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| 1. ​According to a study (Espenshade & Chung, 2010; Jaschik, 2006), growing numbers of four-year colleges are not relying on the SAT test partly because of   |  |  |  | | --- | --- | --- | |  | a. | ​budget constraints. | |  | b. | ​diversity concerns. | |  | c. | ​reliability issues. | |  | d. | ​quality control. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Introduction | |

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| 2. ​Psychological tests   |  |  |  | | --- | --- | --- | |  | a. | ​pertain only to overt behavior. | |  | b. | ​always have right or wrong answers. | |  | c. | ​do not attempt to measure traits. | |  | d. | ​measure characteristics of human behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 3. ​The specific stimulus on a test to which a person responds overtly is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​overt event. | |  | b. | ​answer. | |  | c. | ​item. | |  | d. | ​scale. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 4. ​An individual test   |  |  |  | | --- | --- | --- | |  | a. | ​involves a single examiner for two or more subjects. | |  | b. | ​involves only tests of human ability. | |  | c. | ​can only be given to one person at a time. | |  | d. | ​involves more than one examiner for a single subject. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 5. ​A group test   |  |  |  | | --- | --- | --- | |  | a. | ​can be given to multiple people by one examiner. | |  | b. | ​can only be given to three people at a time. | |  | c. | ​involves a group of examiners for a single subject. | |  | d. | ​involves only tests of human ability. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 6. ​Previous learning can best be described as   |  |  |  | | --- | --- | --- | |  | a. | ​achievement. | |  | b. | ​aptitude. | |  | c. | ​intelligence. | |  | d. | ​ability. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 7. ​The potential for learning a specific skill can best be described as   |  |  |  | | --- | --- | --- | |  | a. | ​achievement. | |  | b. | ​aptitude. | |  | c. | ​intelligence. | |  | d. | ​ability. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 8. ​One's general potential, independent of prior learning, can best be described as   |  |  |  | | --- | --- | --- | |  | a. | ​achievement. | |  | b. | ​aptitude. | |  | c. | ​intelligence. | |  | d. | ​ability |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 9. ​Achievement, aptitude, and intelligence can be encompassed by the term   |  |  |  | | --- | --- | --- | |  | a. | ​human potential. | |  | b. | ​human traits. | |  | c. | ​human personality. | |  | d. | ​human ability. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 10. Structured personality tests   |  |  |  | | --- | --- | --- | |  | a. | ​require you to produce something spontaneously. | |  | b. | ​require you to choose between two or more alternative responses. | |  | c. | ​involve an ambiguous test stimulus about which the response is structured. | |  | d. | ​involve an ambiguous test response. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 11. ​The main purpose of psychological testing is to evaluate   |  |  |  | | --- | --- | --- | |  | a. | ​covert behavior. | |  | b. | ​individual differences. | |  | c. | ​personality traits. | |  | d. | ​overt behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 12. ​Projective personality tests   |  |  |  | | --- | --- | --- | |  | a. | ​provide a statement, usually of the self-report variety. | |  | b. | ​require the subject to choose between two or more alternative responses. | |  | c. | ​are unstructured. | |  | d. | ​are structured. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 13. ​Tests that measure an individual's typical behavior are called   |  |  |  | | --- | --- | --- | |  | a. | ​ability tests. | |  | b. | ​personality tests. | |  | c. | ​intelligence tests. | |  | d. | ​group tests. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 14. ​Tests that provide a statement, usually of the self-report variety, and require the subject to choose between two or more alternative responses, are called   |  |  |  | | --- | --- | --- | |  | a. | ​group tests. | |  | b. | ​individual tests. | |  | c. | ​structured personality tests. | |  | d. | ​projective personality tests. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 15. ​Personality tests in which the test stimulus and/or required response are ambiguous are called   |  |  |  | | --- | --- | --- | |  | a. | ​projective personality tests. | |  | b. | ​structured personality tests. | |  | c. | ​unstructured personality tests. | |  | d. | ​achievement personality tests. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 16. ​Which of the following is true of tests?   |  |  |  | | --- | --- | --- | |  | a. | ​Tests produce explicit data that are subject to scientific study. | |  | b. | ​Tests are successful in separating prior learning from potential for learning. | |  | c. | ​Very few tests can actually predict behavior. | |  | d. | ​Tests can provide insight into overt but not covert behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 17. ​Which of the following relates raw test scores to theoretical or empirical distributions?   |  |  |  | | --- | --- | --- | |  | a. | ​Transforms | |  | b. | ​Reliability | |  | c. | ​Scales | |  | d. | ​Theories |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 18. ​The general potential to solve problems, adapt, and profit from experience is called   |  |  |  | | --- | --- | --- | |  | a. | ​ability. | |  | b. | ​achievement. | |  | c. | ​prediction. | |  | d. | ​intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 19. ​Which of the following is the most important function of testing?   |  |  |  | | --- | --- | --- | |  | a. | ​To determine what sort of treatment or other intervention is appropriate | |  | b. | ​To develop accurate portraits of individuals | |  | c. | ​To discriminate among related constructs | |  | d. | ​To differentiate among individuals taking the test |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 20. ​When you gather information through verbal interaction, you are using a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​individual test. | |  | b. | ​interview. | |  | c. | ​group test. | |  | d. | ​brainstorming. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Overview of the Book | |

