# Chapter 1: What Are Psychological Tests?

Test Bank

# Multiple Choice

1. According to your textbook, which one of the following is a less typical example of a psychological test?

A. personality test

B. intelligence test

C. structured employment interview

D. classroom quizzes

Ans: C

Learning Objective: 1-2: Define what a psychological test is, including their similarities and differences.

Cognitive Domain: Knowledge

Answer Location: What Is a Psychological Test?

Difficulty Level: Medium

2. All psychological tests require a person to \_\_\_\_\_\_.

A. complete a written test

B. answer all test questions

C. correctly answer as many questions as possible

D. perform an observable and measurable action

Ans: D

Learning Objective: 1-2: Define what a psychological test is, including their similarities and differences.

Cognitive Domain: Knowledge

Answer Location: Similarities Among Psychological Tests | The Three Defining Characteristics of Psychological Tests

Difficulty Level: Medium

3. A behavior is a/an \_\_\_\_\_\_.

A. skill that is learned

B. action that is either correct or incorrect

C. observable and measurable action

D. answer on a psychological test

Ans: C

Learning Objective: 1-2: Define what a psychological test is, including their similarities and differences.

Cognitive Domain: Knowledge

Answer Location: Similarities Among Psychological Tests

Difficulty Level: Medium

4. The items on two IQ tests might be quite different because \_\_\_\_\_\_.

A. IQ tests are unique to each test taker

B. test takers interpret questions differently

C. the developers defined IQ differently

D. of errors during the test development process

Ans: C

Learning Objective: 1-2: Define what a psychological test is, including their similarities and differences.

Cognitive Domain: Comprehension

Answer Location: Content

Difficulty Level: Medium

5. Which one of the following abilities is NOT an ability of an emotionally intelligent person according to the American Psychological Association?

A. ability to perceive, appraise, and express emotions accurately and appropriately

B. ability to use emotions to facilitate the thinking process

C. ability to recognize that one’s emotions are separate from the emotions of others

D. ability to regulate ones’ emotions to promote both emotional and intellectual growth

Ans: C

Learning Objective: 1-2: Define what a psychological test is, including their similarities and differences.

Cognitive Domain: Comprehension

Answer Location: Content

Difficulty Level: Medium

6. Which one of the following is NOT necessarily a characteristic of a good test according to your textbook?

A. The test appears to measure or predict what it is intended to measure or predict.

B. The test includes a representative sample of behaviors thought to measure an attribute.

C. The test includes behavior samples obtained under standardized conditions.

D. The test has rules for scoring to ensure similarity of scoring by different examiners.

Ans: A

Learning Objective: 1-4: Describe the three characteristics that are common to all psychological tests, and understand that psychological tests can demonstrate these characteristics to various degrees.

Cognitive Domain: Comprehension

Answer Location: Similarities Among Psychological Tests | The Three Defining Characteristics of Psychological Tests

Difficulty Level: Medium

7. A test critique is a/an \_\_\_\_\_\_ of a test.

A. review

B. quality rating

C. use estimate

D. analysis

Ans: D

Learning Objective: 1-2: Define what a psychological test is, including their similarities and differences.

Cognitive Domain: Knowledge

Answer Location: Locating Information About Tests

Difficulty Level: Medium

8. Which one of the following do all psychological tests have in common?

A. using evidence to reach conclusions

B. the behavior(s) performed

C. the test content

D. the test administration

Ans: A

Learning Objective: 1-2: Define what a psychological test is, including their similarities and differences.

Cognitive Domain: Knowledge

Answer Location: Similarities Among Psychological Tests | The Three Defining Characteristics of Psychological Tests

Difficulty Level: Medium

9. According to your textbook, when did serious research efforts on the use and usefulness of psychological tests begin?

A. Xia Dynasty

B. T’ang Dynasty

C. Ming Dynasty

D. 20th century

Ans: D

Learning Objective: 1-3: Trace the history of psychological testing from Alfred Binet and intelligence testing to the tests of today.

