UNIT 12: ASSESSMENT OF INTEREST, APTITUDE, ACHIEVEMENT, PERSONALITY AND CREATIVITY

UNIT STRUCTURE

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12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to—

- apprehend the meaning of interest, its types, and the methods of assessing interest.

- describe the meaning of aptitude, its types, and explain how to interpret the information obtained from aptitude tests.
- explain achievement test, its types, and the precautions to be taken while using achievement test scores.
- comprehend the methods of assessing personality.
- gain an idea about the techniques used for assessing creativity.

12.2 INTRODUCTION

In the field of guidance and counselling, psychological assessment can be considered an essential part. Assessment is a continuous process of collecting information about abilities, interests, aptitudes, attitudes, and beliefs of personality. It is the first step in any guidance and counselling situation. Moreover, by using psychological tools, you can guide students in selecting subjects and courses of their choice for their careers.

Psychological assessment is a process in which information from multiple sources is integrated or combined. For example, information obtained from tests related to ability, interest, or attitude is combined with information collected from personal interviews. The most important point to remember here is that to assess mental structures such as a student's cognitive and personal emotional functioning, you must properly use different tests. Generally, the techniques used by teachers or guidance workers to collect basic information about an individual can be divided into two types: standardized and non-standardized. Non-standardized techniques include interview, rating scales, questionnaires, observation, sociometric method, life-history method, and cumulative record, etc.

On the other hand, standardized techniques are tools used to measure interest, intelligence, aptitude, and personality traits. It is important to note that both standardized and non-standardized tools are mainly used to obtain primary information. No doubt, all techniques are useful, but before using any technique, the guidance worker should consider which of the available methods will provide reliable and objective information. This should be carefully considered before selecting and using any tool.

Measuring personality is a difficult task because personality includes both inborn traits and environmental influences. Therefore, identifying the traits that form personality and measuring them properly is called personality assessment.

It is the responsibility and duty of every teacher to guide the hidden creative qualities of students in a school in the right direction. For this, assessment is necessary. Therefore, in this chapter, you will learn about **Interest, Aptitude, Achievement, Personality, creativity**and its assessment. Since education means the all-round development of a child, it is important to identify the qualities of students from the classroom environment itself and guide them in the right direction so that they can move towards the proper path in life.

12.3 MEANING OF INTEREST

In simple terms, interest means a person's likes and preferences. As a teacher, you may have noticed in your class that some students show more interest in mathematics, some in computers, and some in music or drawing. This shows that due to individual differences, there is variety in interests. Interest is the orientation of behaviour towards certain objects, activities, or experiences. It is the expression of our likes and dislikes, or our attraction and dislike. A person chooses the most acceptable and suitable option from many alternatives, follows preferred goals and activities, and as a result gains satisfaction and happiness from the selected activities.

At this point, a special question arises in our mind—are interests acquired? It is important to note that interests are gained from the environment, and these environmental experiences differ from person to person. Therefore, individual differences are also seen in interests. Interests develop within a personal environmental context. For example, interest in music grows in an environment where music is easily available. Interests change according to one's motives and emotional responses, and therefore they are not permanent. Although interests begin to become stable during adolescence, they still differ at different ages, and it is necessary to assess them at different stages of development.

12.4 TYPES OF INTEREST

On the basis of the nature or characteristics of interest, it is divided into two types: intrinsic interest and extrinsic interest. A counsellor should find out whether a student's interest is internal or external. Many students are naturally interested in studying science subjects, and this shows their intrinsic interest.However, sometimes you may come across students who do not perform well in science but are forced to choose science subjects

with the aim of becoming doctors or engineers, because these professions are considered prestigious in society. In such situations, the interest of students is artificially created or encouraged by their parents. When a student's own likes and dislikes are ignored and interest is created forcefully, it is called extrinsic interest.

