Summary

Based on the ATTA results, the Honors group evidenced higher (but not statistically significant) mean scores in overall creative ability as well as on three of the four creative ability measures (fluency, originality, and elaboration) than the non-Honors group. However, results also showed a comparatively higher number of non-Honors freshmen scoring at the highest levels of overall creative ability and on three of the four individual creative ability measures, suggesting that there may be some non-Honors students possessing particularly high levels of creative giftedness who may have been good candidates for admission into the University’s Honors program.

Some additional roundtable discussion points: importance of creativity in achievement and success; reliance on ability and aptitude measures in honors admissions processes; multiple criteria system for honors admissions; difficulties associated with finding matched pair samples for such a study.

For more information on assessing creative giftedness and consideration of its importance in the admissions process in gifted education and in honors programs, see, for example:


Abbreviated Torrance Test for Adults (ATTA)

The ATTA is an established alternate form of the renowned Torrance Tests of Creative Thinking (TTCT) used worldwide to identify and evaluate creative potential in children. The ATTA retains much of the same item rationale and characteristics as the TTCT, but its abbreviated form requires considerably less testing time and has been shown to be successful when working with adults. Both tests are based on the concept of divergent thinking and are designed to measure the following:

(1) Four norm-referenced creative abilities:

1. **Fluency** ability to produce quantities of ideas relevant to task instruction
2. **Originality** ability to produce uncommon ideas or ideas that are totally new or unique
3. **Elaboration** ability to embellish ideas with details rather than being restricted to the core idea
4. **Flexibility** ability to process information or objects in different ways given the same stimulus

(2) fifteen criterion-referenced creative indicators in participants’ responses in all the three ATTA item activities:

**Verbal Responses**
1. Richness and Colorfulness of Imagery
2. Emotions/Feelings
3. Future Orientation
4. Humor: Conceptual Incongruity
5. Provocative Questions

**Figural Responses**
6. Openness: Resistance to Premature Closure
7. Unusual Visualization, Different Perspective
8. Movement and/or Sound
9. Richness and/or Colorfulness of Imagery
10. Abstractness of Titles
11. Context: Environment for Object, Articulateness in Telling Story
12. Combination/Synthesis of Two or More Figures
13. Internal Visual Perspective
14. Expressions of Feelings and Emotions
15. Fantasy

(3) Overall creativity (Creativity Index) - a composite measure derived from the sum of the four creative ability measures and the fifteen criterion-referenced creative indicators described above.

---


---

**Results**

Highest tabulated group comparison values are highlighted in red.

### Overall Creative Ability

#### Creativity Index (scaled score range: 1 - 7)

<table>
<thead>
<tr>
<th>Overall Creativity</th>
<th>Mean</th>
<th>Low (n)</th>
<th>%</th>
<th>Avg (n)</th>
<th>%</th>
<th>Above Avg (n)</th>
<th>%</th>
<th>Top 16% of Adults</th>
<th>%</th>
<th>Top 4% of Adults</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hon (47)</td>
<td>4.81</td>
<td>2</td>
<td>4%</td>
<td>6</td>
<td>13%</td>
<td>11</td>
<td>23%</td>
<td>14</td>
<td>30%</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Non (47)</td>
<td>4.36</td>
<td>3</td>
<td>6%</td>
<td>10</td>
<td>21%</td>
<td>17</td>
<td>36%</td>
<td>6</td>
<td>13%</td>
<td>5</td>
<td>11%</td>
</tr>
</tbody>
</table>

### Individual Creative Ability Measures

(scaled score range for all four individual creative ability measures: 11 - 19)

<table>
<thead>
<tr>
<th>Abilities</th>
<th>Group (n)</th>
<th>Mean</th>
<th>Low (n)</th>
<th>%</th>
<th>Avg (n)</th>
<th>%</th>
<th>Above Avg (n)</th>
<th>%</th>
<th>Top 10% of Adults</th>
<th>%</th>
<th>Top 4% of Adults</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Hon (47)</td>
<td>14.85</td>
<td>16</td>
<td>34%</td>
<td>15</td>
<td>32%</td>
<td>13</td>
<td>28%</td>
<td>3</td>
<td>6%</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Non (47)</td>
<td>14.81</td>
<td>20</td>
<td>43%</td>
<td>10</td>
<td>21%</td>
<td>10</td>
<td>21%</td>
<td>3</td>
<td>6%</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Originality</td>
<td>Hon (47)</td>
<td>16.72</td>
<td>9</td>
<td>19%</td>
<td>4</td>
<td>9%</td>
<td>15</td>
<td>32%</td>
<td>10</td>
<td>21%</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Non (47)</td>
<td>16.66</td>
<td>5</td>
<td>11%</td>
<td>7</td>
<td>15%</td>
<td>17</td>
<td>36%</td>
<td>12</td>
<td>26%</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Elaboration</td>
<td>Hon (47)</td>
<td>14.87</td>
<td>20</td>
<td>43%</td>
<td>6</td>
<td>13%</td>
<td>20</td>
<td>43%</td>
<td>1</td>
<td>2%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Non (47)</td>
<td>14.30</td>
<td>25</td>
<td>53%</td>
<td>10</td>
<td>21%</td>
<td>9</td>
<td>19%</td>
<td>1</td>
<td>2%</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Hon (47)</td>
<td>15.32</td>
<td>15</td>
<td>32%</td>
<td>14</td>
<td>30%</td>
<td>10</td>
<td>21%</td>
<td>6</td>
<td>13%</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Non (47)</td>
<td>15.87</td>
<td>12</td>
<td>26%</td>
<td>10</td>
<td>21%</td>
<td>12</td>
<td>26%</td>
<td>5</td>
<td>11%</td>
<td>8</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Creativity Index** Perhaps the best single overall indicator of creative ability for the individual being tested.

---

**Within-group results** Both Honors and non-Honors groups evidenced their highest creative ability measures in originality and flexibility. As a group, the Honors participants measured lowest in fluency; non-Honors participants measured lowest on elaboration.

**Between-group results** A comparison of mean scores on the four creative ability measures between the two groups shows that the Honors group having higher overall creative ability and higher abilities in fluency, originality, and elaboration, and slightly lower ability in flexibility, than the non-Honors group. However, the mean differences between the two groups on all the ATTA measures are not statistically significant.4

---

4 Based on independent samples t-test results.