

# The Williams Scale

## A Parent and Teacher Rating Scale of Children's Divergent Thinking and Feeling Related to Creativity

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_ Age: \_\_\_\_\_  
Yrs. Mos.

Person completing scale: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

How long have you known the child? \_\_\_\_\_

### DIRECTIONS FOR USING THE SCALE

Check the appropriate box beside each item which best describes the child's behavior.

3= Often 2=Sometimes 1=Seldom

#### FLUENCY

1	2	3	
			1. The child thinks of several answers when a question is asked.
			2. The child draws several pictures when asked to draw one.
			3. The child has several ideas about something instead of just one.
			4. The child asks many questions.
			5. The child uses a large number of words when expressing ideas.
			6. The child works rapidly and produces a great deal.
1	2	3	<u>FLEXIBILITY</u>
			1. The child thinks of many ways to use an object rather than its common use.
			2. The child expresses more than one meaning for a picture, story, poem or problem.
			3. The child can transfer meaning in one subject to another subject.
			4. The child shifts his point of view to another point of view.
			5. The child exhibits a variety of ideas and explores many of them.
			6. The child thinks of numerous possibilities for solving a problem.

1	2	3
		1. The child makes up stories about places never seen.
		2. The child imagines how others would deal with a problem.
		3. The child daydreams about things or places.
		4. The child likes to imagine how others would deal with a problem.
		5. The child sees things in pictures or drawings other than the obvious.
		6. The child can wonder freely about ideas and things.

COMPLEXITY

1	2	3
		1. The child is interested in intricate things and ideas.
		2. The child likes to involve himself in complicated tasks.
		3. The child wants to figure things out without assistance.
		4. The child enjoys tasks that are difficult.
		5. The child thrives on trying again and again in order to succeed.
		6. The child produces more complex solutions to problems than seem necessary.

RISK TAKING

1	2	3
		1. The child will defend ideas regardless of the reactions of others.
		2. The child sets high goals of accomplishments and is not afraid to try to achieve them.
		3. The child admits to mistakes or failures.
		4. The child likes trying new things or ideas and is not easily influenced by friends.
		5. The child is not overly concerned with disapproval by classmates, teachers or parents.
		6. The child prefers taking chances or "dares" just to learn of the outcomes.

ORIGINALITY

1	2	3
		1. The child likes objects in a room placed off-center or prefers drawings and designs which are asymmetrical.
		2. The child becomes dissatisfied with one right answer and seeks other options.
		3. The child thinks in uncommon ways.

			4. The child enjoys the unusual and dislikes ordinary ways of doing things.
			5. The child, after having read or heard about a problem, begins inventing solutions.
			6. The child questions established methods and devises new methods of problem solution.
1	2	3	<u>ELABORATION</u>
			1. The child adds lines, color, and details to his/her drawing.
			2. The child senses a deeper meaning in an answer or solution and produces more depth of meaning.
			3. The child takes off with another's idea and alters it in some way.
			4. The child wants to "jazz up" or embellish the work or ideas of others.
			5. The child has little interest in ordinary objects and adds details to make them better.
			6. The child changes the rules of games.
1	2	3	<u>CURIOSITY</u>
			1. The child questions everything and everybody.
			2. The child loves to explore mechanical things.
			3. The child is constantly searching for new avenues of thinking.
			4. The child normally explores things and ideas which are new to him.
			5. The child is alert to possibilities for solutions.
			6. The child explores books, games, maps, pictures, etc., to find more meaning.



Following are four open-ended questions which will allow you an opportunity to express your reactions about the child and a program in school for creative children. Make your statements brief but specific.

1. Do you think this child is or may be bright? \_\_\_\_\_ Yes \_\_\_\_\_ No (Check One)  
If yes, why?

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If no, why?

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2. Do you think this child is or may be creative? \_\_\_\_\_ Yes \_\_\_\_\_ No (Check One)  
If yes, report briefly what he or she does in a creative way.

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If no, why not?

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3. What do you expect of a school program for creative children?

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4. What would you like to see a child accomplish as a result of participation in a program for creative children?

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