

✓ Chapter 1: The World of Testing

1. Which is NOT one of the major categories of tests used by the textbook to organize the field of psychological testing?

- A. achievement
- B. neuropsychological
- C. medical
- D. mental ability

1-C

2. Within the major category of personality tests, two major subdivisions of tests are ____.

- A. objective and subjective
- B. objective and projective
- C. valid and reliable
- D. valid and invalid

2-B

3. In the term “objective personality test,” the word “objective” refers mainly to how the test is ____.

- A. scored
- B. interpreted
- C. constructed
- D. administered

3-A

4. Neuropsychological tests are designed primarily to yield information about functioning of the ____.

- A. peripheral nervous system
- B. central nervous system
- C. physiological systems
- D. midbrain

4-B

5. The textbook contrasts “paper-and-pencil” tests with _____ tests.

- A. computer
- B. power
- C. hands-on
- D. performance

5-D

6. The textbook contrasts “speed” tests with _____ tests.

- A. power
- B. performance
- C. maximum
- D. norm-referenced

6-A

7. The textbook contrasts “norm-referenced” tests with _____ tests.

- A. individual
- B. group-referenced
- C. criterion-referenced
- D. un-normed

7-C

8. A power test usually will have ____.

- A. a very generous time limit
- B. many items
- C. machine scoring
- D. at least some essays

8-A

9. Some test interpretation compares performance to an external standard rather than to a set of norms. This type of interpretation is called _____ interpretation.

- A. non-normative
- B. criterion-referenced
- C. test-referenced
- D. non-test-based

9-B

10. Which is NOT one of the major categories of test usage identified in the text?

- A. research
- B. clinical
- C. commercial
- D. personnel

10-C

11. The text identifies two major uses of tests in educational settings. One is to measure achievement. The other is to –

- A. predict success in academic work
- B. identify problem children
- C. reduce teachers' paperwork
- D. evaluate school administrators

11-A

12. According to the textbook, the primary users of tests for purposes of personnel selection are ____.

- A. colleges and universities
- B. businesses and the military
- C. non-profit agencies
- D. government offices

12-B

13. Which is one of the crucial assumptions we make in the field of testing?

- A. Traits are quite unstable.
- B. There are relatively few traits.
- C. There are a nearly infinite number of traits.
- D. Traits are reasonably stable.

13-D

14. Which is one of the crucial assumptions we make in the field of testing?

- A. It is very difficult to quantify human traits.
- B. We can quantify human traits.
- C. Qualitative analysis of human traits is the best approach.
- D. Qualitative analysis of human traits often conflicts with quantitative analysis.

14-B

15. What technical term do we use to refer to the stability of test performance?

- A. validity
- B. norms
- C. development
- D. reliability

15-D

16. What technical term do we use to refer to whether a test measures what it purports to measure?

- A. validity
- B. norms
- C. development
- D. reliability

16-A

17. We interpret someone's performance on a test in terms of how other people have performed on the test. Other people's performance is the basis for the test's ____.

- A. reliability
- B. norms
- C. validity
- D. items

17-B

18. In many areas of psychology, we seek to establish general laws about behavior. Another approach is to study how people vary. This second approach is called the _____ perspective.

- A. non-general
- B. differential
- C. standard deviation
- D. average

18-B

19. The dominant interest regarding human behavior of such writers as Aristotle and Plato was ____.

- A. how humans differed
- B. personality traits
- C. what was common to humans
- D. spiritual matters

19-C

20. Very early (e.g., around 200 BC) versions of civil service examinations have been found in what culture?

- A. American
- B. African
- C. British
- D. Chinese

20-D

21. Who was primarily responsible for the transmission of Darwinian ideas of evolution into the emerging field of psychology?