12.5 ASSESSMENT OF INTEREST

Interest assessment provides basic information about students' likes and dislikes. This helps you understand students and their problems more deeply. It is also necessary to identify and clarify their interests in relation to different courses and career demands, to help them prepare educational and vocational plans that match their interests, and to guide their strengths in the right direction. To discover a student's interests, you can use both formal and informal assessment techniques.

Formal Assessment Techniques

Formal assessment is an important method in interest assessment. It supports the use of various interest inventory techniques. These techniques are considered more reliable for properly discovering a person's interests.

The use of inventory techniques mainly presents a student with a list of activities and various occupational options. In these occupational fields, different people have already shown their abilities or achieved success. The student is asked to select and follow activities from the list based on their preferences. They are also asked to choose the activities they do not like. By comparing their responses with previously identified response patterns, a person can identify their type of interest.

At present, many such inventory techniques are used, and most of them are related to vocational interests.

(a) Kuder Interest Inventories

The Kuder Interest Inventories include different types, forms, and versions. These are prepared to measure interest from different perspectives and for different purposes.The questions included in the Kuder inventories are objective type, meaning the responses are limited. Based on the listed items, the person must choose the activity they like most and the one they like least from the given options.The commonly used Kuder inventory methods for measuring interest are:

Kuder Vocational Preference Record

This is a special type of Kuder inventory. It provides ten interest scales along with a verification scale to identify carelessness, misunderstanding, and socially desirable but unrealistic responses. The interest scales include outdoor, mechanical, scientific, persuasive, artistic, literary, musical, social service, and clerical fields. In this scale, respondents must indicate which activity they prefer most and which they prefer least out of three activities.

It is important to note that the scores from this scale are related to ten broad areas of interest rather than to specific occupations.

Kuder General Interest Survey

This is another type of Kuder inventory. It was developed as a revision and downward extension of the Kuder Vocational Preference Record. It is systematically arranged for grades 6 to 12. Simple and understandable language is used to help respondents express their preferences. It is a revision of the Strong Vocational Interest Blank.

Strong Vocational Interest Blank

This special type of interest inventory is based on the idea that if a person's interest pattern is similar to that of successful people in a particular profession, then that person is likely to enjoy that profession and achieve vocational satisfaction.Through various items or questions, it helps to reveal the true structure of students' likes and dislikes, that is, their overall pattern of interest.

Therefore, as a counsellor, if you want to obtain a complete description of a person based on their interests and make future-oriented decisions to open up a wide world of suitable and promising careers for them, then the Kuder Preference Record is an appropriate tool for assessing interest. On the other hand, if you want to assess a person's interest for a limited number of specific jobs, then the Strong Vocational Interest Blank is more useful.

Informal Assessment Techniques

Some commonly used informal techniques for measuring and assessing interest are:

1) Observation

In our daily life, we can observe behaviour regularly. What a person actually does

gives us a clear and meaningful indication of their interests. Therefore, the effectiveness of this technique depends on the skill of the observer.

2) Interview

An interview about a student's interests can provide a good starting point for a counsellor to understand the student. For example, it gives correct information about the books they read, the time they spend studying, and the type of study they are interested in.

As a counsellor, you can supplement this information by using qualitative techniques such as observing the activities in which the student participates and collecting information from anecdotal records.

12.6 MEANING OF APTITUDE

Aptitude can be defined as an inherent quality within a person that explains the level of skill they show in a particular field and their ability to acquire the necessary learning for it. This inner characteristic makes a person especially unique.

It is considered a natural tendency, a special ability, or a group of abilities that can be fully developed through learning or other experiences. A combination or group of abilities forms a specific aptitude that is necessary for achieving success in a particular profession. This group of abilities gives a meaningful indication of a person's potential to successfully perform tasks in a specific field.

Aptitude also indicates how much training is needed to develop a particular ability. It is important to mention here that in the absence of aptitude, the benefit of any training may remain limited.

