



RAINBOW THINKING CIRCLES TEST (K-8)

How to Administer and Mark

One purpose of the Rainbow Thinking Test is to find out if a student has high or low creative thinking ability compared to their peers. A teacher could identify the “creative geniuses” in their class by using this test.

Another purpose for the Rainbow Thinking Test is to help determine if there has been an improvement in a student’s creative thinking ability over time. This test is ideal for procuring a baseline score which the teacher can then compare to when the student attempts the test again at a later date.

Administering the test

1. The teacher gives a two page copy of the Circles Test to each student.
2. Say to the students “This test is to find out how many ideas you can come up with in four minutes. You have to turn each circle into a new or different picture. The circle has to be a part of your drawing. You may draw inside the circle or outside the circle or both. You cannot combine two circles to make one drawing. Any kind of idea is acceptable.”
3. Emphasise to the students that this is a test of their ability to come up with lots of ideas. It is not a test of their drawing ability.
4. At four minutes say “Pencils down!”
5. If the teacher or any students are concerned that the drawings might be difficult to decipher students can label their drawings after the test.

Marking

The teacher analyses each student’s responses placing sub-totals at the bottom of each column.

The test is marked on these four aspects of divergent thinking:

1. Fluency – The number of ideas generated. Give one point for each new idea.
2. Flexibility – The diversity of the ideas generated. For each different category give two points. (Ideas are considered to be in the same category if they have a similar function or purpose.)
3. Originality – The novelty-value or rarity of the idea. Notice your reaction to each idea. Did you feel surprised? “Wow! Why didn’t I think of that?” Did it make you smile or laugh? Did the idea stand out as being very different to other students’ ideas? An original idea gets three points.
4. Elaboration – The amount of extra detail in an idea. Did the student build on or develop an idea further? Did they transform a basic idea into a more intricate one? Give four points for each elaborate idea. (Keep in mind that elaboration is rare in this test because of the time limit.)

After analysing the responses add up the sub-totals in the boxes. Find the total score and compare with other students’ results or with a previous test score.

Typically, a creative genius would score 50+ (very rare), most students would fall between 15-27, and possibly one or two students would score 10 or less.)