- A. Cattell
- B. Wundt
- C. Binet
- D. Galton

21-D

22. Darwin's theory of evolution was important to early work on testing primarily because the theory got people thinking about –

- A. development of species
- B. differences between individuals
- C. long term trends
- D. personality traits

22-B

23. Experimental psychology's emergence in the late 1800s influenced the development of testing primarily by emphasizing the need for –

- A. the use of calculus
- B. standardized conditions
- C. the use of animals in research
- D. qualitative analysis

23-B

24. Wundt's laboratory at Leipzig, Germany was very influential because –

- A. so many people went there for training
- B. Wundt had a very powerful personality
- C. it had an ideal geographic location
- E. was destroyed most other laboratories

24-A

25. Which set of schools established in the 1500s had strict guidelines for administration of exams?

- A. Benedictine
- B. European
- C. Jesuit
- D. American

25-C

26. The central interest in Galton's work was the study of –

- A. psychopathology
- B. mental retardation
- C. hereditary genius
- D. interaction of personality and intelligence

26-C

27. Who is credited with inventing the bivariate distribution?

- A. Cattell
- B. Binet
- C. Wundt
- D. Galton

27-D

28. Which of these persons was a key American contributor to establishing the field of testing?

- A. Ebbinghaus
- B. Binet
- C. Cattell
- D. Spearman

28-C

29. What term did Cattell coin in an 1890 article to describe the field of testing?

- A. psychometrics
- B. mental test
- C. psychoquantification
- D. diagnostic procedures

29-B

30. Who is credited with creating the first intelligence test for practical use?

- A. Pearson
- B. Galton
- C. Terman
- D. Binet

30-D

31. Who is credited with creating the first modern theory of intelligence?

- A. Galton
- B. Spearman
- C. Ebbinghaus
- D. Cattell

31-B

32. Binet's early work on measuring intelligence was undertaken in connection with the needs of –

- A. Paris' public schools
- B. the steel industry
- C. the German government
- D. local asylums

32-A

33. One of the forces leading to the establishment of the field of testing in the early 1900s was the interest in making education more _____.

- A. profitable
- B. scientific
- C. enjoyable
- D. affordable

33-B

34. A principal concern of authors creating the "new-type" achievement tests was to make tests that were –

- A. less expensive
- B. machine-scorable
- C. more reliable
- D. less dependent on reading

34-C

35. Binet's test became available in America around what time?

- A. 1860
- B. 1895
- C. 1915
- D. 1960

35-C

36. Who worked on converting the Binet-type test into a group administered test as part of his doctoral studies?

- A. Otis
- B. Cattell
- C. Galton
- D. Spearman

36-A

37. What event provided the context for the first large-scale application of a group administered mental ability test?

- A. the Vietnam conflict
- B. the first World's Fair
- C. World War I
- D. the opening of Harvard University

37-C

38. The first truly national standardized achievement battery was the ____.

- A. Iowa
- B. Metropolitan
- C. New York
- D. Stanford

38-D

39. Which was a prototype of today's objective personality tests that was used to help screen recruits into the U. S. military for World War I?

- A. Minnesota Multiphasic Personality Inventory
- B. Rorschach Inkblot Test
- C. Stanford-Binet Personality Form
- D. Woodworth Personal Data Sheet

39-D

40. What period of time does the textbook identify as "the flowering," during which many of the tests widely used today first appeared?

- A. 1840-1880
- B. 1880-1915
- C. 1915-1940
- D. 1940-1965

40-C

41. A period of judicial and legal activism, that is, the treatment of tests in court cases and legislation, emerged during what period in the history of testing?

- A. 1920s
- B. 1940s
- C. 1960s
- D. 1980s

41-C

42. Which was NOT one of the issues in the emergence of the period of judicial and legal activism affecting testing?

- A. the accountability movement in education
- B. the civil rights movement
- C. concern for the handicapped/disabled
- D. concern for gifted students

42-D

43. We know that making tests amenable to machine scoring was NOT a factor in the early development of multiple-choice tests because –

- A. machines to score tests did not become available until later
- B. the machines to score tests were much too expensive
- C. the machines were not reliable
- D. scoring machines were available as early as 1800 but were not used

43-A

44. Which is NOT one of the major trends the textbook identifies for the period “And Now: 2000-Present”?

- A. a great increase in the number of tests
- B. influence of managed care
- C. online administration and reporting of tests
- D. changing definitions of what a test is

