Assessment for Counselors 1st edition Erford Test Bank

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Test Bank

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Table of Contents

Chapter 1: Basic Assessment Concepts..... 1
Multiple Choice..... 1
True/False..... 10
Extended Response..... 10

Chapter 2: Historical Foundations and Perspectives on Assessment 11
Multiple Choice..... 11
True/False..... 20
Extended Response..... 21

Chapter 3: Legal, Ethical, and Diversity Foundations and Perspectives in Assessment … 22
Multiple Choice..... 22
True/False..... 30
Extended Response..... 31

Chapter 4: How Tests Are Constructed 32
Multiple Choice..... 32
True/False..... 40
Extended Response..... 40

Chapter 5: Selecting, Administering, Scoring, and Interpreting Assessment
Instruments and Techniques 41
Multiple Choice..... 41
True/False..... 49
Extended Response..... 49

Chapter 6: Reliability..... 50
Multiple Choice..... 50
True/False..... 59
Extended Response..... 59

Chapter 7: Validity..... 60
Multiple Choice..... 60
True/False..... 68
Extended Response..... 69

Chapter 8: Clinical Assessment and Diagnosis 70
Multiple Choice..... 70
True/False..... 78
Extended Response..... 78

Chapter 9: Personality Assessment..... 79
Multiple Choice..... 79
True/False..... 87
Extended Response..... 87

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Assessment for Counselors 1st edition Erford Test Bank

Chapter 10: Behavioral Assessment 88
Multiple Choice..... 88
True/False..... 95
Extended Response 96

Chapter 11: Assessment of Intelligence.. ……...97
Multiple Choice... ……..……...…97
True/False ……105
Extended Response ……...105

Chapter 12: Assessment of Other Aptitudes ……...106
Multiple Choice……..…106
True/False……..113
Extended Response……....113

Chapter 13: Assessment of Achievement 114
Multiple Choice……..……114
True/False.. ……...121
Extended Response……....121

Chapter 14: Assessment in Career Counseling..... 122
Multiple Choice.. ……..122
True/False.. ……...…130
Extended Response . ……......130

Chapter 15: Assessing Couples and Families . ……...……..131
Multiple Choice. ……..131
True/False. ……..139
Extended Response ……..140

Answer Keys

Chapter 1: Basic Assessment Concepts ……...141

Chapter 2: Historical Foundations and Perspectives on Assessment ……..142

Chapter 3: Legal, Ethical, and Diversity Foundations and Perspectives in Assessment …143

Chapter 4: How Tests Are Constructed ……..144

Chapter 5: Selecting, Administering, Scoring, and Interpreting Assessment
Instruments and Techniques ……145

Chapter 6: Reliability……146

Chapter 7: Validity……..... ……..147

Chapter 8: Clinical Assessment and Diagnosis ……..148

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Assessment for Counselors 1st edition Erford Test Bank

Chapter 9: Personality Assessment…….....149

Chapter 10: Behavioral Assessment... 150

Chapter 11: Assessment of Intelligence ……...151

Chapter 12: Assessment of Other Aptitudes ……...152

Chapter 13: Assessment of Achievement 153

Chapter 14: Assessment in Career Counseling..... 154

Chapter 15: Assessing Couples and Families . ……...……...155

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Assessment for Counselors 1st edition Erford Test Bank

Chapter 1: Basic Assessment Concepts

Multiple Choice

1. _____ allow for comparability of scores and interpretations across different examiners.
   a. Assessment procedures
   b. Standardized tests
   c. Nonstandardized tests
   d. Informal tests

2. _____ compare a person's scores to a predetermined standard of performance.
   a. Standardized tests
   b. Subjective tests
   c. Criterion-referenced tests
   d. Norm-referenced tests

3. _____ are based on psychodynamic principles and normally present the client with unstructured stimuli.
   a. Projective techniques
   b. Cognitive ability tests
   c. Maximum performance measurements
   d. All of the above.

