Foundations of Psychological Testing A Practical Approach 5th edition Miller Test Bank

SKU: 9781483369259-TEST-BANK

Multiple Choice Questions

1. Why is psychological testing important?
*a. People often use test results to make important decisions.
b. Tests can quite accurately tell you things about yourself you did not know.
c. The federal government requires businesses to use them to hire employees.
d. Most psychiatrists and psychologists use them to diagnose mental illness.
Learning objective: Describe different types of decisions that are made using the results of psychological tests.
Cognitive domain: Knowledge
Answer location: The Importance of Psychological Testing
Question type: MC

2. When Sally applied to law school, the admittance committee accepted her because her LSAT scores were higher than 99% of those who also applied to law school. What type of a decision did the committee make?
a. An individual comparative decision
*b. An institutional comparative decision
c. An individual absolute decision
d. An institutional absolute decision
Learning objective: Describe different types of decisions that are made using the results of psychological tests.
Cognitive domain: Comprehension
Answer location: The Importance of Psychological Testing
Question type: MC

3. When Alan received his score on an interest inventory, he used the test result to finalize his decision to become a chef. What type of decision did Alan make?
*a. An individual decision
b. An institutional decision
c. An absolute decision
d. A comparative decision
Learning objective: Describe different types of decisions that are made using the results of psychological tests.
Cognitive domain: Comprehension
Answer location: Individual and Institutional Decisions
Question type: MC

4. The State Board of Education where Joy went to college decided to give every graduate student in a science program with a combined GRE score more than 1400 a $5,000 education grant. What type of decision was this?
a. An absolute individual decision
*b. An absolute institutional decision
c. A comparative individual decision
d. A comparative institutional decision
Learning objective: Describe different types of decisions that are made using the results of psychological tests.

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Cognitive domain: Comprehension
Answer location: The Importance of Psychological Testing
Question type: MC

5. In which one of the following settings would a psychologist use the results of a test to identify developmental problems for which a child might need special assistance?
a. Organizational
b. Institutional
*c. Educational
d. Hospital
Learning objective: Explain which professionals use psychological tests, in what settings, and for what reasons.
Cognitive domain: Application
Answer location: Educational Settings
Question type: MC

6. In which one of the following settings would psychologists, psychiatrists, social workers, counselors, and other healthcare professionals use psychological tests?
a. Educational
b. Organizational
c. Informational
*d. Clinical
Learning objective: Explain which professionals use psychological tests, in what settings, and for what reasons.
Cognitive domain: Comprehension
Answer location: Clinical Settings
Question type: MC

7. Human resource professionals and industrial organizational psychologists use psychological tests in
a. graduate business programs.
b. universities and colleges.
c. mental health clinics.
*d. organizations.
Learning objective: Explain which professionals use psychological tests, in what settings, and for what reasons.
Cognitive domain: Comprehension
Answer location: Organizational Settings
Question type: MC

8. According to your textbook, one of the largest and most deeply rooted controversies about psychological testing pertains to
a. errors and bias in scoring.
b. use of projective testing.
*c. discrimination against protected classes.
d. educating the public.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.

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Cognitive domain: Knowledge
Answer location: The Social and Legal Implications of Psychological Testing
Question type: MC

9. According to your textbook, activists who believe that intelligence is determined primarily by environment have worked for years to _____ what they consider to be the unfair use of such tests.
a. enhance
*b. eliminate
c. encourage
d. protest
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Knowledge
Answer location: The Social and Legal Implications of Psychological Testing
Question type: MC

10. During World War I, the American military gave Robert Yerkes permission to administer mental tests to more than 1.75 million army recruits. As a result, Yerkes designed
*a. the Army Alpha and Beta tests.
b. the Stanford-Binet tests.
c. the Rorschach test.
d. assessment centers.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Knowledge
Answer location: Intelligence Testing in the Army
Question type: MC

11. Walter Lippmann questioned whether intelligence tests actually measured "intelligence" and whether intelligence was determined by heredity or through life experiences—a question that came to be known as the
*a. nature versus nurture controversy.
b. quid pro quo debate.
c. IQ controversy.
d. creationism question.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Knowledge
Answer location: Intelligence Testing in the Army
Question type: MC

12. Which one of the following test required test takers to follow directions and perform a series of ballet movements that were confusing and distracting?
a. Wechsler Intelligence Test
*b. Alpha and Beta tests

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c. Stanford-Binet test
d. Army's assessment center
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Knowledge
Answer location: Intelligence Testing in the Army
Question type: MC