44-D

45. Which law has led to a great increase in the number of statewide assessment programs for schools?

- A. Americans with Disabilities Act
- B. Civil Rights Act
- C. Family Educational Rights and Privacy Act
- D. No Child Left Behind Act

45-D

46. One of the influences of managed care on psychological testing is use of ____.

- A. longer, more comprehensive tests
- B. shorter, more focused tests
- C. more tests in non-English languages
- D. more un-timed tests

46-B

47. Emphasizing a careful link between diagnosis and treatment is one of the demands of ____

- A. educational accountability
- B. test reliability
- C. managed care
- D. judicial activism

47-C

48. Among the most recent trends in psychological testing, the textbook mentions the development of computer programs that ____

- A. correct for guessing on multiple-choice tests
- B. simulate human judgment
- C. convert raw scores to normed scores
- D. provide test items in multiple languages

48-B

49. Computer programs that try to simulate human judgment in scoring responses to test items, such as essays, are technically known as _____

- A. Automated scoring
- B. Simulators
- C. Human substitutes
- D. Computer judging

49-A

50. The text notes that “whatever the psychologist does in practice should be based on sound evidence.” This notion is encapsulated in the term _____

- A. Always evidence
- B. Evidence-based practice
- C. Psycho-evidence
- D. Practice-preach

50-B

51. The textbook identifies several major influences on the development of testing as we know it today. Which is NOT one of those forces?
- A. the rise of clinical psychology
 - B. computers
 - C. concern for the individual
 - D. the environmental movement
- 51-D
52. Which statistical technique was developed partly in connection with ongoing debates about the nature of intelligence?
- A. factor analysis
 - B. analysis of variance
 - C. the standard deviation
 - D. the semi-interquartile range
- 52-A
53. Which of these specialties within psychology has been most important in the development of the field of testing?
- A. developmental psychology
 - B. social psychology
 - C. physiological psychology
 - D. clinical psychology
- 53-D
54. When we refer to “machine-scored answer sheets” for tests, what device do we actually put the answer sheets into?
- A. scanner
 - B. personal computer
 - C. mainframe computer
 - D. fax
- 54-A
55. Which is NOT one of the areas identified as an influence of computers on testing?
- A. score reporting
 - B. test administration
 - C. cost of testing
 - D. statistical processing
- 55-C

56. In computer-adaptive testing, items are selected for presentation to an examinee based on –

- A. random sequencing of items
- B. correct/incorrect responses to previous items
- C. amount of time needed for responding
- D. length of item stems for each item

56-B

57. The technical, theoretical side of the field of testing is known as –

- A. psychometrics
- B. intellectual mechanics
- C. quantum cognition
- D. edu-measures

57-A

58. The Rorschach Inkblot Test is a prime example of what type of test?

- A. Projective
- B. Objective
- C. Speeded
- D. Power

58-A

✓ **Definitions and Identifications**

achievement tests

automated scoring

Binet, Alfred

Cattell, James McKeen

classical test theory

computer-adaptive testing

criterion-referenced interpretation

differential perspective

evidence-based practice

Galton, Francis

group test

individual test

interpretive report

item response theory

maximum performance

mental ability tests

neuropsychological tests

norm-referenced interpretation

norms

objective personality tests

paper-and-pencil test

performance test

power test

projective techniques

reliability

scanner

Spearman, Charles

speed (or speeded) test

standardized test

typical performance
validity

vocational interest measures

✓ **Essays**

- A. List the major categories of tests and give one specific example of a test within each category.
- B. The text identified seven major periods in the history of testing. Identify two of these periods and briefly describe key characteristics of each of the two periods.
- C. The text identified six major forces influencing the historical development of testing. Identify two of these forces and briefly describe their special influence.
- D. Describe the major uses and users of psychological testing.
- E. What does term “differential perspective” mean? Why is it important in the field of testing?
- F. The text introduced these individuals: Alfred Binet, James McKeen Cattell, Francis Galton, and Charles Spearman. Pick one of them and describe his place in the history of testing.
- G. How does evidence-based practice relate to the world of testing?

