

# PSY 527

## Assessment Techniques

*Text:* ***Mastering Modern Psychological Testing: Theory and Methods***

First Edition, 2012

ISBN 13: 978-0-205-48350-1

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*Publisher:* Pearson

Examination

**Multiple Choice Questions** (Enter your answers on the enclosed answer sheet)

1. \_\_\_\_\_ tests are typically used to measure what has been learned at a specific point in time; \_\_\_\_\_ tests are often used to predict future performance or measure potential for learning.
  - a. Aptitude; achievement
  - b. Achievement; aptitude
  - c. Speed; power
  - d. Power; speed
  
2. \_\_\_\_\_ is often considered the father of mental tests and measurements.
  - a. Carl Gauss
  - b. Clark Wissler
  - c. Sir Francis Galton
  - d. Alfred Binet
  
3. Typical response tests measure constructs such as:
  - a. attitudes.
  - b. achievement.
  - c. aptitude.
  - d. Intelligence.
  
4. Which test below is considered a maximum performance test?
  - a. Achievement test
  - b. Depression test
  - c. Personality test
  - d. Interests test
  
5. Johnny is shown a picture of two kids playing in the park and asked to describe what he believes each child is thinking. What type of test is this?
  - a. Objective personality test
  - b. Typical response test
  - c. Maximum performance test
  - d. Projective personality test

6. An assumption of educational assessment is that tests are designed to measure traits or characteristics, known as:
  - a. abilities.
  - b. behaviors.
  - c. constructs.
  - d. skills.
  
7. Tim received his third exam score for Tests and Measurements and realizes that he needs to study more for the final. What type of evaluation would help by providing instructive feedback to him?
  - a. Comprehensive evaluation
  - b. Feedback evaluation
  - c. Formative evaluation
  - d. Summative evaluation
  
8. At the classroom level, \_\_\_\_\_ must be able to interpret assessment results accurately and use them appropriately.
  - a. counselors
  - b. diagnosticians
  - c. school psychologists
  - d. educators
  
9. In reference to projective tests, what is the "projective hypothesis"?
  - a. Examinees' responses to ambiguous stimuli reflect their genuine unconscious desires, motives, and drives without interference from the ego or conscious mind.
  - b. Examinees' responses to specific stimuli reflect their genuine conscious desires, motives, and drives.
  - c. Examinees' responses to specific stimuli reflect their genuine unconscious desires, motives, and drives without interference from the ego or conscious mind.
  - d. Examinees' responses to ambiguous stimuli reflect their genuine conscious desires, motives, and drives.
  
10. \_\_\_\_\_ is any systematic procedure for collecting information that can be used to make inferences about the characteristics of people.
  - a. Appraisal
  - b. Assessment
  - c. Evaluation
  - d. Measurement

11. Coefficients based on samples with \_\_\_\_\_ variances will generally produce \_\_\_\_\_ correlation coefficients than those based on samples with \_\_\_\_\_ variances.
- Large; higher; small
  - Large; lower; small
  - Small; higher; large
  - Small; equal; large
12. If the correlation between math and writing achievement scores in the general population is 0.40, the correlation between these scores among students at MIT, Yale, and Stanford (selective and prestigious universities) would likely be:
- approximately 0.40.
  - less than 0.40.
  - greater than 0.40.
  - there is insufficient information to determine.
13. The correlation between two variables is 0.70. Using the concept of the coefficient of nondetermination, the proportion of variance that is NOT determined or predictable from the relationship between the two variables is:
- 14%.
  - 30%.
  - 51%.
  - 70%.
14. According to the guidelines presented in the text, a correlation of .25 would be considered:
- weak.
  - moderate.
  - strong.
  - none of the above
15. What is the range of the data below?
- 8 10 12 14 16 18 20 22
- 8
  - 12
  - 14
  - 22