For example, without musical aptitude, a person may improve their performance to some extent through training, but it is not certain that they will become fully skilled or completely successful.Top of Form

12.7 TYPES OF APTITUDE TESTS

Aptitude tests are especially useful in providing helpful information about a person. They can help identify the potential abilities that are stored within individuals who are not aware of their own possible abilities and who are unable to predict their level of academic and vocational success. These tests help in clearly identifying such hidden potential abilities.

There are various tests used to measure and evaluate a person's aptitude. Some of them are as follows:

1) Special Aptitude Test

Special aptitude tests generally refer to tests that try to measure a person's potential ability to perform a specific occupation or a particular type of activity, or to acquire skill in it. Tests that measure a specific ability are sometimes called single aptitude tests because they are designed to measure only one particular ability. Counsellors often use standardized tests to measure single abilities such as mechanical, clerical, or artistic abilities. Single aptitude tests have also been developed for use in different graduate and professional schools. There are also aptitude tests designed to measure proficiency in specific school subjects.

2) Vocational Aptitude Batteries

These are tests used to measure and evaluate multiple aptitudes. Usually, this type of test consists of a series of sub-tests that are related in different combinations to occupations or occupational activities. Commonly used multiple aptitude batteries include the General Aptitude Test Battery (GATB), the Differential Aptitude Battery (DAT), the Flanagan Aptitude Classification Tests (FACT), and the Academic Promise Test (APT).

3) Scholastic Aptitude Test

Scholastic aptitude tests generally aim to measure a person's potential for performance in academic situations. Such tests include the SAT and PSAT batteries, which are designed to predict academic performance at higher levels of education. These tests predict a person's academic achievement not on the basis of innate abilities, but on the basis of past learning ability.

12.8 INTERPRETING APTITUDE TEST DATA

Based on the above discussion, you have become familiar with the types of tests related to educational and career counselling. However, it is not enough only to have knowledge about aptitude and aptitude tests. A counsellor needs to properly understand the group of abilities present within a person that determine their aptitude for a particular occupation and for the various related aspects of that occupation.

For example, most clerical jobs require different types of abilities such as mathematical and language skills. They also require the ability to deal quickly and accurately

with symbols and numbers. Therefore, quick perception is necessary for clerical ability, and this can be measured only through an appropriate test. Clerical workers also need skills such as correct spelling, quick calculation, taking dictation, and typing. No single test can fully measure all these abilities. However, some special tests have been specially developed to assess clerical aptitude.

Along with identifying a person's areas of strength, it is equally important to have knowledge about the process or methods of aptitude testing. This includes using different sources and information such as past academic records, interests and leisure-time activities, non-academic achievements, and reports from parents, teachers, and the individual themselves.

In addition to knowledge of tests and methods, counsellors also need skills in selecting tests, administering them properly, and communicating the test results effectively.

12.9 ACHIEVEMENT TESTS

At different stages of education, various types of achievement tests are used to evaluate students' mastery of subjects, academic performance, and acquired knowledge. Achievement tests are especially helpful in properly assessing and understanding students' performance in school subjects.Group tests, half-yearly examinations, and tests conducted after completing portions of the syllabus are all forms of achievement tests used to measure and evaluate students' achievement. These tests generally focus on the skills and abilities that are traditionally taught at the school level.Therefore, achievement tests can be defined as tools designed or prepared to measure the level of students' learning in specific school subjects within a prescribed curriculum, such as mathematics, English, and other subjects.Achievement tests are used to measure the amount of learning, the rate of learning, comparison with other areas, the level of learning in sub-areas, and strengths and weaknesses in particular subject areas. Because of their wide use and the relatively easy way of identifying suitable contexts, these learning measures are commonly applied.

12.10 TYPES OF ACIEVEMENT TESTS

Achievement tests can be divided into different categories, and each category fulfills specific purposes and provides information about students' academic skills. These tests are classified in various ways, and understanding them helps counsellors perform their duties properly and systematically.