13. What type of test do critics believe are discriminating against minorities?
*a. Aptitude tests
b. Personality tests
c. Interest inventories
d. Driving tests
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Knowledge
Answer location: Aptitude Tests and the U.S. Employment Service
Question type: MC

14. What practice is being used if a test user administers the same test to every test taker, but scores the test differently according to the race of the test taker?
*a. Within-group norming
b. Independent group norming
c. Non-discriminatory norming
d. Individual norming
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Aptitude Tests and the U.S. Employment Service
Question type: MC

15. A minority test taker who scored the same as a white test taker could rank higher than the white test taker when which approach to norming are used?
a. Individual norming
*b. Within-group norming
c. Independent norming
d. Discriminatory norming
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Aptitude Tests and the U.S. Employment Service
Question type: MC

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16. Many psychologists were outraged about using race norming, claiming the process was
a. a poor way to even test scores between Blacks and Whites.
b. a plot to bypass Equal Opportunity legislation.
*c. an illegal "quota system" that unfairly discriminated against Whites.
d. non scientific, developed without supporting research.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Aptitude Tests and the U.S. Employment Service
Question type: MC

17. What law, intended to bring about equality in hiring, transfers, promotions, compensation, access to training, and employment-related decisions, did the U.S. Congress pass in 1964?
*a. Title VII of the Civil Rights Act
b. The Equal Employment Opportunity Act
c. The Uniform Guidelines on Employee Selection Procedures
d. The Fairness in Employment Testing Act
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Aptitude Tests and the U.S. Employment Service
Question type: MC

18. What was one reason the Educational Testing Service gave for the decline in SAT scores of graduating high school seniors during the 1960s and 1970s?
a. Increasing numbers of minority students taking the SAT
*b. Weaker academic records and increased diversity of student backgrounds
c. Changing attitudes of parents leading to lack of confidence in education
d. Student perceptions that scoring well on standardized tests was not "cool."
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Aptitude Testing in Education
Question type: MC

19. According to the Society for Industrial and Organizational Psychology, integrity tests claim to measure individual's attitude toward
a. answering test questions correctly or to the best of his/her ability.
b. academic honesty, trustworthiness, and plagiarism potential.
*c. honesty, dependability, trustworthiness, reliability, and prosocial behavior.
d. the ethical principles prescribed for psychologists.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension

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Answer location: Integrity Testing in Organizations
Question type: MC

20. Which one of the following statements about why many individuals oppose integrity tests is FALSE?
a. They believe integrity tests are neither reliable nor valid.
*b. They believe integrity tests are politically and culturally incorrect.
c. They believe the test questions are an invasion of privacy.
d. They believe the tests have a different and inhibiting effect on minority job applicants.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Integrity Testing in Organizations
Question type: MC

21. After two years of research, what did a task force the American Psychological Association appointed conclude about integrity tests?
a. Research proved integrity tests published for organizational use were neither valid nor reliable.
b. Employers who periodically administered integrity test to employees were liable to be sued.
c. integrity tests were valid, reliable, and valuable tools for identifying potential thieves.
*d. Publishers have little evidence that integrity tests actually predict honesty.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Integrity Testing in Organizations
Question type: MC

22. According to your textbook, what is one of the most current controversies in education?
a. Student performance on the SAT
b. Integrity testing of teachers
c. The No Child Left Behind Act
*d. Use of high-stakes tests in education
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Application
Answer location: The Controversy Over High Stakes Testing in Education
Question type: MC

23. Which one of the following is TRUE about the American Psychological Association's position on high-stakes testing in education?
a. Educational tests inaccurately measure student learning.
*b. Tests can help teachers understand the effectiveness of their teaching.
c. Measuring what students learn is not important.
d. Tests are subjective and not a sound way to measure learning.

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Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: The Controversy Over High Stakes Testing in Education
Question type: MC

24. According to the American Psychological Association, meaningful assessment comes from tests that are
*a. sound, scored properly, and used properly.
b. used consistently by administrators and teachers.
c. used to determine teacher promotion and pay.
d. developed by testing professionals.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: The Controversy Over High Stakes Testing in Education
Question type: MC

25. According to the American Psychological Association, officials can ensure meaningful assessment by doing ___ things to ensure they are using tests properly.
a. 2.
*b. 3.
c. 4.
d. 5.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Knowledge
Answer location: The Controversy Over High Stakes Testing in Education
Question type: MC