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| 21. ​If one can depend upon the results of a particular test to be consistently accurate, the test can be said to be   |  |  |  | | --- | --- | --- | |  | a. | ​valid. | |  | b. | ​structured. | |  | c. | ​unambiguous | |  | d. | ​reliable. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Overview of the Book | |

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| 22. ​A test that yields dependable and consistent results is \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​meaningful | |  | b. | ​objective | |  | c. | ​reliable | |  | d. | ​valid |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Overview of the Book | |

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| 23. ​The validity of a psychological test refers to its   |  |  |  | | --- | --- | --- | |  | a. | ​dependability. | |  | b. | ​meaning. | |  | c. | ​objectivity. | |  | d. | ​fairness. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Overview of the Book | |

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| 24. ​If a particular test "X" has been shown to accurately predict success in a particular job, then the test is said to be   |  |  |  | | --- | --- | --- | |  | a. | ​valid. | |  | b. | ​structured. | |  | c. | ​ambiguous. | |  | d. | ​reliable. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Overview of the Book | |

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| 25. ​Test administration refers to the   |  |  |  | | --- | --- | --- | |  | a. | ​construction of the test. | |  | b. | ​validation of the test. | |  | c. | ​act of taking a test. | |  | d. | ​act of giving a test. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Overview of the Book | |