✓ **Chapter 2: Sources of Information about Tests**

- 1. *Tests in Print* attempts to list all tests that are ____.
 - A. commercially available in English
 - B. commercially available in all languages
 - C. commercially and non-commercially available in English
 - D. commercially and non-commercially available in all languages
- 2. *Tests in Print* was originated by the same person and is published by the same organization as ____
 - A. Test Critiques
 - B. Mental Measurements Yearbook
 - C. Directory of Unpublished Experimental Mental Measures

D. ETS Test Collection

2-B

3. Which is NOT one of the comprehensive listings of tests identified in the textbook?

- A. Directory of Unpublished Experimental Mental Measures
- B. ETS Test Collection
- C. Mental Measurements Yearbook
- D. Tests in Print

3-C

4. The Mental Measurements Yearbook is sometimes referred to simply by the name of its originator, that is, as ____

- A. ETS
- B. Wechsler
- C. Buros
- D. APA

4-C

5. Which are the two main sources of test reviews?

- A. MMY and Test Critiques
- B. ETS Test Collection and textbooks
- C. TIP and Tests
- D. MMY and TIP

5-A

6. Which is true about the relative number of tests covered by MMY and Test Critiques?

- A. MMY covers more
- B. MMY covers fewer
- C. They cover an equal number
- D. MMY used to cover more but now covers fewer

6-A

7. Which is true about the relative length of reviews in MMY and Test Critiques?

- A. MMY tends to be shorter
- B. MMY tends to be longer
- C. They are about equal
- D. MMY is longer for ability tests, shorter for personality tests

7-A

8. Which set of reviews is available in electronic form?

- A. Test Critiques
- B. MMY
- C. Both
- D. Neither

8-B

9. Which best describes what the textbook refers to as “special purpose collections?” They are sources of information about tests within a narrow range of ____

- A. publication dates
- B. target age ranges
- C. topics
- D. languages

9-C

10. The book *Handbook of Personality Assessment* is an example of what type of source of information?

- A. publisher’s catalog
- B. comprehensive listing
- C. books about single tests
- D. special purpose collection

10-D

11. *Educational and Psychological Measurement, Psychometrika, and Personnel Psychology* are all examples of what type of source of information about tests?

- A. textbooks on testing
- B. electronic listings
- C. journals
- D. comprehensive listings

11-C

12. Which of these sources would be best for casting a broad net to see what tests might be available for a particular purpose?

- A. electronic listings
- B. publisher's catalogs
- C. textbooks on testing
- D. journals

12-A

13. A major drawback of the comprehensive listings of tests is that they ____.

- A. do not list very many tests
- B. are very out of date
- C. do not provide any critical evaluation
- D. are too expensive

13-C

14. Which is a major drawback of the systematic reviews as a source of information about tests?

- A. Many reviewers are unqualified.
- B. They are too expensive.
- C. The reviews are not available for all tests.
- D. They are so technical that very few people can understand them.

14-C

15. What has been the most important development in sources of information about tests in recent years?

- A. availability of test reviews
- B. availability of electronic listings
- C. semi-annual rather than annual publisher's catalogs
- D. increased availability of textbooks on testing

15-B

16. Which is the most important source of information about the latest technical developments in testing?

- A. electronic listings
- B. special purpose collections
- C. publishers' catalogs
- D. journals

16-D

17. Regarding which source do you need to be most concerned about less-than-candid reporting about a test?

- A. electronic listings
- B. special purpose collections
- C. journals
- D. publishers' catalogs

17-D

18. Which source of information would be best regarding whether the answer sheets for a particular test can be scored with a certain machine (scanner)?

- A. journals
- B. electronic listings
- C. special purpose collections
- D. publisher's catalog

18-D

19. Which of these sources of information would you use to find out quickly what tests for learning disability are most widely used in your state?

- A. electronic listings
- B. other users
- C. special purpose collections
- D. journals

19-B

20. One of the sources of information about tests is "books about single tests." What is the major advantage of this source of information?

- A. easy electronic access
- B. in-depth coverage of a single test
- C. several parallel reviews of a test
- D. up-to-date information about scoring services for the test

20-B

21. One of the sources of information about tests is "books about single tests." What is the major disadvantage of this source of information?