16. Most correlation coefficients assume a linear relationship. If a curvilinear exists, traditional correlation coefficients will likely \_\_\_\_\_ this relationship.
- a. overestimate
  - b. underestimate
  - c. not change
  - d. none of the above
17. What person or entity developed stanine scores?
- a. U.S. Air Force
  - b. U.S. Army
  - c. David Wechsler
  - d. Alfred Binet
18. Normalized standard scores are often \_\_\_\_\_ transformations.
- a. linear
  - b. nonlinear
  - c. oblique
  - d. orthogonal
19. A percentile rank of 80 implies that:
- a. 20% of the individuals in the standardization group scored below this score.
  - b. 80% of the individuals in the standardization group scored below this score.
  - c. 80% of the individuals in the standardization group scored above this score.
  - d. none of the above
20. Which level of measurement do grade equivalents reflect?
- a. Nominal
  - b. Ordinal
  - c. Interval
  - d. Ratio
21. \_\_\_\_\_ is a model of mental measurement that holds that the responses to the items are accounted for by latent traits.
- a. Criterion-referenced interpretation
  - b. Item Response Theory
  - c. Norm-referenced interpretation
  - d. all of the above

22. A z-score of 1 is equal to a T-score of:
- a. 10.
  - b. 20.
  - c. 30.
  - d. 60.
23. A limitation of the test-retest approach to estimating reliability is the influence of:
- a. administration effects.
  - b. content effects.
  - c. practice effects.
  - d. temporal effects.
24. As reliability increases, confidence intervals:
- a. decrease.
  - b. do not change.
  - c. increase.
  - d. none of the above
25. The reliability of difference scores is typically \_\_\_\_\_ the reliability of the individual scores.
- a. equal to
  - b. higher than
  - c. lower than
  - d. none of the above
26. If the reliability coefficient equals .81, the reliability index equals:
- a. .19.
  - b. .81.
  - c. .90.
  - d. 1.0.
27. The \_\_\_\_\_ is an index of the amount of measurement error in test scores and is used in calculating confidence intervals.
- a. Standard Error of Estimate
  - b. Standard Error of Measurement
  - c. Spearman-Brown Coefficient
  - d. Skew Coefficient

28. In Item Response Theory, information on the reliability of test scores is typically reported as a:
- a. Test Information Function
  - b. Standard Error of Estimate
  - c. Skew Coefficient
  - d. Coefficient of Determination
29. Factor analysis is commonly used to collect validity evidence based on:
- a. consequences of testing.
  - b. test content.
  - c. relations to other variables.
  - d. internal structure.
30. Which type of validity evidence is most controversial and ignites considerable debate among the experts?
- a. Validity evidence based on consequences of testing
  - b. Validity evidence based on test content
  - c. Validity evidence based on relations to other variables
  - d. Validity evidence based on response processes
31. The \_\_\_\_\_ of a measure is the ability of the test at a predetermined cut score to determine accurately the absence of the disorder.
- a. correlation
  - b. reliability
  - c. sensitivity
  - d. specificity
32. When discriminant measures are used in validation studies, we expect \_\_\_\_\_.
- a. positive correlations
  - b. negative correlations
  - c. indeterminate – it depends on the nature of relationship.
  - d. all of the above

33. What is the relationship between the standard error of estimate and the validity coefficient?
- a. As the validity coefficient increases, so does the standard error of estimate.
  - b. As the validity coefficient increases, the standard error of estimate decreases.
  - c. No relationship exists.
  - d. A relationship exists only when the correlation is orthogonal.
34. In order to avoid \_\_\_\_\_ when collecting test-criterion evidence, it is important that predictor and criterion scores be obtained independently.
- a. construct under-representation
  - b. criterion contamination
  - c. construct-irrelevant variance
  - d. criterion misrepresentation
35. Which content area of the EPPP covers learning and motivation?
- a. Assessment and Motivation
  - b. Biological Basis of Behavior
  - c. Cognitive and Affective Basis of Behavior
  - d. Growth and Lifespan Development
36. How many stages or steps are involved in the United States Medical Licensing Examination?
- a. two
  - b. three
  - c. four
  - d. five
37. The State of Texas uses which of the following achievement tests?
- a. Hybrid tests and off-the-shelf tests only
  - b. Off-the-shelf tests only
  - c. State developed tests only
  - d. State developed tests and hybrid tests
38. Which of these measures is most often used in the hiring and promotion of employees?
- a. Stanford Aptitude Test
  - b. Wechsler Selection Test
  - c. Universal Attitude and Value Battery
  - d. Wonderlic Personnel Test

