Torrance Tests of Creative Thinking at a glance

E. Paul Torrance (1915-2003, University of Georgia); published by Scholastic Testing Service. Two tests of creative potential, scored locally with STS's norms-technical manuals or by STS; standard scores and national (and local) percentiles by grade and age.

	Figural: Thinking Creatively with Pictures	Verbal: Thinking Creatively with Words
For	Kindergarten through adult	Grade 1 through adult
Activities	Three picture-based exercises: drawing from given shapes and lines, titling the drawings	Six word-based exercises: asking questions, improving products, 'just suppose'
Scored for	Fluency, originality, elaboration, abstractness of titles, resistance to premature closure; 13 creative strengths	Fluency, flexibility, originality
Norms	Grade-related or age-related	Grade-related

The five Figural measures

Measure	What it means
Fluency	The number of relevant ideas: how many of the figures become something
Originality	Ideas that are statistically rare in the norm group
Elaboration	The detail added to develop an idea
Abstractness of titles	Titles that go beyond naming what is drawn
Resistance to premature closure	Keeping an incomplete figure open long enough to do something unexpected with it

The 13 creative strengths

Emotional expressiveness, storytelling articulateness, movement or action, expressiveness of titles, synthesis of incomplete figures, synthesis of lines or circles, unusual visualization, internal visualization, extending or breaking boundaries, humor, richness of imagery, colorfulness of imagery, fantasy.

The three Verbal measures

Fluency: the number of relevant responses. Flexibility: the number of different categories they fall into. Originality: the number that are statistically rare in the norm group.

From sciencewithshobha.com/blog/torrance-tests-of-creative-thinking-explained-the-figural-and-verbal-tests-what-fluency-originality-elaboration-and-the-creative-strengths-mean-how-they-are-scored-and-how-schools-use-them/ · 1-on-1 online tutoring for US families, Grade 1 to AP, free 30-minute first class.

How the scores are reported, how schools use them, and the questions to ask

On the report

[ ] Figural: a standard score for each of the five measures and for the creative strengths, with national percentiles by grade and age; local percentiles if scored locally.

[ ] The national percentile for the average standard score across the measures: the number gifted committees usually read (often called the Creativity Index).

[ ] Verbal: standard scores and percentiles for fluency, flexibility and originality.

[ ] Results from STS on paper or as PDFs, with a student data file for the district.

How schools use it

[ ] As the measure for the creative category of giftedness, which federal and most state definitions include.

[ ] As one measure in a matrix beside the CogAT or NNAT, achievement scores and teacher ratings: a 70th-percentile CogAT and a 97th-percentile TTCT can still qualify.

[ ] As the test for a specific creative-thinking or creative-arts programme.

[ ] What it is: a standardised sample of divergent thinking on one day against a national norm group. What it is not: drawing talent, achievement, or a fixed trait.

What a parent can do

[ ] Tell the child what the test rewards: many ideas, unusual ideas, detail, titles that say something. Then leave it.

[ ] Paper and pens around; stories made up at bedtime; 'what if' entertained rather than corrected.

[ ] No rehearsed drawings: the originality norms are built on what thousands of children actually drew.

Questions for the district

Figural or Verbal, which grade, who scores it: _____

The measure and percentile used for the decision, and the cut-off: _____

The other measures in the matrix: _____

Re-test rules, and what the programme does differently: _____