Cognitive Domain: Knowledge

Answer Location: For Your Information Box 1.1: Psychological Tests: From Ancient China to the 20th Century

Difficulty Level: Medium

10. What was the first published tests of mental ability?

A. Wechsler–Bellevue Intelligence Scale

B. Binet–Simon Scale

C. the Personal Data Sheet

D. the Rorschach Inkblot Test

Ans: B

Learning Objective: 1-3: Trace the history of psychological testing from Alfred Binet and intelligence testing to the tests of today.

Cognitive Domain: Knowledge

Answer Location: Alfred Binet and the Binet–Simon Scale

Difficulty Level: Medium

11. In which one of the following intelligence tests did Lewis Terman introduce the notion of the intelligence quotient index?

A. Wechsler–Bellevue Intelligence Scale

B. Binet–Simon Scale

C. Stanford–Binet Intelligence Scales

D. Terman–Simon Intelligence Test

Ans: C

Learning Objective: 1-3: Trace the history of psychological testing from Alfred Binet and intelligence testing to the tests of today.

Cognitive Domain: Comprehension

Answer Location: Lewis Terman and the Stanford–Binet Intelligence Scales

Difficulty Level: Medium

12. Which personality test did Robert Woodworth design, but never implement, to screen new military recruits?

A. Woodworth Psychoneurotic Inventory

B. Personal Data Sheet

C. Rorschach inkblot tests

D. Thematic Apperception Test

Ans: B

Learning Objective: 1-3: Trace the history of psychological testing from Alfred Binet and intelligence testing to the tests of today.

Cognitive Domain: Comprehension

Answer Location: The Personal Data Sheet

Difficulty Level: Medium

13. Binet’s psychological tests were designed to evaluate \_\_\_\_\_\_.

A. children

B. personality traits

C. army recruits

D. immigrants

Ans: A

Learning Objective:

Cognitive Domain: Comprehension

Answer Location: Alfred Binet and the Binet–Simon Scale

Difficulty Level: Medium

14. The Wechsler–Bellevue Intelligence Scale for adults provided \_\_\_\_\_\_.

A. evaluations of applicants’ job-related skills

B. diagnoses of mental disorders

C. scores on schizophrenia and depression scales

D. an index of general mental ability

Ans: D

Learning Objective: 1-3: Trace the history of psychological testing from Alfred Binet and intelligence testing to the tests of today.

Cognitive Domain: Knowledge

Answer Location: The Weschler–Bellevue Intelligence Scale and the Weschler Adult Intelligence Scale

Difficulty Level: Medium

15. Which one of the following tests measures personality by exploring the unconscious?

A. Rorschach inkblot test

B. Hogan Personality Inventory

C. Minnesota Multiphasic Personality Inventory

D. Myers–Briggs Type Indicator

Ans: A

Learning Objective: 1-3: Trace the history of psychological testing from Alfred Binet and intelligence testing to the tests of today.

Cognitive Domain: Comprehension

Answer Location: The Rorschach Inkblot Test and the TAT

Difficulty Level: Medium

16. During World War I, what test did the U.S. military design to help detect soldiers who would not be able to handle the stress associated with combat?

A. Army Alpha test

B. Army Beta test

C. Wechsler–Bellevue Intelligence Scale

D. Personal Data Sheet

Ans: D

Learning Objective: 1-3: Trace the history of psychological testing from Alfred Binet and intelligence testing to the tests of today.

Cognitive Domain: Knowledge

Answer Location: The Personal Data Sheet

Difficulty Level: Medium

17. What type of tests are the Rorschach Inkblot Test and the Thematic Apperception Test?

A. projective tests

B. clinical diagnostic tests

C. intelligence tests

D. emotional intelligence tests

Ans: A

Learning Objective: 1-3: Trace the history of psychological testing from Alfred Binet and intelligence testing to the tests of today.

Cognitive Domain: Comprehension

Answer Location: The Rorschach Inkblot Test and the TAT

Difficulty Level: Medium

18. What do vocational tests help to predict?

A. whether a test taker will like a particular job

B. whether an applicant will be successful in specific occupations

C. success in a manager or vice president role

D. how honest a test taker will be on the job

Ans: B

Learning Objective: 1-3: Trace the history of psychological testing from Alfred Binet and intelligence testing to the tests of today.