Standardized achievement tests classified based on purpose or function are as follows:

1) Pretest or Readiness Test

This type of test is used to measure a student's potential ability and necessary skills to succeed in a particular academic task. It is designed to assess whether a student is prepared and capable of taking up a new course or learning a specific skill. In this way, it indicates whether the student has the required skills to learn new and higher-level subjects.

2) Mastery Test

A mastery test is a technical test that sets a minimum level of proficiency which students are expected to achieve. In these tests, a student's performance is compared with certain standard skills or competencies related to the content covered in the test. The mastery score represents the minimum level required to move to the next stage.

3) Diagnostic Test

Some students are often seen facing difficulties in various areas of learning. Especially difficulties in basic academic skills such as reading or mathematics can affect learning in all academic areas. Diagnostic tests are generally prepared to identify the causes of such learning difficulties. These tests help us understand students' specific strengths and weaknesses and identify the need for remedial measures. Thus, diagnostic tests are designed to analyse individual performance and provide information about the causes of difficulties, which later become an important basis for adopting improved teaching and guidance strategies.

4) General Achievement Test or Survey Test

General achievement tests are widely and frequently used standardized tests. They are constructed to measure a broad range of instructional objectives. Usually, these tests cover a wide area of the curriculum and attempt to measure students' broad knowledge or overall command in particular subject areas. Therefore, the sampling of content and behaviour areas in these tests is generally more representative and comprehensive.

5) General Achievement Test Battery

Many academic achievement test batteries measure several major subject areas covered in the general academic curriculum instead of just one area. That means these

tests measure students' academic performance in different subjects together. These tests can be used systematically from the primary level of education to adulthood. They generally provide a profile of scores in individual subjects or major academic areas. Since all the sub-tests in the battery are given to the same group under the same norms, a student's relative achievement in different areas can be compared as well as their achievement compared with other members of the group.

These tests are helpful from an instructional point of view. They are especially useful in providing guidance to students who show noticeable weakness in many areas and who require close testing and observation by teachers. In addition, to measure students' achievement properly, classroom teachers in each school prepare teacher-made tests as part of informal assessment. However, it should be noted that since these tests are based on the content of a particular school curriculum, their content area is more limited. Due to teachers' limited time, skill, and the fact that comparison and interpretation are restricted to the local school situation, the standard of such tests is generally lower. Therefore, to obtain expected and reliable results, it is more reasonable to use standardized tests and teacher-made tests as complementary tools.

12.11 CAUTIONS IN USING ACHIEVEMENT DATA

As a counsellor, it is very important for you to know that achievement data alone cannot provide complete information about a student. To create a complete picture of a student's achievement, counsellors must use information from different sources.

Some precautions to be taken while using achievement test data are mentioned below:

- A counsellor should carefully remember that low achievement test results may be due to the student's low effort. Therefore, it is completely inappropriate to assume, based only on such results, that the student's future achievement will always remain low. Counsellors should interpret achievement test scores by considering the student's school record over a certain period of time.
- Usually, achievement test data are supplemented by the grades or marks given by teachers. The information provided by teachers is considered an important indicator of students' performance. Therefore, it is important for counsellors to take this into account while interpreting achievement test scores.
- Counsellors should combine the grades obtained from achievement tests

with the marks given by teachers and study the relationship among these pieces of information to form a pattern. The evaluation of students' achievement should be based on a pattern of information rather than on data from a single source.

CHECK YOUR PROGRESS

QNo. 1: How many types of interest are there?

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Q No. 2: Write two formal methods of measuring interest.

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Q No. 3: Mention one type of aptitude test.

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Q No. 4: What is the function of the General Achievement Test Battery?

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12.12 MEANING OF PERSONALITY

The word personality is widely used. However, the term is used to describe different aspects of human life. The broad and wide scope of personality does not refer only to a person's physical appearance. It includes all aspects of a person such as emotional, interpersonal, mental, motivational, and moral aspects. Some researchers also include intelligence as a part of personality.

