Principles and Applications of Assessment in Counseling 5th edition Whiston Test Bank

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MULTIPLE CHOICE

1 : If a test taker made a score of 40 on a 100-item test, what interpretation can we make of this score?
A : The score lies at the 40th percentile.
B : The test taker did poorly because he or she only got 40% of the items correct.
C : The test takers performance was below the median of the test.
D : Nothing can be interpreted without additional information.

Correct Answer : D

2 : Which of the following characteristics is NOT true of a nominal scale?
A : The intent of a nominal scale is to name an object.
B : It is the most basic of the measurement scales.
C : It is possible to determine the mean of nominally scaled variables.
D : It is only possible to calculate the percentage or frequency of items/individuals that fall within a certain category.

Correct Answer : C

3 : Ranking your classmates on their performance on an exam is an example of what type of scale?
A : Nominal
B : Ordinal
C : Interval
D : Ratio

Correct Answer : B

4 : Interval scales are characterized by:
A : rank order data.
B : the ability to determine ratios.
C : classification by group.
D : equal intervals.

Correct Answer : D

5 : Which of these constructs can not be measured using a ratio scale?
A : Height
B : Temperature
C : Number of children in a family
D : Driving speed

Correct Answer : B

6 : The correct order of the following scales of measurement, from least precise to most precise, is:
A : ordinal, nominal interval, ratio.
B : nominal, interval, ordinal, ratio.
C : ordinal, nominal, ratio, interval.
D : nominal, ordinal, interval, ratio.

Correct Answer : D

7 : Norm-referenced instruments are most useful for:
A : determining if an individual has mastered certain material.
B : establishing minimum levels of competence.
C : comparing an individuals performance with other individuals.
D : comparing performance to a standard.

Correct Answer : C

8 : In norm-referenced assessment, the word norm refers to:
A : the group of individuals who took the instrument, to which others scores are later compared.
B : the group of individuals who received an average, or normal, score on the instrument.
C : the mean score on the instrument.
D : the standard deviation of the instrument.

Correct Answer : A

9 : Norm-referenced instruments are to criterion-referenced instruments as:
A : mastery is to teacher constructed.
B : reliability is to validity.
C : good is to bad.
D : group comparison is to individual level of performance.

Correct Answer : D

10 : An academic achievement test is developed to measure mastery of a multiplication table. Mastery is defined as getting 100% of the multiplication items correct. This instrument is an example of a:
A : norm-referenced test.
B : criterion-referenced test.
C : standardized test.
D : performance test.

Correct Answer : B

11 : A frequency polygon is a:
A : statistical test of significance.
B : representation of grade equivalent scores.
C : graphic representation of the frequency of scores.
D : graph of the validity evidence for an instrument.

Correct Answer : C

12 : In a distribution of scores, what do we call the score that occurs most frequently?
A : Mean
B : Mode
C : Median
D : Standard deviation

Correct Answer : B

13 : What is the point on the scale that has an equal number of scores above and below it?

A : Median
B : Mean
C : Mode
D : Standard deviation

Correct Answer : A

14 : When scores in a distribution are averaged, the statistic is called the:
A : mean.
B : mode.
C : median.
D : standard deviation.

Correct Answer : A

15 : What is one drawback of using the range as a measure of variability?
A : It is more difficult to calculate than standard deviation.
B : It can only be meaningfully interpreted by expert clinicians.
C : It is only useful in research applications.
D : It can be significantly influenced by extreme scores.

Correct Answer : D

16 : The most widely used statistic of variability in measurement is the:
A : range.
B : semi-interquartile range.
C : standard deviation.
D : mean.

Correct Answer : C

17 : What is the relationship between variance and standard deviation?
A : Variance is the square root of standard deviation.
B : Standard deviation is the square root of variance.
C : Variance is a type of standard deviation.
D : There is no relationship between variance and standard deviation.

Correct Answer : B

18 : A normalized distribution of scores has:
A : a single peak in the center and the same score for the mean, mode, and median.
B : no peak, thus measures of central tendency are not relevant.
C : has two equidistant peaks with the same score for the mean, mode, and median between peaks.
D : a single peak in the center but the scores for the mean, mode, and median can vary.

Correct Answer : A

19 : Approximately what percent of the norming group in a normal distribution falls between two standard deviations below the mean and two standard deviations above the mean?
A : 13.98%
B : 68%
C : 95%

D : 99.5%

Correct Answer : C

20 : If Sally has a percentile score of 53, you would interpret this score saying that:
A : 53 percent of the items were correctly answered.
B : Sallys performance equaled that of 53 percent of the group tested.
C : 53 percent of the group tested had a score at or below Sallys.
D : 53 percent of the group tested had a score at or above Sallys.

Correct Answer : C

21 : What are all standard scores based on?
A : Percentiles
B : T-scores
C : Stanines
D : z-scores

Correct Answer : D

22 : Which of the following statements is most accurate concerning stanines?
A : Stanines are the best standard score to use because of the level of precision in determining the scores.
B : Stanines can be misunderstood because individuals do not understand that they represent a range of scores.
C : Stanine scores take into consideration the reliability of the instrument.
D : Stanines are an accurate measure of individuals rankings using seven levels of competency.

Correct Answer : B

23 : John is a second grade student who, on an achievement test, received a grade equivalent score of 4.5 (fourth grade-fifth month) on the reading comprehension subtest. As a counselor, you would interpret this score as an indicator that John should be:
A : skipped to the fourth grade.
B : moved to a fourth grade classroom for his instruction in reading.
C : tested for the gifted program, since he is doing fourth grade work.
D : the score could not be interpreted without examining how the instrument was developed.

Correct Answer : D

24 : If the sampling procedure used to draw the norming group used whole classrooms rather than selecting individuals, that procedure would be:
A : simple random sampling.
B : stratified sampling.
C : cluster sampling.
D : group sampling.

Correct Answer : C

ESSAY

25 : Think about the different types of assessments you have taken in your academic career, personal, or professional lives to date (e.g., personality tests, achievement tests, mastery tests, IQ tests, SAT/GRE, etc.). What proportion of those were norm-referenced tests vs. criterion-referenced tests? What are the advantages and disadvantages of each? For yourself, which type do you prefer? Does it depend on the topic or purpose of the assessment?

Correct Answer : Answers will vary.?

26 : What types of human characteristics or behaviors would you expect to approximate a normal curve in the population? What are some human attributes that you predict would fall into a positively- or negatively-skewed distribution? A multi-modal distribution? A flat distribution?

Correct Answer : Answers will vary.?

27 : Highly technical assessment terminology can be difficult for clients to understand. What can a counselor do to facilitate his/her clients understanding of their test results? Would you be able to explain to a client what percentile, stanine, percentile rank, and standard scores are in everyday language? Explain.

Correct Answer : Answers will vary.?

28 : What causes so much of the confusion surrounding age- or grade-equivalent scores? What are your recommendations for schools, parents, teachers, and counselors who must try to make meaning out of these data?

Correct Answer : Answers will vary.?

29 : Discuss the importance of evaluating the norming group of a norm-referenced test. What things should a practitioner evaluate before deciding to use a norm-referenced test?

Correct Answer : Answers will vary.?