Cognitive Domain: Comprehension

Answer Location: Vocational Tests

Difficulty Level: Medium

19. What might we ask a student to do that would provide the best measurement of the student’s musical skills?

A. perform a very long and difficult piece of music

B. play a tune on several instruments that are unfamiliar to the student

C. play a portion of several pieces that are of different styles on different instruments

D. describe his or her musical background and level of skill

Ans: C

Learning Objective: 1-2: Define what a psychological test is, including their similarities and differences.

Cognitive Domain: Comprehension

Answer Location: Similarities Among Psychological Tests

Difficulty Level: Medium

20. Which one of the following is NOT an assumption that test users make about psychological tests?

A. Test scores are 99.9% accurate with little or no error.

B. Psychological tests measure what they say they measure.

C. An individual’s behavior, and therefore test scores, will typically remain stable over time.

D. Test takers will report accurately about themselves.

Ans: A

Learning Objective: 1-5: Describe the assumptions that must be made when using psychological tests.

Cognitive Domain: Comprehension

Answer Location: Assumptions of Psychological Tests

Difficulty Level: Medium

21. Tests of maximal performance require test takers to \_\_\_\_\_\_.

A. make associations, make drawings, or tell stories

B. complete as many questions as possible in a limited amount of time

C. achieve physical goals such as lifting weights or running a race

D. perform a well-defined task such as completing mathematical calculations

Ans: D

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Comprehension

Answer Location: Maximal Performance, Behavior Observation, or Self-Report

Difficulty Level: Medium

22. Self-report tests require test takers to \_\_\_\_\_\_.

A. complete multiple choice questions about themselves and others

B. report or describe their feelings, beliefs, opinions, and/or mental states

C. view and explain ambiguous stimuli

D. rate the behavior of a family member or coworker

Ans: B

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Comprehension

Answer Location: Maximal Performance, Behavior Observation, or Self-Report

Difficulty Level: Medium

23. An interview can be characterized as a \_\_\_\_\_\_.

A. behavioral observation and a maximal performance test

B. self-report test and a maximal performance test

C. self-report test and a behavioral observation

D. self-report test, a behavioral observation, and a maximal performance test

Ans: D

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Application

Answer Location: Maximal Performance, Behavior Observation, or Self-Report

Difficulty Level: Medium

24. Which one of the following statements is TRUE about nonstandardized tests?

A. They provide more detailed test administration and test-taking instructions than standardized tests.

B. They have multiple standardization samples and norms.

C. They are usually constructed by a teacher or trainer in a less formal manner for a single administration.

D. They are projective tests administered in a less formal manner for multiple administrations.

Ans: C

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Knowledge

Answer Location: Standardized or Nonstandardized

Difficulty Level: Medium

25. Which one of the following is an objective test?

A. an application blank

B. an inkblot test

C. a job interview

D. a multiple choice exam

Ans: D

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Comprehension

Answer Location: Objective or Projective

Difficulty Level: Medium

26. If a clinician administers a test requiring a client to respond to unstructured stimuli, what type of test is the clinician administering?