39. The No Child Left Behind Act of 2001 allows states to administer alternative assessments to \_\_\_\_\_ of their students.
- a. 2%
  - b. 3%
  - c. 5%
  - d. 9%
40. In her research on the history of grading in the United States, Brookhart (2004) found that letter grades became common practice during the:
- a. 1820s.
  - b. 1840s.
  - c. 1910s.
  - d. 1920s.
41. The broad ability domain defined as the ability to automatically and fluently perform easy mental tasks especially when high mental efficiency is required over a long period of time is:
- a. Cognitive processing speed
  - b. Comprehension-knowledge
  - c. Fluid reasoning
  - d. Fluid processing speed
42. In the CHC Theory of Intelligence, intellectual abilities are organized according to:
- a. brain area specialty.
  - b. concurrent versus sequential processes.
  - c. degree of generality (broad vs. narrow).
  - d. sensory modality (visual, auditory, etc).
43. According to the research, IQs are \_\_\_\_\_ over time and are \_\_\_\_\_ predictors of school performance.
- a. stable; good
  - b. stable; poor
  - c. unstable; good
  - d. unstable; poor

44. Which intelligence test can be used to obtain a valid measure of intelligence and incorporates verbal and nonverbal abilities in the briefest period of time?
- a. Reynolds Intellectual Assessment Scales
  - b. Stanford-Binet Intelligence Scales, 5th edition
  - c. Wechsler Adult Intelligence Scale, 4th edition
  - d. Woodcock-Johnson III Tests of Cognitive Abilities
45. Who translated and standardized the Binet-Simon Scales in the United States?
- a. Alfred Binet
  - b. David Wechsler
  - c. Louis Terman
  - d. Theodore Simon
46. Which of the following is considered a group intelligence/aptitude test?
- a. Stanford-Binet Intelligence Scales, 5th edition
  - b. Tests of Cognitive Skills, 2nd edition
  - c. Wechsler Preschool and Primary Scale of Intelligence, 3rd edition
  - d. Woodcock-Johnson III Tests of Cognitive Abilities
47. A high score on the Masculinity-Femininity scale on the MMPI-2 clinical scale would indicate a tendency:
- a. to reject stereotypical gender roles.
  - b. toward acceptance of stereotypical gender roles.
  - c. toward more masculine gender roles.
  - d. toward more feminine gender roles.
48. In the early days of personality assessment, one common validation technique was to have people take the test and then have a clinician write a description of the examinee's personality structure based on the test results. The description would then be provided to the examinee who would rate how much they agreed with the description. What is the major threat to this technique?
- a. Flynn effect
  - b. Forer effect
  - c. Projective effect
  - d. Content invalidation

55. \_\_\_\_\_ is the oldest method for behavioral assessment.
- a. The Achenbach System of Empirically Based Assessment
  - b. The BASC
  - c. Direct observation
  - d. Psychoanalysis
56. Continuous Performance Tests have long been associated with the assessment of \_\_\_\_\_, but are in fact sensitive to symptoms present in a wide range of disorders.
- a. anxiety
  - b. conduct disorder
  - c. depression
  - d. hyperactivity
57. Continuous performance tests were originally designed to measure:
- a. attitudes.
  - b. behavior.
  - c. performance.
  - d. vigilance.
58. A polygraph exam is an example of:
- a. an authentic exam.
  - b. biodata assessment.
  - c. an imaging exam.
  - d. psychophysiological assessment.
59. In a meta-analysis of performance ratings conducted by Harris and Schaubroeck (1988), the results indicated:
- a. a relatively high amount of redundancy across scores.
  - b. different rating formats provide a substantial amount of unique information.
  - c. that all rating formats provide little useful information.
  - d. that there is little agreement between peer and supervisor ratings.