4. A(n) _____ allows for midcourse modifications to ensure that objectives are met.
   a. summative evaluation
   b. outcomes evaluation
   c. outcomes assessment
   d. formative evaluation

5. Building an engine is an example of
   a. performance assessment.
   b. summative evaluation.
   c. subjective measurement.
   d. environmental assessment.

6. Professional counselors conducting personality or vocational assessments attempt to conduct assessments.
   a. performance
   b. typical performance
   c. affective
   d. portfolio

7. If a professor wanted to see a more real-life, comprehensive understanding of a topic, she would give her students a
   a. formative evaluation.
   b. professional assessment.
   c. performance assessment.
   d. portfolio assessment.

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8. Which of the following is NOT one of the components that must underlie authentic performance assessments?
   a. Each of the evaluative criteria must be clearly defined after the performance assessment.
   b. Human judgments determine the student's score on his assessment.
   c. Multiple evaluative criteria must be used.
   d. Each of the evaluative criteria must be clearly defined prior to the performance assessment.

9. A counselor-in-training being observed during an internship experience is participating in a(n)
   a. portfolio assessment.
   b. paper-and-pencil test.
   c. environmental assessment.
   d. performance assessment.

10. Which of the following is NOT an advantage of portfolio and performance assessments?
   a. The focus is on "doing."
   b. Each provides self-assessment and analysis.
   c. Each allows diagnosis of strengths and weaknesses.
   d. All of the above are advantages.

11. The Graduate Record Exam (GRE) is available in a _____ assessment format?
   a. computer-managed
   b. computer-adapted
   c. computer-assisted
   d. computer-focused

12. Which of the following is NOT an advantage of computer-assisted assessments?
   a. Clients and students have greater control over the pace of answering questions.
   b. Computer-assisted assessments may be effective when working with students with attentional problems.
   c. Students with communication disorders may find auditory instruction helpful.
   d. Monetary savings can be significant, depending upon the program.

13. CBTI stands for
   a. cognitive-behavioral therapy interventions.
   b. computer-based therapy interventions.
   c. computer-based test interpretation.
   d. cognitive-behavioral test interpretation.

14. Psychological tests are
   a. synonymous with assessment.
   b. an objective and standardized measure of a sample of behavior.
   c. appropriate for use by clinicians as well as the general public.
   d. All of the above.

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15. Which of these statements regarding assessment is NOT true?
    a. Assessment begins from the moment a counselor meets a client.
    b. Assessment can be used in screening, diagnosis, treatment planning, and outcome evaluations.
    c. Assessment is only used during some stages of the counseling process.
    d. Multimethod and multirespondent assessment methods are best.

16. Labeling can be problematic because
    a. inaccurate labels can have lasting detrimental consequences for clients.
    b. labels can be used as an excuse.
    c. Both of the above.
    d. None of the above.

17. How do individually administered tests differ from group-administered tests?
    a. Individually administered tests are often used for diagnostic decision making.
    b. Individually administered tests require some interaction between the examiner and examinee.
    c. Individually administered tests allow the examiner to better establish rapport, reduce anxiety, and observe behaviors.
    d. All of the above.

18. _____ is most likely to face a disadvantage when taking a verbal test?
    a. An English-language learner
    b. A child confined to a wheelchair
    c. A student who is strong in math
    d. A student placed in accelerated classes

19. _____ tests measure a person's ability to learn, solve problems, and understand increasingly complex or abstract information?
    a. Aptitude
    b. Achievement
    c. Intelligence
    d. Vocational

20. A/An _____ would be best for a counselor who wishes to assess a client's progress in order to make any necessary changes?
    a. summative evaluation
    b. performance assessment
    c. environmental assessment
    d. formative evaluation

21. In which profession would it be least appropriate to evaluate an intern by using a portfolio?
    a. A counselor-in-training
    b. An architect-in-training
    c. A model-in-training
    d. A bank teller-in-training

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22. Which of the following examples is illustrative of environmental assessment?
    a. A counselor uses observations and assessments to learn more about Joey's potential for a diagnosis of AD/HD.
    b. A counselor examines how Joey's classroom environment could be altered to better accommodate his needs.
    c. A counselor uses various tools in the environment, such as clinical interviews and computer-adapted testing, to evaluate Joey.
    d. None of the above.