A. objective test

B. projective test

C. standardized test

D. maximal performance test

Ans: B

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Analysis

Answer Location: Objective or Projective

Difficulty Level: Medium

27. What do achievement tests measure?

A. a person’s previous learning in a specific academic area

B. a test taker’s success in life compared to other test takers

C. the personality characteristics displayed on the job

D. the skills a test taker has learned and mastered

Ans: A

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Comprehension

Answer Location: Dimension Measured

Difficulty Level: Medium

28. What type of test measures a person’s potential for learning?

A. interest inventories

B. intelligence tests

C. aptitude tests

D. achievement tests

Ans: C

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Comprehension

Answer Location: Aptitude Tests

Difficulty Level: Medium

29. Which one of the following statements is FALSE about achievement tests?

A. They measure a person’s previous learning in a specific academic area.

B. They are objective versus projective.

C. They are used primarily in organizational settings.

D. They are referred to as tests of knowledge.

Ans: C

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Comprehension

Answer Location: Dimension Measured

Difficulty Level: Medium

30. What do aptitude tests assess?

A. potential for learning

B. knowledge

C. progress in learning

D. intelligence

Ans: A

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Comprehension

Answer Location: Aptitude Tests

Difficulty Level: Medium

31. Which one of the following statements is FALSE about aptitude tests?

A. They assess an individual’s potential for performing a new job or task.

B. They measure the product of cumulative life experiences.

C. They measure an individual’s progress in learning a skill or task.

D. They measure the maximum performance we can expect from individuals.

Ans: C

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Comprehension

Answer Location: Aptitude Tests

Difficulty Level: Medium

# Essay

1. Define inference and provide an example of an inference based on a test you have taken in the past.

Ans:

Inference defined:

* A psychological test is a measurement tool or technique that requires a person to perform one or more behaviors in order to make inferences about human attributes, traits, or characteristics or predict future outcomes.
* By inference, we mean using evidence to reach a conclusion.

Inference example:

* A student might take a test designed to measure his or her knowledge of the material presented in a textbook or during a lecture.
* For example, the student may answer multiple choice questions (the behavior), and based on his or her test score, his or her instructor might reach a conclusion (the inference) about the knowledge the student has of the material.
* For example, the student might take the Hogan Personality Inventory when applying for a job. The student may answer questions (the behavior), and an employer may use his or her test results to draw a conclusion (the inference) about how likely it is that the student will succeed in the job.

Learning Objective: 1-2: Define what a psychological test is, including their similarities and differences.

Cognitive Domain: Comprehension

Answer Location: Similarities Among Psychological Tests

Difficulty Level: Medium

2. Describe the three characteristics that are common to all psychological tests and explain how psychological tests can demonstrate these characteristics to various degrees. Give examples.

Ans:

Three characteristics:

* All good psychological tests have three characteristics in common:
	+ First, good tests representatively sample the behaviors thought to measure an attribute or thought to predict an outcome. For example, suppose we are interested in developing a test to measure your physical ability. One option would be to evaluate your performance in every sport you have ever played. Another option would be to have you run the 50-m dash. Both of these options have drawbacks. The first option would be very precise, but not very practical. Can you imagine how much time and energy it would take to review how you performed in every sport you have ever played? The second option is too narrow and unrepresentative. How fast you run the 50-m dash does not tell us much about your physical ability in general. A better method would be to take a representative sample of performance in sports. For example, we might require you to participate in some individual sports (e.g., running, tennis, and gymnastics) and team sports (e.g., soccer, basketball) that involve different types of physical abilities (e.g., strength, endurance, and precision). This option would include a more representative sample.
	+ Second, all good tests include behavior samples that are obtained under standardized conditions. That is, a test must be administered the same way to all people. When you take a test, various factors can affect your score besides the characteristic, attribute or trait that is being measured. Factors related to the environment (e.g., room temperature, lighting), the examiner (e.g., examiner attitude, how the instructions are read), the examinee (e.g., illness, fatigue), and the test (e.g., understandability of questions) all can affect your score. If everyone is tested under the same conditions (e.g., in the same environment), we can be more confident that these factors will affect all test takers similarly. If all of these factors affect test takers similarly, we can be more certain that a person’s test score accurately reflects the attribute being measured. Although it is possible for test developers to standardize factors related to the environment, the examiner, and the test, it is difficult to standardize examinee factors. For example, test developers have little control over what test takers do the night before they take a test.
	+ Third, all good tests have rules for scoring. These rules ensure that all examiners will score the same set of responses in the same way. For example, teachers might award one point for each multiple choice question you answer correctly, and they might award or deduct points based on what you include in your response to an essay question. Teachers might then report your overall exam score either as the number correct or as a percentage of the number correct (the number of correct answers divided by the total number of questions on the test).