65. According to recent research (Schmitt et al, 2010), \_\_\_\_\_ may serve as a highly specific pathognomic sign of dementia.
  - a. completion of Trails A
  - b. completion of Trails B
  - c. verbal IQ
  - d. performance IQ
  
66. On the Halstead-Reitan Neuropsychological Test Battery, the Rhythm Test is used to assess which skill(s)?
  - a. alertness.
  - b. language.
  - c. reasoning.
  - d. visual-spatial reasoning.
  
67. A neuropsychological instrument used to assess executive functioning is the:
  - a. Comprehensive Trail Making Test.
  - b. Paced Auditory Serial Addition Test.
  - c. Reynolds Intellectual Assessment Scales.
  - d. Wechsler Test of Adult Reading.
  
68. A prominent physiological change seen in alcoholic dementia (also called Korsakoff's Syndrome) is:
  - a. cortical atrophy in temporal and frontal lobes.
  - b. Lewy body deposits.
  - c. loss of dopaminergic cells in the substantia nigra.
  - d. neurofibrillary plaques and tangles.
  
69. A transient ischemic attack is defined as:
  - a. a mild hemorrhagic stroke.
  - b. a mild occlusive event.
  - c. a severe completed occlusive event.
  - d. a severe hemorrhagic stroke.

75. The \_\_\_\_\_ contains a Relations with Parents scale that provides an objective evaluation of the child's regards for the parents.
- a. BASC-2 SRP
  - b. BASC-2 TRS
  - c. BASC-2 PRS
  - d. BASC-2 SOS
76. Studies conducted at the University of Albany, State University of New York demonstrated that a third party observer \_\_\_\_\_ impact(s) an examinee's performance on neuropsychological testing.
- a. does not
  - b. negatively
  - c. positively
  - d. none of the above
77. According to Halpern (1997), one ability on which women obtain higher average scores is:
- a. fluid reasoning.
  - b. mental rotations.
  - c. production and comprehension of prose.
  - d. transformations of visual working memory.
78. If an intelligence test was normed only on Caucasian students, which criticism concerning bias would be appropriate?
- a. Inappropriate content
  - b. Inappropriate standardization sample
  - c. Examiner and language bias
  - d. Inequitable social immersion
79. What is the result if the same slope and intercept are found for different ethnic groups in a prediction bias study?
- a. Homogeneity of regression
  - b. Parallel regression lines that produce constant bias in prediction
  - c. Nonparallel regression lines
  - d. Confluent regression lines

80. What is the implication if equal intercepts and differing slope are found for different ethnic groups in a prediction bias study?
- a. Homogeneity of regression
  - b. Parallel regression lines that produce constant bias in prediction
  - c. Nonparallel regression lines
  - d. Confluent regression lines
81. A new IQ test is being developed and the test creators need to give this IQ test to 1,000 individuals in order to get appropriate standardization norms. They decide to give the test to all of the students, primarily Caucasian adolescents between the ages of 11 and 14, in a middle school in North Dakota. This is an example of:
- a. regression to the mean.
  - b. inappropriate standardization samples.
  - c. inequitable social consequences.
  - d. homogeneity of regression.
82. \_\_\_\_\_ is concerned fundamentally with a mathematical model of the probability of a correct response as a function of ability.
- a. Chaos Theory
  - b. Classical Test Theory
  - c. Generalizability Theory
  - d. Item Response Theory
83. What system have Fuchs and colleagues developed and studied that may assist educators and researchers in deciding whether to use a particular accommodation?
- a. Differences of Test Accommodation System
  - b. Common Effects of Test Accommodations
  - c. Oblique Appraisal of Test Modifications
  - d. Dynamic Assessment of Test Accommodations
84. Which court case ruled that in order for a state to implement high-stakes testing, they must be able to show that students have had adequate opportunities to acquire the knowledge and skills assessed by the assessment?
- a. Brookhart v. Illinois Board of Education
  - b. Davis v. Southeastern Community College
  - c. Debra P. v. Turlington
  - d. Northport v. Ambach

