

## Why Do We Need the TTCT?

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Dr. E. Paul Torrance, “Father of Creativity,” is best known for developing the Torrance Tests of Creative Thinking (TTCT). The TTCT was developed by Torrance in 1966. The TTCT has been translated into over 35 languages (Millar, 2002). It has become highly recommended in the educational field and is even used in the corporate world. It is the most widely used test of creativity (Davis, 1997), and is the most referenced of all creativity tests (Lissitz & Willhoft, 1985). The most extensive use of the TTCT-Figural is for identification of children for gifted programs. The TTCT is a helpful addition to the assessment repertoire because most measures for gifted identification are heavily driven by verbal and quantitative content (Torrance, 1977), largely measuring achievement and aptitude in those specific areas. Even teacher recommendation focuses more on the student’s classroom performance than other kinds of potential. For these reasons, the TTCT-Figural is valuable in that it allows another perspective on the student’s ability that is vastly different from other aptitude and achievement tests. It may also be less biased for speakers of English as a second language (Torrance, 1977) because the test is not based upon a student’s ability to use the English language.

Positive features of the TTCT include the wealth of information available on it, the short time needed for administration, and ease of administration (Swartz, 1988). It has fewer limitations and cautions to apply, and it is more researched and analyzed than any other creativity instrument (Johnson & Fishkin, 1999; Swartz, 1988; Treffinger, 1985). The TTCT-Figural has had 25 years of extensive development and evaluation (Millar, 2002). It has one of the largest norming samples, with valuable longitudinal validations (Davis, 1997) and high predictive validity over a very wide age range (Cropley, 2000). The standardized administration,

scoring procedures and norms, and the development and evaluation (Davis & Rimm, 1994) have made the TTCT especially useful for identifying gifted and talented students. The TTCT-Figural can be fair in terms of gender, race, community status, and for persons with a different language background, socioeconomic status, and culture (Cramond, 1993; Torrance, 1977).