- A. The books are too expensive
- B. Such books are available for only a few tests
- C. The books tend to be in foreign languages
- D. Such books are not revised often enough

21-B

22. One of the sources of information about tests is "books about single tests." Such books tend to be available only for ____

- A. more widely used tests
- B. very obscure tests
- C. the most expensive tests
- D. machine-scored tests

22-A

23. The ETS Test Collection electronic listing does NOT provide ____

- A. lists of tests based on keywords
- B. identification of the publisher of a test
- C. critical reviews of tests
- D. titles and authors of tests

23-C

24. Which of the following generally would NOT be included in an introductory kit for a test?

- A. technical manual
- B. test booklet
- C. answer sheets
- D. publisher's catalog

24-D

25. The *Directory of Unpublished Experimental Mental Measures* includes tests that typically appear in ____.

- A. journal articles
- B. publishers' catalogs
- C. Internet sources
- D. newspaper reports

25-A

26. From an entry in TIP or *Tests* you should be able to determine all of the following EXCEPT the test's ____

- A. publisher
- B. author
- C. year of publication
- D. degree of reliability

26-D

27. Which of these is the most well-known and useful source for obtaining reviews of psychological tests?

- A. Annual Review of Tests

- B. Mental Measurements Yearbook
- C. The Journal of Test Reviews
- D. Journal of Psychological Measurement

27-B

28. Which of the following provides electronic access to test reviews?

- A. Health and Psychosocial Instruments (HaPI)
- B. EBSCOHost's Mental Measurements Yearbook
- C. ETS Test Collection
- D. Directory of Unpublished Experimental Mental Measures

28-B

29. If you were interested in finding test score profiles for certain types of cases on the MMPI-2 you would most benefit from ____.

- A. a book about the MMPI-2
- B. an MMPI-2 entry in the Mental Measurements Yearbook
- C. search results for the MMPI-2 from the ETS Test Collection
- D. a textbook on testing

29-A

30. Which is a commonly used alternate name for a test's *introductory kit*?

- A. sampler
- B. pretest
- C. test list
- D. specimen set

30-D

31. Which of the following would be the best source to use in order to find the current price of a particular test?

- A. professional journal
- B. publisher's catalog
- C. electronic index
- D. test review

31-B

32. If you want to find a variety of tests available for a particular variable, which of these would be your best source?

- A. textbooks on testing
- B. other test users

- C. electronic indexes
- D. professional journals

32-C

33. If you were interested in recent developments in *testing methodology*, your best source would be _____.

- A. professional journals
- B. systematic test reviews
- C. electronic indexes
- D. comprehensive lists of tests

33-A

34. Which of the following is NOT a shortcoming of the systematic reviews of tests?

- A. Reviews are not available for all tests.
- B. Lag time between test publication and review.
- C. Evaluation of the test is not detailed enough.
- D. Reviews are only the opinion of the reviewers.

34-C

35. Which of the following should NOT be used to determine the quality of a particular test?

- A. other test users
- B. publisher's catalogs
- C. test reviews
- D. book about the test

35-B

36. The American Psychological Association (APA) recently introduced an electronic database of information about tests called _____.

- A. PsycTESTS
- B. Online Tests
- C. PsycINFO
- D. Psyc-Data

36-A

✓ **Definitions and Identifications**

Buros
ETS Test Collection
Introductory kit
MMY
PsycTESTS

Specimen set
Tests
TIP
Test Critiques

✓ Essays

- A. Two of the sources of information listed in Chapter 2 were (a) comprehensive listings and (b) systematic reviews. Compare the types of information found in these two sources.
- B. Two of the sources of information listed in Chapter 2 were (a) publishers' catalogs and personnel and (b) other users. Compare the strengths and weaknesses of these two sources of information about tests.
- C. The text listed several sources of information about tests. Identify any two of these sources and tell what specific types of information each yields.
- D. The text listed several sources of information about tests. Identify any two of these sources and describe the strengths and weaknesses of each.
- E. What kind of information does the *Mental Measurements Yearbook* provide for tests?