Demonstrating the characteristics to various degrees:

* Although all psychological tests have these characteristics, not all exhibit these characteristics to the same degree.
* Some tests may include a more representative sample of behaviors than do others.
* Some tests, such as group-administered tests, may be more conducive to administration under standardized conditions than are individually administered tests.
* Some tests have well-defined rules for scoring, and other tests have general guidelines.
* Some tests have very explicit scoring rules, for example, “If Question 1 is marked true, then deduct 2 points.” Other tests, such as those that include short answers, may have less explicit rules for scoring, for example, “Award 1 point for each concept noted and defined.”

Learning Objective: 1-4: Describe the three characteristics that are common to all psychological tests, and understand that psychological tests can demonstrate these characteristics to various degrees.

Cognitive Domain: Knowledge

Answer Location: The Three Defining Characteristics of Psychological Tests

Difficulty Level: Medium

3. Compare and contrast four terms: psychological assessment, psychological test, measurement, and survey.

Ans:

* Psychological assessments and psychological tests
	+ Assessments and tests are both evaluative methods of collecting important information about people, but they are different.
	+ Both assessments and tests are used to help understand and predict behavior.
	+ Many experts view assessment as a broader concept than tests.
	+ Psychological assessments involve multiple methods, such as personal history interviews, behavioral observations, and psychological tests, for gathering information about an individual.
	+ Psychological assessment involves both an objective component and a subjective component, and psychological tests are only one tool in the assessment process.
* Psychological tests and measurements
	+ Although their meanings overlap, psychological test and measurement are not synonyms.
	+ Measurement, like assessment, is a broader concept than psychological test.
	+ Measurement is the process of assessing the size, the amount, or the degree of an attribute using specific rules for transforming the attribute into numbers.
	+ A measurement instrument is a tool or technique for assessing the size, amount, or degree of an attribute.
	+ Because psychological tests are tools or techniques for making inferences about human attributes, traits, or characteristics, or predicting future outcomes, we often refer to psychological tests as measurement instruments.
	+ Even though some differences exist, you may find people who use the terms psychological assessment, psychological test, and psychological measurement interchangeably.
* Psychological tests and surveys
	+ Surveys, like psychological tests (and psychological assessments), are used to collect important information from individuals. Surveys differ from psychological tests in two important ways.
	+ First, psychological tests focus on individual outcomes and surveys focus on group outcomes. Psychological tests provide important information about individual differences and help individuals and institutions make important decisions about individuals. Surveys, on the other hand, provide important information about groups and help us make important decisions about groups.
	+ Second, the results of a psychological test are often reported in terms of an overall derived score or scaled scores. Results of surveys, on the other hand, are often reported at the question level by providing the percentage of respondents who selected each answer alternative. In some cases, surveys focus on individual outcomes and are constructed using scales. In such a case, a survey approximates a psychological test.

Learning Objective: 1-7: Distinguish among four commonly used terms that students often confuse: *psychological assessment*, *psychological test*, *psychological measurement*, and *survey*.

Cognitive Domain: Analysis

Answer Location: Psychological Assessment, Psychological Tests, Measurements, and Surveys

Difficulty Level: Medium

4. Select three of the six important assumptions we must make when using psychological tests. Define the three assumptions in your own words. Provide an example for each assumption.

Ans:

Six assumptions:

* *Psychological tests measure what they purport to measure or predict what they are intended to predict.* In addition, any conclusions or inferences that are drawn about the test takers based on their test scores must be appropriate. This is also called test validity. If a test is designed to measure mechanical ability, we must assume that it does indeed measure mechanical ability. If a test is designed to predict performance on the job, then we must assume that it does indeed predict performance. This assumption must come from a personal review of the test’s validity data.
* *An individual’s behavior, and therefore test scores, will typically remain stable over time. This is also called test–retest reliability*. If a test is administered at a specific point in time and then we administer it again at a different point in time (e.g., 2 weeks later), we must assume, depending on what we are measuring, that an individual will receive a similar score at both points in time. If we are measuring a relatively stable trait, we should be much more concerned about this assumption. However, there are some traits, such as mood, that are not expected to show high test–retest reliability.
* *Individuals understand test items the same way*. For example, when asked to respond “true” or “false” to a test item such as “I am almost always healthy,” we must assume that all test takers interpret “almost always” similarly.
* *Individuals will report accurately about themselves* (e.g., about their personalities, about their likes and dislikes). When we ask people to remember something or to tell us how they feel about something, we must assume that they will remember accurately and that they have the ability to assess and report accurately on their thoughts and feelings. For example, if we ask you to tell us whether you agree or disagree with the statement “I have always liked cats,” you must remember not only how you feel about cats now but also how you felt about cats previously.
* *Individuals will report honestly their thoughts and feelings*. Even if people are able to report correctly about themselves, they may choose not to do so. Sometimes, people respond how they think the tester wants them to respond or they lie so that the outcome benefits them. For example, if we ask test takers whether they have ever taken a vacation, they may tell us that they have even if they really have not. Why? Because we expect most individuals to occasionally take vacations, and therefore the test takers think we would expect most individuals to answer “yes” to this question. Criminals may respond to test questions in a way that makes them appear neurotic or psychotic so that they can claim that they were insane when they committed crimes. When people report about themselves, we must assume that they will report their thoughts and feelings honestly or we must build validity checks into the test. We discuss some the practical implications of this assumption in Chapter 15.
* *The test score an individual receives is equal to his or her true score plus some error, and this error may be attributable to the test itself, the examiner, the examinee, or the environment*. That is, a test taker’s score may reflect not only the attribute being measured but also things such as awkward question wording, errors in administration of the test, examinee fatigue, and the temperature of the room in which the test was taken. When evaluating an individual’s score, we must assume that it will include some error.

Learning Objective: 1-5: Describe the assumptions that must be made when using psychological tests.

Cognitive Domain: Comprehension

Answer Location: Assumptions of Psychological Tests

Difficulty Level: Medium

5. Imagine you were a human resources professional looking for a published test to use as part of a selection process for sales managers. Using the Mental Measurements Yearbook, you find a possible test. According to your text, what should you do to ensure you make an informed decision about the test?

Ans:

* To make informed decisions about tests, you must know how to properly critique a test.
* A critique of a test is an analysis of the test. A good critique answers many of the questions below:

General descriptive information

* What is the title of the test?
* Who is the author of the test?
* Who publishes the test, and when was it published?
* How long does it take to administer the test?
* How much does it cost to purchase the test?
* Is the test proprietary or nonproprietary?

Purpose and nature of the test

* What does the test measure or predict?
* What behavior does the test require the test taker to perform?
* What population was the test designed for?
* What is the nature of the test (e.g., maximal performance, behavior observation, self-report, standardized or nonstandardized, objective or subjective)?
* What is the format of the test (e.g., paper and pencil or computerized, multiple choice or true/false)?

Practical evaluation

* Is there a test manual, and is it comprehensive? (Does it include information on how the test was constructed, its reliability and validity, and the composition of norm groups, and is it easy to read?)
* Is the test easy or difficult to administer?
* How clear are the administration directions?
* How clear are the scoring procedures?
* What qualifications and training does a test administrator need to have?
* Does the test have face validity?

Technical evaluation

* Is there a norm group?
* If there is a norm group, who constitutes the norm group?
* If there is a norm group, what types of norms are there (e.g., percentiles, standard scores)?
* If there is a norm group, how was the norm group selected?
* If there is a norm group, are there subgroup norms (e.g., by age, gender, region, occupation)?
* What evidence exists of test reliability?
* What evidence exists for the validity of the test?
* Is there a reported standard error of measurement, and if so, what is it?
* Are confidence intervals presented, and if so, what are they?

Test reviews

* What do reviewers say are the strengths and weaknesses of the test?
* What studies that used the test as a measurement instrument have been published in peer-reviewed journals?
* How did the test perform when researchers or test users, other than the test developer or publisher, used it?

Summary

* Overall, what are the strengths and weaknesses of the test?

Learning Objective: 1-6: Describe the different ways that psychological tests can be classified.

Cognitive Domain: Application

Answer Location: Psychometric Quality

Difficulty Level: Medium