Thus, personality refers to a unique combination of characteristics of a person that gives them a tendency to behave in a particular way in different situations. Another important feature of personality is its uniqueness. Although every person shares some similar personality traits, each individual has certain unique qualities or characteristics. In this way, every person is unique. These unique features of a person's personality explain why people do not behave in the same way in the same situation.

12.13 APPROACHES TO ASSESSMENT OF PERSONALITY

There are many methods of personality assessment developed from different theories of personality. As a counsellor, you may choose one or more methods depending on your orientation and experience. However, the important point is to clearly understand what kind of information each method provides. Approaches to personality range from very basic descriptive methods to highly technical and advanced ones. These broad approaches can be grouped into self-report measures, projective techniques, and behavioural assessment.

Self-report Measures:

A large number of personality tests are self-report inventories. In this method, questions are carefully and systematically arranged in a booklet so that the person taking the test can respond. Self-report measures help in measuring and evaluating various personality traits. One widely used method for identifying personality types is the Myers-Briggs Type Indicator (MBTI). It identifies basic differences among people and provides a positive and constructive way for personal growth and facing challenges. It is mainly used in business, education, career guidance, and counselling. Cattell's Sixteen Personality Factor Questionnaire (16PF) provides detailed information about many personality traits in a short time.

Compared to casual observation, information obtained through self-reports is usually more accurate and reliable. These tools are designed to measure vocational interests, mental symptoms, normal personality traits, cognitive styles, values, etc., and help in identifying areas of healthy adjustment. However, one major problem is that some people may intentionally give wrong answers. They may be influenced by social desirability and may not respond honestly. This reduces reliability. Some individuals may also lack insight into their own traits. Therefore, the validity of self-report methods mainly depends on how honestly the person expresses themselves.

Projective Techniques:

The main aim of projective techniques is to reveal the basic nature hidden within a person's personality. Instead of measuring specific traits, they focus on understanding personality as a whole. These tests try to uncover a person's inner world and explore unconscious aspects of personality. However, compared to self-report methods, they are often criticized due to limited evidence of reliability and validity.

Projective techniques are usually used in clinical settings. The materials used in these tests are often unstructured, vague, and neutral. The person is asked to interpret or give meaning to unclear stimuli, and in doing so, they unknowingly project their own personality traits onto them.

The most widely used projective techniques are the Rorschach Inkblot Test (RIT) and the Thematic Apperception Test (TAT).

- **Rorschach Inkblot Test (RIT):** It consists of a series of inkblot cards. The respondent is asked to describe what they see in each blot. Each card has a symmetrical inkblot. The cards are shown one by one, and the person explains what the blot represents. It is mainly used for diagnostic purposes in personality assessment.
- **Thematic Apperception Test (TAT):** It consists of a series of pictures shown to the person. They are asked to describe what is happening in the picture and what the characters are feeling. Other projective methods include the Free Word Association Test and the Sentence Completion Test.

In the **Word Association Test**, a series of words is read out, and the person must respond with the first word that comes to mind. It helps to explore areas of conflict. The Kent-Rosanoff Free Word Association Test is an example of a standardized word association test.

In the **Sentence Completion Test**, incomplete sentences are given, and the person must complete them. It is used for research and diagnostic purposes.

Behavioural Assessment:

Another important method of personality assessment is behavioural assessment. It evaluates personality by observing how a student behaves in different situations. Observation forms the basis of behavioural analysis. A counsellor can gather useful information through observation, rating, interviews, and situational tests.

Information about emotional, social, physical development, and participation in activities can provide useful insight into personality. Anecdotal records help document important past events. Teachers' evaluations, classwork reports, and ratings of individual and group behaviour (such as team spirit, helpfulness, and sociability) are also important in personality assessment.

Interviews allow direct observation of structured or unstructured behaviour.

Questions related to personal life, family, friends, academic work, language, and behaviour help in personality evaluation.