23. _____ tests have specific conditions for administration, timing, and scoring.
    a. Standardized
    b. Subjective
    c. Criterion-referenced
    d. Norm-referenced

24. An example of a performance assessment is
    a. an observation during an internship experience.
    b. taking an oral exam.
    c. writing an essay.
    d. completing a multiple-choice exam.

25. A counselor examining how a student's classroom could be altered to better accommodate his needs would be demonstrating
    a. typical performance measurement.
    b. maximum performance measurement.
    c. environmental assessment.
    d. formative assessment.

26. _____ is/are NOT a purpose of assessment?
    a. Screening and diagnosis
    b. Treatment planning and goal identification
    c. Progress evaluation
    d. All of the above are purposes of assessment.

27. Assessments are beneficial because assessments
    a. provide concrete baseline and results information.
    b. lead to enhanced credibility.
    c. can help counselors uncover diverse client information.
    d. All of the above.

28. Intelligence, aptitude, and achievement tests are all types of
    a. cognitive tests.
    b. affective tests.
    c. personality tests.
    d. typical performance tests.

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29. _____ is NOT an advantage of computer-managed, computer-assisted, and computer-adapted assessment.
    a. Time and cost efficiency
    b. Ability to replace the interpretations of clinicians
    c. Diminished bias
    d. Greater client self-disclosure of sensitive information

30. A counselor who wants to evaluate her group counseling program halfway through its completion in order to make any necessary changes would be conducting
    a. performance assessment.
    b. formative evaluation.
    c. summative evaluation.
    d. environmental assessment.

31. Assessment is most important during the counseling process
    a. at the beginning.
    b. in the middle.
    c. at the end.
    d. throughout the counseling process.

32. If a student receives an IQ score of 90 one day and 120 another, what can one say about the scores?
    a. The scores have construct validity.
    b. The scores are not reliable.
    c. The scores have criterion-related validity.
    d. An adapted score is necessary.

33. Another word for validity is
    a. consistency.
    b. strength.
    c. usefulness.
    d. practicality.

34. The _____ allows the examiner to determine that the examinee would get all of the items correct prior to this point.
    a. starting point
    b. basal series
    c. ceiling series
    d. ceiling point

35. Which of the following is NOT true about construct validity?
    a. It determines what a test measures.
    b. It determines how well a test measures what it purports to measure.
    c. A construct cannot be measured directly.
    d. One should use previously existing anxiety scales and correlations with other tests when determining construct validity.

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36. If a student takes an IQ test three times and receives a significantly different score each time, this is a problem of
    a. reliability.
    b. content-related validity.
    c. construct validity.
    d. No decision can be made with the information provided.

37. Different tests are designed for various functions and populations. _____ is the study of these uses and populations.
    a. Reliability
    b. Criterion-related validity
    c. Standardization
    d. Validity

38. _____ is especially applicable for academic achievement tests.
    a. Construct-validity
    b. Content-related validity
    c. Criterion-related validity
    d. Inter-rater reliability

39. _____ is NOT considered one of the four purposes of assessment in counseling.
    a. Screening
    b. Judging
    c. Progress evaluation
    d. Diagnosis

40. In _____ performance measurement, the professional counselor strives to assess the best performance of which the examinee is capable.
    a. elevated
    b. typical
    c. peak
    d. maximum

41. _____ is one of the four purposes of assessment.
    a. Progress evaluation
    b. Standardization
    c. Objectivity
    d. To avoid false negatives

42. Objective tests
    a. are subjective.
    b. do not have predetermined correct answers.
    c. require judgement by the examiner.
    d. include multiple choice or true and false questions.

