

## **“My Most Creative Student Is ...” Validity of Teachers’ Nominations of Students’ Creativity**

### **Abstract**

The article discusses the problem of validity of teachers’ nominations of students’ creativity. Teachers from higher and lower ranked Polish high schools evaluated student creativity using 7-point Likert scale. Additionally, students’ school results and behavioural grades were assessed. Every student completed Urban and Jellen TCT-DP and Popek Questionnaire of Creative Behaviour CANH assessed level of creative and uncreative attitudes. A correlation analysis as well as regression showed that the main predictor of the nomination of a student as creative is a school grade, students with higher academic achievements were perceived as more creative than students without such achievements. Creative abilities measured by TCT-DP or creative attitudes were only marginally important for teachers’ nominations and just in one of two schools. Implications of the results are discussed.

**Keywords:** *Creativity, teachers’ nominations, creativity measurement*

### **Introduction**

More than a quarter of a century ago in his classic article, Dennis Hocevar (1981) argued that measuring of creativity or creative potential could be criticized and it is hard to describe is as valid and reliable. Among different perspectives to defend and improve creativity measurement a call for triangulation is most important, where triangulation is understood as a systematic and synthetic connection of different methods, and methodological perspectives. Teachers’ nominations of students’ creativity are one of the most often used indications of children’s