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| 26. ​What evolutionary constructs did Galton apply in his book *Hereditary Genius*?   |  |  |  | | --- | --- | --- | |  | a. | ​Genetics and epigenetics | |  | b. | ​Survival of the fittest and individual differences | |  | c. | ​Random differences and population variation | |  | d. | ​Evolution and selective breeding |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 27. ​The origins of testing can be traced to   |  |  |  | | --- | --- | --- | |  | a. | ​Egypt. | |  | b. | ​England. | |  | c. | ​China. | |  | d. | ​Russia. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 28. The use of test batteries was common by the time of the   |  |  |  | | --- | --- | --- | |  | a. | ​Ling Dynasty. | |  | b. | ​Han Dynasty. | |  | c. | ​Tam Dynasty. | |  | d. | ​Nam Dynasty. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 29. ​Two or more tests that are given together and relate seemingly diverse topics are called   |  |  |  | | --- | --- | --- | |  | a. | ​structured. | |  | b. | ​unstructured. | |  | c. | ​batteries. | |  | d. | ​portfolios. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 30. ​Sir Francis Galton set out to show   |  |  |  | | --- | --- | --- | |  | a. | ​that some humans possessed characteristics that made them more fit than other humans. | |  | b. | ​that humans did not differ significantly from each other. | |  | c. | ​that life evolved on this planet partially because of individual differences among individual forms of life within a species or type of animal. | |  | d. | ​that the concept of survival of the fittest was essentially incorrect. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 31. ​The term "mental test" was coined by   |  |  |  | | --- | --- | --- | |  | a. | ​Charles Darwin. | |  | b. | ​Sir Francis Galton. | |  | c. | ​Alfred Binet. | |  | d. | ​James M. Cattell. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 32. ​The work of Weber and Fechner represent which foundation of psychological testing?   |  |  |  | | --- | --- | --- | |  | a. | ​Individual differences | |  | b. | ​Psychophysical measurement | |  | c. | ​Survival of the fittest | |  | d. | ​Darwinian evolution |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 33. ​Which of the following scientists is credited with founding the science of psychology?   |  |  |  | | --- | --- | --- | |  | a. | ​Herbart | |  | b. | ​Wundt | |  | c. | ​Weber | |  | d. | ​Cattell |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 34. ​The first version of the Binet-Simon scale was published in   |  |  |  | | --- | --- | --- | |  | a. | ​1896. | |  | b. | ​1905. | |  | c. | ​1908. | |  | d. | ​1911. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 35. ​Which test represented a major breakthrough in the measurement of cognitive ability?   |  |  |  | | --- | --- | --- | |  | a. | ​Binet-Simon Scale | |  | b. | ​Sequin Form Board Test | |  | c. | ​Strong Vocational Interest Bank | |  | d. | ​Carnegie Interest Inventory |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 36. ​It is important to obtain a standardization sample   |  |  |  | | --- | --- | --- | |  | a. | ​to prevent bias in the development and scoring of the test. | |  | b. | ​to provide a reference sample to which the results of a new subject can be compared. | |  | c. | ​to separate the intellectually subnormal from the normal individual. | |  | d. | ​to ensure the representativeness of a sample. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 37. ​The first intelligence tests were developed for the purpose of   |  |  |  | | --- | --- | --- | |  | a. | ​identifying gifted children. | |  | b. | ​finding the most suitable candidates for the U.S. Army. | |  | c. | ​measuring emotional instability. | |  | d. | ​identifying intellectually subnormal individuals. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 38. ​In order to establish norms, a large group of people is being given a test under the same conditions in which the test will actually be used. This group is called a(n) \_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | ​reliability | |  | b. | ​standardization | |  | c. | ​random | |  | d. | ​experimental |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 39. ​A standardization sample is representative if the sample   |  |  |  | | --- | --- | --- | |  | a. | ​has been subjected to rigorous experimental control. | |  | b. | ​consists of individuals who are similar to the group to be tested. | |  | c. | ​consists of a great many individuals. | |  | d. | ​is administered in the same way as the actual test group will be. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 40. ​When a test is administered to the general population, norms should be established using a representative sample that   |  |  |  | | --- | --- | --- | |  | a. | ​has been administered the test under standard conditions. | |  | b. | ​has been chosen in a completely random fashion. | |  | c. | ​represents all segments of the population in proportion to their numbers. | |  | d. | ​is comprised of a great many individuals. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 41. ​Administering a test with precisely the same instructions and format is giving it under   |  |  |  | | --- | --- | --- | |  | a. | ​normative conditions. | |  | b. | ​standard conditions. | |  | c. | ​facilitative conditions. | |  | d. | ​group administration. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 42. ​Dr. Johnson is trying to establish norms for his new test. He determined that 50% of the people in the standardization sample should be Hispanic, 20% Caucasian, 15% Asian, and 15% African American. He is creating (a)   |  |  |  | | --- | --- | --- | |  | a. | ​normalization group. | |  | b. | ​representative sample. | |  | c. | ​random sample. | |  | d. | ​population statistics. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 43. ​The Stanford-Binet intelligence scale was developed by   |  |  |  | | --- | --- | --- | |  | a. | ​A. Binet | |  | b. | ​T. Simon. | |  | c. | ​A. Binet and T. Simon. | |  | d. | ​L.M. Terman. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 44. ​The concept of mental age was introduced in   |  |  |  | | --- | --- | --- | |  | a. | ​1905. | |  | b. | ​1908. | |  | c. | ​1911. | |  | d. | ​1916. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | |

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| 45. ​Eight-year-old Daniel was administered the Binet-Simon Scale that suggested he was functioning at the same level as a senior in high school. This is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​outcome measure. | |  | b. | ​mental age scale. | |  | c. | ​restandardization. | |  | d. | ​norm. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 46. ​A child's mental age   |  |  |  | | --- | --- | --- | |  | a. | ​cannot be determined independently of the child's chronological age. | |  | b. | ​provides a measurement of a child's performance relative to other children of a particular age group. | |  | c. | ​cannot be determined from a child's test score. | |  | d. | ​can only be determined from large representative samples. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 47. ​The use of standardized tests after WWI culminated with the publication of the   |  |  |  | | --- | --- | --- | |  | a. | ​Stanford Binet test. | |  | b. | ​Stanford Achievement Test. | |  | c. | ​Army Beta. | |  | d. | ​Army Alpha. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 48. ​The first group tests of human abilities were developed for   |  |  |  | | --- | --- | --- | |  | a. | ​screening intellectually subnormal school children. | |  | b. | ​selecting soldiers to fight for the U.S. in World War I. | |  | c. | ​selecting pilots for advanced training in World War II. | |  | d. | ​evaluating which students should be admitted to public universities. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 49. ​Which of the following is a group test of human ability for an adult that does NOT require the subject to be literate?   |  |  |  | | --- | --- | --- | |  | a. | ​Army Alpha | |  | b. | ​Sequin Form Board | |  | c. | ​Army Beta | |  | d. | ​Wechsler-Bellevue Intelligence Scale |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 50. ​Robert Yerkes led the team of psychologists that developed the   |  |  |  | | --- | --- | --- | |  | a. | ​Army Alpha and Army Beta. | |  | b. | ​Seguin Form Board. | |  | c. | ​Wechsler-Bellevue Intelligence Scale. | |  | d. | ​Yerkes Personal Data Sheet. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 51. ​Which of the following tests produced both a verbal and a performance IQ?   |  |  |  | | --- | --- | --- | |  | a. | ​Terman's Stanford-Binet | |  | b. | ​The 1908 Binet-Simon Scale | |  | c. | ​The Army Beta | |  | d. | ​The Wechsler-Bellevue scale |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 52. ​A trait is \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​dependent upon the situation | |  | b. | ​defined as the motivating force behind behavior | |  | c. | ​strongly impacted by changes in the environment | |  | d. | ​an enduring disposition that distinguishes one individual from another |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 53. ​The first structured personality test was the   |  |  |  | | --- | --- | --- | |  | a. | ​Minnesota Multiphasic Personality Inventory. | |  | b. | ​Woodworth Personal Data Sheet. | |  | c. | ​Thematic Apperception Test. | |  | d. | ​16 Personality Factors test. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 54. ​A major problem with the Woodworth Personal Data Sheet was that   |  |  |  | | --- | --- | --- | |  | a. | ​it assumed the answers were acceptable at face value. | |  | b. | ​the normative sample was too small. | |  | c. | ​it was difficult to administer. | |  | d. | ​there were too few questions. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 55. ​Structured personality tests became unpopular in the 1930s and 1940s because they   |  |  |  | | --- | --- | --- | |  | a. | ​were difficult to administer. | |  | b. | ​were too subjective. | |  | c. | ​were not standardized. | |  | d. | ​relied on the face value of responses. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 56. ​Which of the following is an example of a trait?   |  |  |  | | --- | --- | --- | |  | a. | ​Depression | |  | b. | ​Fear | |  | c. | ​Pessimism | |  | d. | ​Anger |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 57. ​The Rorschach was introduced into the United States by   |  |  |  | | --- | --- | --- | |  | a. | ​Henry Murray. | |  | b. | ​Herman Rorschach. | |  | c. | ​Sam Beck. | |  | d. | ​David Levy. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 58. ​The Rorschach presents ambiguous stimuli to an individual who then provides his or her own personal interpretation. This is an example of what kind of test?   |  |  |  | | --- | --- | --- | |  | a. | ​Structured | |  | b. | ​Projective | |  | c. | ​Intelligence | |  | d. | ​Abilities |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 59. ​Who is associated with the development of the TAT?   |  |  |  | | --- | --- | --- | |  | a. | ​Murray & Morgan | |  | b. | ​Terman & Binet | |  | c. | ​Levy & Beck | |  | d. | ​Morgan & Beck |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 60. ​Which of the following are both projective tests?   |  |  |  | | --- | --- | --- | |  | a. | ​The Rorschach and the MMPI | |  | b. | ​The Rorschach and the TAT | |  | c. | ​The Rorschach and the Woodworth Personal Data Sheet | |  | d. | ​The TAT and MMPI |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 61. ​Which of the following tests is purported to measure human needs?   |  |  |  | | --- | --- | --- | |  | a. | ​16PF | |  | b. | ​TAT | |  | c. | ​MMPI | |  | d. | ​Rorschach |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 62. ​Who developed the Sixteen Personality Factor Questionnaire?   |  |  |  | | --- | --- | --- | |  | a. | ​J.R. Guilford | |  | b. | ​R.B. Cattell | |  | c. | ​L.L. Thurstone | |  | d. | ​Sam Beck |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 63. ​The first attempt to apply factor analytic techniques to test construction were made by   |  |  |  | | --- | --- | --- | |  | a. | ​Sam Beck. | |  | b. | ​R.B. Cattell. | |  | c. | ​Henry Murray. | |  | d. | ​J.R. Guilford. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 64. ​A method for finding the minimum number of dimensions to account for a large number of variables is called   |  |  |  | | --- | --- | --- | |  | a. | ​correlational analysis. | |  | b. | ​multiple regression. | |  | c. | ​factor analysis. | |  | d. | ​analysis of variance. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 65. ​Factor analytic techniques were employed in the development of the   |  |  |  | | --- | --- | --- | |  | a. | ​MMPI. | |  | b. | ​CPI. | |  | c. | ​TAT. | |  | d. | ​16PF. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 66. ​The Shakow report emphasized that   |  |  |  | | --- | --- | --- | |  | a. | ​most personality tests were invalid. | |  | b. | ​I.Q. tests should not be used to place children in special classes. | |  | c. | ​testing is a unique function of doctoral-level clinical psychologists. | |  | d. | ​all tests must have normative samples. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 67. ​Jeremy lost his job very unexpectedly last year, and for a short while he was not as confident as usual. This change in his level of confidence was representative of a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​trait. | |  | b. | ​state. | |  | c. | ​abnormal behavior. | |  | d. | ​ability. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 68. ​Jeremy lost his job very unexpectedly last year, but he was as confident as usual. This lack of change in his level of confidence was representative of a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​trait. | |  | b. | ​state. | |  | c. | ​abnormal behavior. | |  | d. | ​ability. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 69. ​Today, psychological testing   |  |  |  | | --- | --- | --- | |  | a. | ​is regarded as having little room for improvement. | |  | b. | ​remains one of the most important yet controversial issues. | |  | c. | ​is mostly ignored because insurance companies will not pay for it. | |  | d. | ​is losing its credibility. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 70. ​Which individual developed tests to evaluate persons with emotional impairments?   |  |  |  | | --- | --- | --- | |  | a. | ​Galton | |  | b. | ​Seguin | |  | c. | ​Kraepelin | |  | d. | ​Weber |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 71. ​Which of the following contributed to the popularity of standardized achievement tests?   |  |  |  | | --- | --- | --- | |  | a. | ​Their objectivity and ease of administration and scoring | |  | b. | ​Their ability to measure learning independently of intelligence | |  | c. | ​Their relationship to objective measures of neurological functioning | |  | d. | ​Their importance to psychological theories |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 72. ​Which of the following is one criticism of early personality tests?   |  |  |  | | --- | --- | --- | |  | a. | ​The tests made too few assumptions about the meaning of a test response. | |  | b. | ​The questions were too complex to grade objectively. | |  | c. | ​The tests did not accurately reflect modern testing theories. | |  | d. | ​The responses may not be interpreted in the same way by the test administrator. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 73. ​Which of the following tests makes no assumption about the meaning of test responses, but instead, relies on empirical research?   |  |  |  | | --- | --- | --- | |  | a. | ​TAT | |  | b. | ​MMPI | |  | c. | ​16PF | |  | d. | ​CPI |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 74. ​In what settings are psychological tests most likely to be found today? What role does psychological testing play in contemporary society and how has this role changed since the inception of testing?   |  |  | | --- | --- | | *ANSWER:* | Answer not provided.​ | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 75. ​Trace the rise and fall of testing in the last century. Make note of significant historical events that played a part in the development of testing as a major field.   |  |  | | --- | --- | | *ANSWER:* | Answer not provided.​ | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 76. ​Describe the difference between measuring traits and state. Give examples of each from your life experience.   |  |  | | --- | --- | | *ANSWER:* | Answer not provided.​ | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 77. ​Describe the evolution of intelligence testing. What was the original purpose of intelligence testing and how is it used now? How has the modern cultural context influenced intelligence testing?   |  |  | | --- | --- | | *ANSWER:* | Answer not provided. | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 78. ​Which of the following is NOT a group that standardized tests tend to disadvantage?   |  |  |  | | --- | --- | --- | |  | a. | ​Women | |  | b. | ​Students from low income households | |  | c. | ​Younger students | |  | d. | ​Ethnic minorities |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Introduction | |