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43. Scoring and timing are examples of specific administration criteria for _____ tests.
    a. multiple choice
    b. standardized
    c. verbal testing
    d. non-standardized test

44. Which assessment would be most appropriate for assessing a person's capacity to perform some skill or task in the future (e.g., college, a training program)?
    a. Wechsler Individual Achievement Test
    b. Strong Interest Inventory
    c. Differential Aptitude Test
    d. Stanford-Binet Intelligence Scale

45. Which of the following describes norm-referenced tests?
    a. A client's score is compared to a predetermined standard or level of performance.
    b. A client's scores can be compared to the standardization sample results to determine where the client's score falls within that distribution of scores (i.e., Average, High Average, Low Average, percentile rank).
    c. An assessment where the examiner is required to make a judgment on the quality of the response in scoring an item.
    d. An informal measure that does not provide systematic measurements, nor are the administration and scoring criteria fixed.

46. Which of the following components must underlie authentic performance assessments?
    a. Multiple evaluative criteria must be used.
    b. Each of the evaluative criteria must be clearly articulated and defined prior to judging the performance.
    c. Human judgements are necessary to determine the acceptability of performance responses.
    d. All of the above.

47. When does the process of assessment begin?
    a. After the first initial session.
    b. When the client is ready to begin.
    c. When a counselor first meets a client.
    d. When a diagnosis is hypothesized.

48. Assessment is synonymous with
    a. test.
    b. appraisal.
    c. measurement.
    d. instrument.

49. _____ is an example of a criterion-referenced test?
    a. A final exam in a high school physics class
    b. The SAT

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c. An IQ test
d. The LSAT

50. Which of the following is NOT a characteristic of a standardized test?
    a. Specific prompts are read verbatim each time the test is administered,
    b. Different administrators can come up with different scores.
    c. Scoring procedures are identical.
    d. Students and/or clients must answer the same set of questions.

51. When a counselor conducts a test midway through treatment in order to gauge the effectiveness of the present approach, that test is call a
    a. summative evaluation.
    b. formative evaluation.
    c. anecdotal evaluation.
    d. performance assessment.

52. In a graduate counseling program, the creation and submission of taped dyad sessions for grading serves as a form of
    a. performance assessment
    b. summative evaluation
    c. environmental assessment
    d. indirect observation

53. When is the appropriate time for counselors to use assessment with clients?
    a. At any point in the counseling process.
    b. During intake.
    c. During the last session.
    d. When the counselor needs to make a diagnosis.

54. A psychological test, by definition, is designed to provide
    a. a score ranging from 0-100 that allows comparison to a sample population.
    b. a diagnosis.
    c. an objective and standardized measure of a sample behavior.
    d. a range of empirically validated treatment options for a psychological condition.

55. Criterion-referenced tests
    a. allow for comparison of a person's score to a group with similar characteristics.
    b. compare a person's score to a predetermined standard or sample of performance.
    c. are commonly used to assess intelligence, achievement, and personality.
    d. are scored using standardized scores and percentile ranks.

56. _____ indicates that no matter the examiner or examinee the test will be administered under replicable conditions?
    a. Standardized
    b. Objective
    c. Norm referenced
    d. Criterion referenced

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57. Computer adapted assessments should be used
    a. on their own.
    b. as a supplement to the clinician's interpretation.
    c. only for admissions testing.
    d. when the client is more comfortable using a computer than having a face to face test.

58. An advantage of using a subjective test is that
    a. the answers are easily identified and scored.
    b. it takes less time to determine if a response is correct.
    c. it allows for more in-depth questions and answers.
    d. None of the above.

59. What are the four purposes of assessment in counseling?
    a. Screening, diagnosis, treatment planning and goal identification, and progress evaluation.
    b. Personality assessment, skills evaluation, performance enhancement, progress evaluation.
    c. Character assessment, goal identification, progress evaluation, diagnosis.
    d. None of the above.