26. If an educational official ensures a decision to hold a student back one grade is based on results of multiple tests, which one of the following American Psychological Association recommendations for ensuring meaningful assessment is the official demonstrating?
*a. No important decisions should be made based on one test score.
b. Tests used should have evidence of validity or provide useful information for the intended purpose.
c. Students must have a fair opportunity to learn the curriculum they will be tested on.
d. No subgroup of students should be disadvantaged by the test or test-taking conditions.
Administrators should use test results solely for accountability purposes.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Application
Answer location: The Controversy Over High Stakes Testing in Education
Question type: MC

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27. If a test administrator uses the results of a test designed to measure student learning to assess teaching quality, which one of the following American Psychological Association recommendations for ensuring meaningful assessment is the test administrator violating?
a. No important decisions should be made based on one test score.
*b. Tests used should have evidence of validity or provide useful information for the intended purpose.
c. Students must have a fair opportunity to learn the curriculum they will be tested on.
d. No subgroup of students should be disadvantaged by the test or test-taking conditions.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Application
Answer location: The Controversy Over High Stakes Testing in Education
Question type: MC

28. Which one of the following is FALSE about the Armed Services Vocational Aptitude Battery?
a. It was developed by the Department of Defense in the 1960s.
b. It is an interest inventory that helps people choose military careers.
*c. It is administered to men and women when they leave the military.
d. It assesses the skills soldiers need in combat.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Aptitude Testing and the U.S. Employment Service
Question type: MC

29. In an effort to improve the credibility of psychological testing and establish psychology as a true scientific movement, who promoted the use of mental testing during World War I?
a. Sigmund Freud
b. Thomas Thorndike
c. Walter Lippman
*d. Robert Yerkes
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Intelligence Testing in the Army
Question type: MC

30. What test did the U.S. Employment Service develop in the 1940s to assist with job referrals and career counseling?
a. Army Alpha Beta Tests
b. Binet-Simon Scale
*c. General Aptitude Test Battery
d. Armed Services Vocational Aptitude Battery
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.

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Cognitive domain: Comprehension
Answer location: Aptitude Tests and the U.S. Employment Service
Question type: MC

31. Knowing that the average General Aptitude Test Battery (GATB) scores of minority groups differed from the scores of other groups, why did the amended Civil Rights Act of 1991 make it illegal to use GATB scores to make referrals to employers?
a. More minorities were being referred for particular jobs and national policy required treating all groups equally.
b. More minorities were being referred for particular jobs and national policy required giving Whites compensatory advantages.
c. More Whites were being referred for particular jobs and national policy required treating all groups equally.
*d. More Whites were being referred for particular jobs and national policy required giving the disadvantaged compensatory advantages
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Aptitude Tests and the U.S. Employment Service
Question type: MC

32. The U.S. Department of Defense uses ASVAB scores to determine
a. an individual's likelihood to succeed in the military.
*b. an individual's qualifications for certain military occupations.
c. enlisted personnel's promotion potential.
d. enlisted personnel's developmental coaching needs.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Aptitude Tests and the U.S. Employment Service
Question type: MC

33. Which one of the following is FALSE about integrity tests?
a. Their use may be justified by alarming figures associated with employee theft.
b. Employers have used integrity tests for many years to screen job applicants.
c. Many individuals and labor groups oppose their use by organizations.
*d. In the early 1990s, their use by organizations was outlawed by the APA.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Knowledge
Answer location: Integrity Testing in Education
Question type: MC

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34. What mental test designed for group testing was developed for test takers who were unable to read, write, or speak English?
a. Army Alpha-Beta test
b. Army Omega test
c. Army Alpha test
*d. Army Beta test
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Knowledge
Answer location: Intelligence Testing in the Army
Question type: MC

35. Ranking a minority test taker higher than a white test taker with the same test score is an example of
a. equating test scores.
b. test norming.
*c. race norming.
d. race equivalency.
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Application
Answer location: Aptitude Tests and the U.S. Employment Service
Question type: MC

36. According to the American Psychological Association, school district officials who use test scores to make important decisions should be familiar with which one of the following?
*a. Standards for Educational and Psychological Testing (American Educational Research Association, APA, & National Council on Measurement in Education, 2014)
b. Standards for Educational and Psychological Testing (American Educational Research Association, APA, & National Council on Measurement in Education, 1999)
c. Ethical Principles of Psychologists and Code of Conduct (APA, 2010)
d. Code of Fair Testing Practices in Education (2004)
Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Application
Answer location: Controversy Over High-Stakes Testing in Education
Question type: MC

Essay Questions

1. Explain why psychological testing is important and the types of decisions made using psychological tests. Provide two examples of each type of decision.

