INDIVIDUAL STUDENT REPORT (00001)

TORRANCE® TESTS OF CREATIVE THINKING (TTCT) VERBAL, FORM A

Scholastic Testing Service, Inc.

School: (00001) Grade: 4 Section: 1 Date: 10/11/2007

Name: **Achreen, Sara G** Age: 09 years, months Gender: F Codes:

A) A Profile of Creative Thinking Scores. Both Grade-based and Age-based norms are provided for the TTCT. Grade-based norms typically serve as the primary source for score interpretation, with Age-based norms available for some specialized uses. The discussions on this report focus upon Grade-based norms. Standard scores are provided for total scores in each of the dimensions of creativity assessed by the TTCT. Standard scores are reported on a scale with a mean of 100 and a standard deviation of 20. In the profile below, percentile ranks associated with such standard scores in a normal distribution are given to serve as interpretive guidelines. Local percentile ranks have also been provided for ready comparisons within your group. Following is the profile for Sara G.

		AGE BASED		GRADE BASED			
Creativity Dimension	Raw Score	Natl %-ile Age	Std Score Age	Local %-ile Grd	Natl %-ile Grd	Std Score Grd	Standard Score Scale for Grade 60 80 100 120 140
Fluency	74	73	112	54	72	112	
Flexibility	41	84	120	65	84	120	
Originality	51	84	120	62	84	120	
Average		82	117	62	82	117	

B) General Interpretive Guides. The average standard score might be used as a general measure of creative potential. In the above profile for Sara G, the evidence of creative potential is above average (ranking among the top 18% of others in grade).

While it is logical to focus upon the average, it is important to consider all scores. The amount of emphasis given to the profile of scores is somewhat dependent upon the spread of scores. The range of standard scores of 9 points for Sara G can be considered limited.

Fluency is perhaps one of the critical scores, since other scores are dependent upon a student giving relevant responses. However, a person may produce a large number of common and uninteresting responses. Similarly, a person may use energy in producing only a few, but very unusual and/or well elaborated responses. Only a consideration of the total profile can provide such differential information.

It is important to emphasize that the best approach to using results is to search for a person's strengths. One can build on strengths; strong areas can be called upon to buttress weak parts.

C) Part-score Information. Total scores are usually sufficient for the TTCT. For those wishing more detail, raw scores for each dimension within each activity are given below:

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 7
Fluency:	6	9	6	10	34	9
Flexibility:	4	4	6	5	14	8
Originality:	5	9	4	6	21	6