60. Which of the following best explains why staying informed on issues regarding interactions between licensing boards, professional organizations, legislation, and assessment is a necessary component of maintaining best practices?
    a. Counselors must ensure that professional counseling is not undermined as a profession.
    b. Licensing boards and professional organizations directly influence the professional capabilities of counselors (e.g., which assessments they may administer).
    c. Licensed counselors are less likely to be considered for job positions in agencies and community mental health centers if they are active and outspoken about legislative concerns related to mental health services.
    d. All of the above.

61. Why is it advantageous to conduct a structured interview?
    a. Structured interviews are simpler to conduct and less taxing on the interviewer.
    b. Different counselors can interview the same client and reach the same conclusion.
    c. These types of interviews can help counselors consider a wide variety of outcomes.
    d. There are no advantages to conducting a structured interview.

62. Which of the following best demonstrates the use of a performance assessment?
    a. Writing out each step, in order, for baking an apple pie.
    b. Verbally explaining how to bake an apple pie.
    c. Baking an apple pie.
    d. Showing a video of someone baking an apple pie.

63. What is a computer-assisted assessment?
    a. The use of a computer to administer, score, and interpret tests.
    b. An interactive process between the examinee and the computerized assessment device.
    c. An assessment that has been generated by a computer, then printed out and distributed to the examinees.
    d. None of the above.

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64. What is the difference between standardized and nonstandardized tests?
    a. Standardized tests allow comparability of scores across different examinees, while nonstandardized tests do not allow for comparability across examinees.
    b. Standardized tests include methods such as unstructured interviews, while nonstandardized tests are very structured, enhancing reliability.
    c. They are virtually the same thing, except standardized tests are preferable.
    d. Standardized tests are more informal and relaxed than nonstandardized tests.

65. Assessments can help in the counseling process by
    a. assessing client problems.
    b. selecting and implementing effective treatment.
    c. defining client problems.
    d. All of the above.

True/False Questions

1. Regardless of who scores a subjective test, the result will be the same.
2. Anecdotal observations allow the observer to document client behaviors in rich detail using a narrative format.
3. The majority of people are against the use of standardized testing but they keep their opinions to themselves.
4. Speed tests include items of widely varying difficulty.
5. People concerned about the use of tests to label and categorize worry that labels may be used as an excuse for a remediable or nonexistent condition.
6. Testing and assessment are synonymous.
7. Psychological tests are a subjective and standardized measure of a sample of behavior.
8. An essay exam is an example of a subjective test.
9. Generally, an accurate diagnosis can be achieved through the use of a single measure.
10. Computer-administered assessments are beneficial because they limit the opportunity for bias and may encourage clients to self-disclose more sensitive information.

Extended Response

1. Describe the four steps of assessment.
2. Describe the three categories into which cognitive ability tests fall.
3. What are some examples of ambiguous stimuli used with projective techniques?
4. Describe the three components that must underlie authentic performance assessments.
5. Describe the advantages and disadvantages inherent in computer-managed, computer-adapted, and computer-assisted testing.
6. Briefly describe the three types of validity.
7. List the three components that must underlie authentic performance assessments.

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Answer Keys

Chapter 1: Basic Assessment Concepts

Multiple Choice

1. b; 2. c; 3. a; 4. d; 5. a; 6. b; 7. c; 8. a; 9. d; 10. c; 11. b; 12. c; 13. c; 14. b; 15. c; 16. c; 17. d; 18. a; 19. c; 20. d; 21. d; 22. b; 23. a; 24. a; 25. c; 26. d; 27. d; 28. a; 29. b; 30. c; 31. d; 32. b; 33. c; 34. b; 35. d; 36. a; 37. d; 38. b; 39. b; 40. d; 41. a; 42. d; 43. b; 44. c; 45. b; 46. d; 47. c; 48. b; 49. a; 50. b; 51. b; 52. a; 53. a; 54. c; 55. b; 56. a; 57. b; 58. c; 59. a; 60. b; 61. b; 62. c; 63. a; 64. a; 65. d.

True/False Questions

1. False
2. True
3. False
4. False
5. True
6. False
7. False
8. True
9. False
10. True

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