Psychological Testing Practical Introduction 4th edition Hogan Test Bank

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Part II: Test Bank

This section provides multiple-choice items, identification items (key terms), and essay questions for each chapter. The multiple-choice items appear first. There should be an ample supply of items to allow for alternate forms of tests in different sections or academic terms and for tailoring tests to a professor's special emphases. The correct answer appears on the line immediately following the options. To prepare an exam, the items can be cut-and-pasted from a word processing program. Some of the items are interdependent; that is, the structure of one item gives away the answer to another item. Thus, items selected for an exam need to be reviewed together to ensure item independence. I have tried to provide items with a range of difficulties, although no empirically derived p-values are available for the items. Some very easy items are suitable for use as pre-tests, based on an initial reading of the material. Other items are more difficult and presume detailed treatment of the relevant topic. The items appear, in general, in the order that topics occur in the textbook. Noting this arrangement may help professors skip over items when certain topics in the textbook are omitted in class coverage.

Following the multiple-choice items, there are key terms, which may be used for definitions and identifications. The lists are identical to the key terms at the end of each chapter, all of which appear in the Glossary. Thus, the Glossary may be used as the "correct answer key" for items based on these terms. Finally, there is a selection of possible essay questions for each chapter. Like the multiple choice questions, the essay questions appear in the order of their topical entry in the chapter.

The test bank includes 948 multiple-choice items, an average of approximately 60 per chapter; 124 essay questions, an average of 8 per chapter; and 400 key terms, an average of approximately 25 per chapter.

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✓ 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

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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

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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

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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

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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. wars 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

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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

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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

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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

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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

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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

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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

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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. intellective 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

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✓ 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

1-A

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

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