In situational tests, a person is placed in a situation similar to real life. These tests are generally used to assess emotional, interpersonal, and attitudinal aspects rather than ability or knowledge. Role-play is one type of situational test. Teachers and counsellors can design situational tests based on needs.

Methods of Personality Measurement:

1. **Subjective Methods**
    - Autobiography
    - Case History Method
    - Interview
    - Personality Inventory
2. **Objective Methods**
    - Observation (controlled, uncontrolled, and mixed)
    - Check List
    - Rating Scale (numerical, graphic, descriptive)
    - Sociometric Method
3. **Projective Methods**
    - Rorschach Test
    - Thematic Apperception Test (TAT)
    - Sentence Completion Test
    - Word Association Test

In subjective methods, information is provided by the individual or collected from friends and relatives. In objective methods, personality is assessed by observing external behaviour rather than depending on self-description. The sociometric method, developed by J.L. Moreno in 1950, studies relationships within a group and helps identify leaders, rejected members, and isolated individuals.

Projective methods are based on Freud's psychoanalytic theory. They help individuals express hidden needs and desires that they may not openly express. These methods measure personality as a whole, reveal unconscious material, and are useful in diagnosing mental disorders. There are no right or wrong answers in these tests.

The Rorschach Test, developed by Hermann Rorschach in 1921, consists of 10 inkblot cards. The TAT, developed by Morgan and Murray in 1935, consists of picture cards used according to age and gender. The Sentence Completion Test gives incomplete sentences to complete. The Word Association Test, developed by Carl Jung and colleagues in 1906, uses 100 words to detect psychological complexes.

CHECK YOUR PROGRESS

Q No. 5: What do you understand by personality?

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Q No. 6: What do you understand by self-report method?

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Q No. 7: Mention two projective techniques.

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12.14 MEANING AND NATURE OF CREATIVITY

Creativity is a special kind of thinking, a way of looking at the world, and a style of interacting differently from ordinary people. It is a process through which something new is invented, or an old object or idea is reshaped in a new form with a touch of novelty. The emergence or invention of something new should contribute to solving certain problems. The idea of creativity is always associated with divergent thinking. Divergent thinking means examining one idea from different points of view. By properly analysing personality traits, we can understand the true nature of creativity.

- Creativity is universal in nature. Therefore, it is not limited by age, race, place, or culture.
- Creativity can be both inborn (innate) and acquired. That is, it may come from natural potential at birth and can also be influenced by cultural background, experience, education, and training.
- Creativity is the ability to invent something new.

- It is the tendency to move away from superstitious, rigid, and closed thinking and to express oneself freely through bold thinking.
- Creativity is both a means and a goal in itself. Creative expression becomes a source of joy and satisfaction for the creator.
- Creativity cannot be separated from intelligence.
- There is no relationship between creativity and school achievement.

12.15 SOME INDICATORS OF CREATIVE POTENTIAL

In an educational setting, the purpose of evaluating creativity is to identify students who have different creative potentials. Once this hidden potential is discovered, the next step is to nurture it and provide proper guidance. As a teacher, you should remember that recognizing creative potential does not mean only discovering highly creative students, but providing opportunities for the development of creativity in everyone. Those who show outstanding creativity may not need special efforts for identification. However, the important point is to properly identify hidden and blocked creative potential.

In a normal classroom situation, most students are usually of average ability. Only a few students are highly gifted. Therefore, the earlier the process of identifying creativity among students begins, the greater the benefit we can expect. Some indicators of creative talent or potential among students are as follows—

- A student who produces more ideas on a subject than other students of the same age group.
- Notices things and topics that other classmates usually do not notice.
- Thinks that peers' ideas are incomplete or lack accuracy.
- Shows interest in correcting or improving others' ideas.
- Asks unusual questions and presents unusual ideas when asked to modify or improve an idea.
- Presents strong and new arguments in debates, discussions, and classroom questions.
- Has a tendency to give new meaning to traditional ideas and methods related to the subject of study.

