).
Methods and Instruments for Assessing Creativity Should Based Upon the Answers to Some questions...
Cognitive Ability or Personality Trait?

- Guilford’s Structure of Intellect
- Minnesota Multiphasic Personality Inventory (MMPI)
- Neo Personality Inventory (NPI)
- Gough’s Creative Personality Scale for the Adjective Checklist
Eminent or Everyday

- Historiometric/biographical approach
- Lifetime Creativity Scales

“A first rate soup is more creative than a second rate painting”  Maslow
Aptitude or Achievement

- Torrance Tests of Creative Thinking
- Consensual Assessment Technique--Amabile
Holistic, Subjective Judgments, or

- Consensual Assessment—Amabile

Specific, Objective Criteria

- Creative Product Semantic Scale (CPSS) or
- Creative Product Analysis Matrix (CPAM)—Besemer & O’Quin
- Cropley & Cropley

*Novelty
  - Surprising
  - Originality

**Resolution
  - Logicalness
  - Usefulness
  - Value

**Understandability

**Elaboration and Synthesis
  - Organic qualities
  - Well-craftedness
  - Elegance
## Child or Adult

- **Group Inventory for Finding Talent for grades k-6 (GIFT)—Rimm**
- **Group Inventory for Finding Interest for grades 6-12 (GIFFI)—Davis & Rimm**
- **Remote Associates Test (RAT)—Mednick**
- **Most personality measures**

### Sample Items from GIFT (Elementary School)

<table>
<thead>
<tr>
<th>Item</th>
<th>Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to make up my own songs.</td>
<td>Creative activity</td>
</tr>
<tr>
<td>I like to paint pictures.</td>
<td>Interest in art</td>
</tr>
<tr>
<td><em>I would rather play old games than new.</em></td>
<td>Flexibility</td>
</tr>
<tr>
<td>I have some really good ideas.</td>
<td>Independence</td>
</tr>
<tr>
<td>I like to take things apart to see how they work.</td>
<td>Curiosity</td>
</tr>
<tr>
<td><em>Making up stories is a waste of time.</em></td>
<td>Interest in writing</td>
</tr>
<tr>
<td><em>A picture of the sun should always be colored yellow.</em></td>
<td>Independence</td>
</tr>
<tr>
<td><em>I’d rather color or paint in a coloring book than make my own pictures.</em></td>
<td>Independence</td>
</tr>
<tr>
<td><em>Easy puzzles are the most fun.</em></td>
<td>Perseverance</td>
</tr>
<tr>
<td>I ask a lot of questions.</td>
<td>Curiosity</td>
</tr>
<tr>
<td>It’s all right to sometimes change the rules of the game.</td>
<td>Flexibility</td>
</tr>
<tr>
<td>I like things that are hard to do.</td>
<td>Perseverance</td>
</tr>
<tr>
<td><em>I wish other children wouldn’t ask so many questions.</em></td>
<td>Curiosity</td>
</tr>
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</table>

*Negatively related to creativeness*
Divergent or Convergent Thinking

- TTCT—Torrance
- Tests of Creative Thinking
- Divergent Production—Urban & Jellen

• Flanagan Ingenuity Test

A hostess for a children’s party wanted to serve ice cream in an interesting manner, and she decided to make a clown for each child. She placed a ball of ice cream to represent the clown’s head on a round cookie which served for a collar, on top of this she inverted a

A. t _ _ e.
B. u _ _ i.
C. r _ _ s.
D. c _ _ e.
E. t _ _ r.

• Answer is D, cone.
In Context or Decontextualized

- Measures of Creativity in Sound and Music (Wang)
- The Seashore Measures of Musical Talents (Seashore, Lewis, & Saetveit)
- The Barron-Welsh Art Scale
- The Meier Art Test
- The Horn Art Aptitude Inventory
- The Graves Design Judgment Test

- TTCT
- Williams Tests
- TCTDP
General or Specific

- Guilford Tests
- Torrance Tests
- Personality tests

- Consensual Assessment Technique

Bandwidth -- width of measurement vs. fidelity -- precision of measurement
Self or Other

Runco Ideational Behavior Index--Runco & Plucker

Quality of ideas is more important the quantity

SD D N A S A

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) Renzulli

The student demonstrates...
12. imaginative thinking ability.
13. a sense of humor.
14. the ability to come up with unusual, unique, or clever responses.
15. an adventurous spirit or a willingness to take risks.
16. the ability to generate a large number of ideas or solutions to problems or questions.
<table>
<thead>
<tr>
<th>Person</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personality Scales</td>
<td>• Tests of Divergent thinking and other creative processes</td>
</tr>
<tr>
<td>• Neurobiological Indicators such as low latent inhibition — e.g. Carson, Peterson, &amp; Higgins</td>
<td></td>
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<table>
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<tr>
<th>Product</th>
<th>Press</th>
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<tr>
<td>Product rating systems, such as The Student Product Assessment Form (Reis &amp; Renzulli) Besemer and O’Quin’s, and Cropley &amp; Cropley's</td>
<td>KEYS—Amabile</td>
</tr>
<tr>
<td>Consensual Assessment Technique—Amabile</td>
<td>Situational Outlook Questionnaire (SOQ) —Ekvall</td>
</tr>
<tr>
<td>A Creative Attitudes Survey—Basadur &amp; Hausdorf</td>
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“Success is the child of audacity”

Disraeli (1833)