85. What would be considered an accommodation involving an adaptive device or support?
- a. Alternation of sitting and standing
  - b. Avoidance of extraneous noise/distractions
  - c. Changing the time of day the test is administered
  - d. Securing paper to desk with tape
86. What would be considered a modification involving setting?
- a. Preferential seating
  - b. Large print editions
  - c. Provide additional examples
  - d. Watches with reminder alarms
87. What is a potential problem with flagging students who have received accommodations on their assessments?
- a. Their diagnosis may be changed.
  - b. The test scores may be ignored.
  - c. The students may be stigmatized.
  - d. The test scores may be invalidated.
88. Courts have ruled that high-stakes assessments must measure knowledge and skills that students have had adequate opportunities to acquire. This is referred to as:
- a. Curricular validity.
  - b. Face validity.
  - c. Generalized instruction.
  - d. Instructional integrity.
89. According to the authors, what is one important reason people tend to make inaccurate subjective judgments about people?
- a. The use of heuristics
  - b. The use of algorithms
  - c. The use of inaccurate mental computations
  - d. Inaccurate or faulty memory

90. According to Gay (1990) approximately how many school teachers admitted that they had either witnessed or engaged in unethical assessment practices?
- a. 15%
  - b. 25%
  - c. 35%
  - d. 45%
91. Tests should be administered in a(n) \_\_\_\_\_ manner to ensure fairness and promote the reliability of scores and validity in their interpretations.
- a. arbitrary
  - b. random
  - c. sequential
  - d. standardized
92. When developing a test, an important first step is to specify the \_\_\_\_\_ of the test and the domain or construct to be measured.
- a. format
  - b. length
  - c. purpose
  - d. factor structure
93. Deciding if an assessment is appropriate for use in a particular setting is the responsibility of the professional who \_\_\_\_\_ the assessments.
- a. develops
  - b. administers
  - c. scores
  - d. markets
94. Making information available to appropriate individuals about the steps taken to develop and score the assessment, including information used to support the reliability, validity, scoring and reporting processes is the responsibility of a professional who \_\_\_\_\_ assessments.
- a. develops
  - b. administers
  - c. scores
  - d. markets

95. What is always an undesirable attribute for a test?
- a. Multiple validity scales
  - b. Forced choice items
  - c. Test items with fewer than 4 responses
  - d. Unnecessary length
96. What statistical method is commonly used for item selection?
- a. Cluster analysis
  - b. Correlation of each item with the total test score
  - c. Analysis of variance (ANOVA)
  - d. T-tests
97. \_\_\_\_\_ scores tell us the number of points accumulated by a person on a measure but typically provide us only with ordinal scale measurement.
- a. Rasch
  - b. Raw
  - c. Standard
  - d. Z
98. What type of score would be particularly useful in determining how Jenny's math performance has changed in relation to the beginning of her specialized instruction?
- a. Criterion-referenced score
  - b. Norm-referenced score
  - c. Rasch scores
  - d. Standard scores
99. The most popular and widely applicable method for calculating internal consistency reliability coefficients is:
- a. Cronbach's alpha.
  - b. Pearson correlation coefficient.
  - c. Spearman correlation coefficient.
  - d. test-retest reliability.
100. What must be submitted in order to have a test published?
- a. Factor studies
  - b. Test development outline
  - c. Test proposal
  - d. Copyright permission