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| 79. ​Understanding concepts such as reliability, validity, item analysis, and test construction requires careful study and basic knowledge of   |  |  |  | | --- | --- | --- | |  | a. | ​psychology. | |  | b. | ​the history of testing. | |  | c. | ​test administration. | |  | d. | ​statistics |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Introduction | |

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| 80. ​\_\_\_\_\_\_\_ is always associated with a sampling process.   |  |  |  | | --- | --- | --- | |  | a. | ​Randomization | |  | b. | ​Error | |  | c. | ​Factor analysis | |  | d. | ​Testing |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 81. ​These types of tests contain items that can be scored in terms of speed, accuracy, or both.   |  |  |  | | --- | --- | --- | |  | a. | ​Ability tests | |  | b. | ​Personality tests | |  | c. | ​Structured personality tests | |  | d. | ​Individual tests |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 82. ​All of the following are types of ability tests EXCEPT for   |  |  |  | | --- | --- | --- | |  | a. | ​achievement tests. | |  | b. | ​aptitude tests. | |  | c. | ​personality tests. | |  | d. | ​intelligence tests. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 83. ​Which of the following has served as a major technique of gathering psychological information and provide(s) data that complements test results?   |  |  |  | | --- | --- | --- | |  | a. | ​The interview | |  | b. | ​The Rorschach | |  | c. | ​Test batteries | |  | d. | ​Standardization |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Overview of the Book | |

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| 84. ​In 1883, the U.S. government established this commission to develop and administer competitive examinations for certain government jobs.   |  |  |  | | --- | --- | --- | |  | a. | ​American Educational Testing Commission | |  | b. | ​American Civil Service Commission | |  | c. | ​Federal Employment Screening Commission | |  | d. | ​Federal Employment Selection Commission |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 85. ​Whose mathematical models of the mind strongly influenced 19th century educational practices?   |  |  |  | | --- | --- | --- | |  | a. | G.T. Fechner | |  | b. | ​E.H. Weber | |  | c. | ​G. Whipple | |  | d. | ​J.E. Herbart |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |

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| 86. ​Explain why just knowing the percent of correct items on a test can be misleading for understanding a participant’s performance. How have psychologists dealt with these issues of interpretation?   |  |  | | --- | --- | | *ANSWER:* | Answer not provided.​ | | *POINTS:* | 1 | | *REFERENCES:* | Basic Concepts | |

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| 87. ​Explain how we came to understand the concept of individual differences. Which major scientists and publications originally theorized about this concept?   |  |  | | --- | --- | | *ANSWER:* | Answer not provided.​ | | *POINTS:* | 1 | | *REFERENCES:* | Historical Perspective | |