

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 applications 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 represent 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 1980s, when two differences in the construction of a new measure called *Test Instrumente*, the *Test zur Divergenz Denken* (Test for Divergent Thinking) (TDD-1; Mollenhau, 1977) and the *Test zur Konvergenz Denken* (Test-Convergency Test) (TCT; Schupp, 1977), were very much oriented on to their range of application. The TDD was constructed only for three classes (4th, 5th, 6th) and the TCT only with adolescents and adults from age 17 on with good school education, when the test only was used accepted as a fairly high level. Both instruments are relatively sensitive to application and evaluation errors. The TDD (and a German version, in context of a test-retest or test-retest collection of various creativity tasks from the American tradition (Guilford, Torrance, Wallach and Kravitz). The TCT, which is very much dependent on personal verbal and intellectual abilities. Furthermore both tests are open tests, they are more to intelligence tests, as far as application is concerned, than both instruments offer ability to divergent thinking respectively, were oriented only to the aspect of productivity, that is the quantity of usually verbally described ideas.

These limitations in range 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 - Konvergenz* (TDD-2) (Jähne and Jähne, 1997), or, in English: *Test for Creative Thinking - Drawing Production* (TCT-DP) (Jähne and Jähne, 1998).¹ This instrument serves as a test 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 TDD-2 is available in English in parallel to its German version (TDD-2) Test-Instrumente, Drawing.

² The TCT-DP is available from Jähne Ulrich and Jähne Ulrike (Jähne's firm), Prof. Dr. Jähne, Prof. Dr. Jähne, 10115, Bamberg, Germany, D-96049, Bamberg, Germany, 97071, Jähne, Tel.: +49 931 294 22244, Fax: +49 931 294 22244, e-mail: jahne@jahne.de

Assessing Creativity The Test For Creative Thinking

**James C. Kaufman, Jonathan A.
Plucker, John Baer**



Assessing Creativity The Test For Creative Thinking:

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 *Solving the Assessment Puzzle Piece by Piece* ,2011

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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 **Twenty Ways to Assess Personnel** Adrian Furnham,2021-07 We have many ways to assess people but which method is best Discover psychology based methods optimized for accuracy **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 Creativity in the Classroom Alane Jordan Starko,2010-04-15 The fourth edition of this well known text continues the mission of its predecessors to help teachers link creativity research and theory to the everyday activities of classroom teaching Part I includes information on models and theories of creativity characteristics of creative people and talent development Part II includes strategies explicitly designed to teach creative thinking to weave creative thinking into content area instruction and to organize basic classroom activities grouping lesson planning assessment motivation and classroom organization in ways that support students creativity **Advanced Evaluation Procedures in Education.-Reference Book** Prin. Dr. Ejaz Shaikh,2019-08-01 Dive into Assessment Mastery by Dr Jane Johnson for advanced evaluation techniques in education A concise guide for educators seeking innovative and effective assessment procedures **The Routledge International Handbook of Creative Cognition** Linden J. Ball,Frédéric Vallée-Tourangeau,2023-08-31 The Routledge International Handbook of Creative Cognition is an authoritative reference work that offers a well balanced overview of current scholarship across the full breadth of the rapidly expanding field of creative cognition It contains 43 chapters written by world leading researchers covering foundational issues and concepts as well as state of the art research developments The handbook draws extensively on contemporary work exploring the cognitive representations and processes associated with creativity whether studied in the laboratory or as it arises in real world practice in domains such as education art science entrepreneurship design and technological innovation Chapters also examine the sociocognitive and cultural aspects of creativity in teams and organisations while additionally capturing the latest research on the cognitive neuroscience of creativity Providing a compelling synopsis of emerging trends and debates in the field of creative cognition and positioning these in relation to established findings and theories this text provides a clear sense of the way in which new research is challenging traditional viewpoints It is an essential reading for researchers in the field of creative cognition as well as advanced students wishing to learn more about the latest developments in this important and rapidly growing area of enquiry **Learning Assessment Techniques** Elizabeth F. Barkley,Claire H. Major,2016-01-19 50 Techniques for

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