- Why psychological testing is important:
    - Psychological testing is important because people use test results to make important

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decision and these decisions affect many people.
    - Some of the decisions made by college faculty, industrial and organizational psychology practitioners, and organizational leaders include (a) what grade to award a student, (b) whether to hire a job candidate, (c) whether an employee will receive a merit increase (and if so, how much), and (d) what coaching advice to offer a business leader.
    - Some of the decisions others have made about us, or our families, based on psychological test scores include (a) whether to admit us or our children to specific colleges, (b) whether to invite our children to participate in elementary school gifted programs, (c), what grades to award our children, and (d) whether our children will receive college scholarships.
- Individual and institutional decisions:
    - Both individuals and institutions use the results of psychological tests to make decisions.
    - If test takers use their test scores to make decisions about themselves, these are referred to as individual decisions.
    - Institutional decisions are those made by another entity (e.g., a company, an organization, an institution) about an individual based on his or her test results.
    - When institutions use test scores to make decisions about those who took a test, they do so using either a comparative method or an absolute method.
- Comparative and absolute decisions:
    - When institutions use test scores to make decisions about those who took a test, they do so using either a comparative or absolute method.
    - Comparative decisions are made by comparing the test scores of a number of people to see who has the best score.
    - Absolute decisions are decisions made by others (institutions) by looking at who has the minimum score needed to qualify.

Learning objective: Describe different types of decisions that are made using the results of psychological tests.
Cognitive domain: Comprehension
Answer location: The Importance of Psychological Testing
Question type: ESS

2. Explain the difference between individual decisions and institutional decisions. Provide examples not already referenced in the chapter that relate to psychological testing.

- Individual decisions:
    - Both individuals and institutions use the results of psychological tests to make decisions.
    - If test takers use their test scores to make decisions about themselves, these are referred to as individual decisions.
    - Examples in the chapter (which should not be referenced by students) include the following;
        - For example, in the future you may take the Law School Admission Test (LSAT), a half-day standardized test required for admission to most law schools. Because you know that some law schools are more competitive than others, the score you receive on this test might influence the law schools to which you apply. If you do very well on the test, you may apply to more competitive law schools.
        - Or perhaps you are having a difficult time deciding what career you would like

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to pursue. You might seek assistance from a career counselor to explore and discuss various career options. As part of the process, the career counselor may ask you to complete an interest inventory. Based on the results of this inventory (as well as other information), you may decide to pursue a career in, for example, teaching or computer science. In this case, you (the individual who took the test) used the test results to make a decision about your career.

- Institutional decisions:
  - Institutional decisions are those made by another entity (e.g., a company, an organization, an institution) about an individual based on his or her test results.
  - When institutions use test scores to make decisions about those who took a test, they do so using either a comparative method or an absolute method.
  - Examples in the chapter (which should not be referenced by students) include the following;
    - For example, let us say that because you did well on your LSAT, you have decided to apply to a highly competitive law school. Administrators at the law school to which you apply will use your LSAT score, among other things, to help them make a decision about whether you will be offered admission to their law school.
    - Likewise, let us say that an acquaintance of yours is attending counseling sessions with a mental health professional. As part of these counseling sessions, the mental health professional may administer a number of psycho- logical tests and use the results to develop a treatment program for your acquaintance. In each of these cases, someone else—usually representing an institution—has used the results of a psychological test to make a decision about another individual.

Learning objective: Describe different types of decisions that are made using the results of psychological tests.
Cognitive domain: Comprehension
Answer location: Similarities Among Tests
Question type: ESS

3. Explain the difference between comparative decisions and absolute decisions. Provide examples not already referenced in the chapter that relate to psychological testing.

- While comparative decisions are made by comparing the test scores of a number of people to see who has the best score, absolute decisions are decisions made by others (institutions) by looking at who has the minimum score needed to qualify.
- Examples in the chapter of comparative decisions (which should not be referenced by students) include the following;
  - For example, imagine you applied to and were accepted into the law school of your choice. Now imagine that the law school is going to offer an academic scholarship to only one individual who was offered admission. Based on interviews and letters of recommendation, you advance as one of four finalists for the scholarship. Who will get the scholarship now depends on LSAT scores. Because you scored higher than the other three finalists, you receive the scholar- ship. This is a comparative decision because all of the finalists' LSAT scores were compared, and the individual with the highest score was

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selected.
    - Or perhaps you applied for a job at an organization where psychological tests were used as part of the selection process. If, after you took these tests, the organization decided to continue to consider your application because you scored better than 75% of the other applicants, the organization would be using the test results to make decisions using a comparative method.
- Examples in the chapter of absolute decisions (which should not be referenced by students) include the following;
    - For example, let us consider the same scholarship example, with you advancing as one of four finalists for the scholarship. However, this time the school offers the scholarship to any finalist who has a score of at least 160 (where the minimum score is 120 and the maximum score is 180).
    - Or suppose the organization to which you applied for a job called and informed you that the managers would like you to come in for an interview because you scored at least 50 on one of the tests that were administered. In each of these cases, the institution made a decision about you not by comparing your score with the scores of other test takers but rather by basing its decision on some minimum score.