- Tries different methods to solve a problem when faced with one.
- Likes to raise thought-provoking questions and, instead of simply describing common ideas, shows curiosity about the deeper meaning behind them and analyses them.
- Shows interest in difficult tasks and problem solving.
- Can work hard and for a long time on tasks related to personal interests.
- Gives importance to independent thinking and judgment. Prefers to work independently and is always ready to accept challenges.
- Shows persistence in a task even in difficult situations.
- Is alert, a keen observer, and responds quickly.
- Can express oneself clearly and accurately through writing or speaking.
- Is not easily discouraged by failure in projects or experiments.
- Spends most of the time on special projects such as collecting items, making a radio, building a telescope, etc.

These are only some possible ways in which creative expression may appear, and they can serve as reference points for evaluation. In the next section, you will be introduced to some techniques used for assessing creative potential.

12.16 TECHNIQUES OF ASSESSING CREATIVITY

Techniques for measuring creativity can broadly be divided into two types:

Non-testing techniques and **Testing techniques**.

Non-testing techniques used for evaluating creativity include observation, rating and nominations, checklists, anecdotal records, general school activities, and specific strategies.

(a) Observation: Observation is an important technique for identifying children with high or low creative potential in different settings, whether in the classroom or on the playground. To increase reliability, a natural environment should be created. Sometimes, situations are deliberately created in the classroom where children are given opportunities and encouraged to display qualities related to creativity.

(b) Rating and Nominations: Three-point or five-point rating scales are used to rate a child's specific creative qualities from minimum to maximum. Similarly, nominations by peers, teachers, and parents are also used.

(c) Check List:A checklist is a list of activities related to language, arts, science, social studies, and other areas that children do independently. Such activities may indicate hidden potential in children.

(d) General School Activities: Creative arts, drama, and writing are suitable mediums for self-expression and creative expression. Generally, any activity that is interesting and different from daily routine life can be considered creative. While organizing activities, more importance should be given to encouraging children to freely express their ideas and images. Creative writing also provides opportunities to bring out children's creative expression.

(e) Specific Strategies: These strategies can be used while teaching particular subjects to stimulate and identify creative expression. Teachers can find suitable places in their lessons to encourage creativity, such as identifying contradictions or knowledge gaps, using questions as tools to identify and evaluate creative potential, asking students to frame different questions on a topic, completing incomplete tasks in different ways, etc.

In this context, it can be said that several standardized tests have been developed to assess creative thinking potential. A common feature of most creativity tests is that the responses to questions are open-ended. As a result, test-takers are allowed to think of different answers to a question or problem. There is no fixed answer, and they have the freedom to use imagination and express themselves originally. Creativity tests involve divergent thinking and provide opportunities for spontaneity, originality, and imagination. These tests measure general creative thinking ability across all fields of study and consider skills such as fluency, flexibility, originality, and elaboration as important.

Children can express creativity in different ways. Therefore, to make the process of measuring and evaluating creativity easier and more practical, various tests have been developed using different types of content such as words, pictures (non-verbal), and actions. The Torrance Tests of Creative Thinking are the most widely used tests for evaluating general creative potential.

Torrance Tests of Creative Thinking (TTCT)

After 15 years of research, Torrance developed this test. According to Torrance, the test tasks are related to creative achievement and are based on the creative thinking process. The verbal test has seven tasks and requires 45 minutes to administer. The figural test consists of three tasks and requires 30 minutes. Both tests can be used from

kindergarten to graduate level. Separate forms are available for individual and group administration. For verbal tasks, young children may respond orally with the help of adults.

Group Inventory for Finding Creative Talent

This inventory is used to evaluate the creative potential of students from grades R–6. It attempts to analyse curiosity, flexibility, perseverance, and hobbies through very short Yes/No type questions. Later, in 1982, Davis and Rimm developed another personality scale to identify students' interests.

Creativity Achievement Questionnaire (CAQ)

The CAQ attempts to measure creativity across ten areas of study. Its questions include topics related to drama, writing, humor, music, visual arts, dance, invention, science, etc. There is evidence of high reliability and acceptable validity for the CAQ.

CHECK YOUR PROGRESS

Q No. 8: Mention one characteristic of creativity.

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Q No. 9: Mention any two techniques for measuring creativity.

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12.17 LET US SUM UP

- The main purpose behind completing evaluation is to gain insight that helps the student understand themselves better, including their strengths and weaknesses, and to know what they can and cannot do.
- Psychological evaluation is a process in which information from multiple sources is collected and integrated.
- Interest is an orientation of behaviour toward certain objects, activities, or experiences. It is the expression of our likes and dislikes, or our attraction and aversion.
- In the assessment of interest, formal evaluation is considered a very important technique. It supports the use of different interest measurement techniques, which are considered more reliable for properly discovering an individual's interests.

- Aptitude can be defined as an inborn characteristic within a person that indicates their ability to perform well in a particular field and to acquire the necessary learning for it.
- Aptitude tests are especially useful in providing helpful information about an individual.
- Approaches to personality range from very basic descriptive methods to highly technical and advanced approaches. These broad approaches can be classified into self-report methods, projective techniques, and behavioural assessment.
- The main aim of projective techniques is to reveal the basic nature hidden within a person's personality.
- Another important technique used in personality assessment is behavioural evaluation.
- A counsellor's own observations and reports about emotional, social, and physical development and participation in different activities can reveal useful information about an individual's personality.
- Creativity is a special kind of thinking, a way of looking at the world, and a style of interacting differently from ordinary people.
- In an educational setting, the purpose of evaluating creativity is to identify students who have different creative potentials. Once this hidden potential is discovered, it can be nurtured and guided in the right direction.
- Several standardized tests have been developed to assess creative thinking potential. A common feature of most creativity tests is that the questions are open-ended, allowing freedom in responses.
- To make the process of measuring and evaluating creativity easier and more practical, various tests have been developed using different types of content such as words, pictures (non-verbal), and actions. The Torrance Tests of Creative Thinking are the most widely used for evaluating general creative potential.

O 12.18 FURTHER READING

- Crow L. D. and Crow (1962). *'An Introduction to Guidance Principles and Practices',* New Delhi: Eurasia Publishing House.
- Rao, Narayan (1981). *'Counselling Psychology'* MC Graw Hill Publishing Co. Ltd. New Delhi.

K 12.19 ANSWERS TO CHECK YOUR PROGRESS

Answer to Question No. 1: Interest is of two types – intrinsic (internal) interest and extrinsic (external) interest.

Answer to Question No. 2: Two formal methods of measuring interest are observation and interview.

Answer to Question No. 3: One type of aptitude test is special aptitude test.

Answer to Question No. 4: The function of a general achievement test battery is to measure several major subjects covered in the academic curriculum instead of only one field.

Answer to Question No. 5: Personality is a widely used term that explains different aspects of human life. Besides physical appearance, it includes emotional, interpersonal, mental, motivational, and moral aspects.

Answer to Question No. 6: In the self-report method, questions are carefully and systematically arranged in a booklet so that the test-taker can respond.

Answer to Question No. 7: Two projective techniques are the Rorschach Test and the Word Association Test.

Answer to Question No. 8: One characteristic of creativity is that it is universal in nature.

Answer to Question No. 9: Observation and rating.

M 12.20 Model Questions

Q 1: What is meant by assessment of interest?

Q 2: Write a short note on Kuder's Interest Differential Method.

Q 3: Discuss the techniques of formal assessment of interest.

Q 4: Write a note on Academic Aptitude Test.

Q 5: Discuss the types of Achievement Tests.

Q 6: Briefly mention the concept of personality.

Q 7: Write briefly about the subjective method.

Q 8: Discuss the projective method.

Q 9: Discuss the indicators of creative potential.

Q 10: Analyse the techniques of creativity assessment.

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