Learning objective: Describe different types of decisions that are made using the results of psychological tests.
Cognitive domain: Comprehension
Answer location: Similarities Among Tests
Question type: ESS

4. Describe the nature vs. nurture controversy.

- During the 1920s, Walter Lippmann, a popular newspaper columnist, criticized the Army Alpha and Beta tests as having a great potential for abusing the psychological testing process—a process that could be of great benefit to the Army.
- Like others, Lippmann questioned whether intelligence tests such as the Army Alpha and Beta tests actually measured "intelligence" and whether intelligence was determined by heredity (or innate) or through life experiences (or learned).
- The heredity or experience question is what we refer to as the nature-versus-nurture controversy.
- Seventeenth-century philosophers such as René Descartes may have supported that intelligence occurs naturally and is influenced little by the environment.
- Philosophers such as John Locke likely would have supported that we are born with a "blank slate," or tabula rasa, and our environment shapes our intelligence.

Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: The Controversy Over Intelligence Tests
Question type: ESS

5. Explain the activities leading up to the current controversy over high-stakes testing in education.

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- In 2009, the Common Core State Standards were introduced into the U.S. educational system.
- To address students' lack academic progress (primarily in math) and the differing academic standards of states, the Common Core made math and English and language arts learning goals consistent across states by introducing a standard set of knowledge and skills students should be able to demonstrate at the end of each grade throughout their K–12 education to ensure they have the knowledge and skills they need to succeed in beginning college courses, in entry-level jobs, and in life after graduating from high school.
- Providing consistent learning goals for educators, and created through collaboration by school administrators, teachers, and other experts, the Common Core standards had, by 2010, been voluntarily adopted by educational systems in most states (45 states, including the District of Columbia, 4 territories, and the Department of Defense school system).
- Standardized testing will play a critical role in the Common Core standards, as states that have adopted the Common Core standards will use a common and comprehensive set of standardized tests to measure student performance and teacher progress.
- As schools make changes to meet Common Core standards, controversy is emerging over the use of such standardized tests.

Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Analysis
Answer location: Controversy Over High-Stakes Testing
Question type: ESS

6. Describe the American Psychological Association's (APA) position on the use of high-stakes testing in education. To avoid unintended consequences and to help improve student and school system performance, what three things does the APA advocate school officials must do to ensure tests provide meaningful assessments of student learning?

- Although not specific to standardized testing associated with the Common Core standards, the APA's position is clear:
  - Tests are an objective means for measuring performance when used properly because test results can help teachers understand how well students are learning critical knowledge, skills, and abilities.
  - Tests can also help teachers themselves understand the effectiveness of their teaching methods and materials.
- The APA believes that measuring student learning is important for strengthening and improving our nation's schools.
- Tests, along with student grades and teacher evaluations, can provide critical measures of students' skills, knowledge, and abilities; therefore, tests should be part of a system in which broad and equitable access to educational opportunity and advancement is provided to all students. Tests, when used properly, are among the most sound and objective ways to measure student performance.
- However, the APA is also clear that when test results are used inappropriately, or as a single measure of performance, they can have unintended adverse consequences.
- According to the APA, meaningful assessment can come only from sound tests that are both scored and used appropriately.

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- To avoid unintended consequences and to help improve student and school system performance, the APA advocates that for tests to provide meaningful assessments of student learning—they must be developed and used properly.
- Officials must ensure three things.
    - First, students must have a fair opportunity to learn the curriculum that they will be tested on.
    - Second, no subgroup of students (e.g., students with disabilities, English language learners, minority students) should be disadvantaged by the test or test-taking conditions.
    - Third, no important decisions should be made based on one test score. Further, school officials must ensure that the tests used have evidence of validity—or provide useful information—for the intended purpose.

Learning objective: Describe some concerns individuals have regarding the use of psychological tests as well as the social and legal implications of psychological testing, especially as they relate to intelligence, achievement, aptitude, and integrity testing.
Cognitive domain: Comprehension
Answer location: Controversy Over High-Stakes Testing
Question type: ESS

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