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## PREFACE

This manual is designed as a companion to the textbook, ***Psychological Testing: History, Principles, and Applications***, Sixth Edition, by Robert J. Gregory. The 24 topics in this manual correspond to each of the 24 topics in the textbook. For each topic, the instructor will find the following:

Classroom Discussion Questions

Extramural Assignments

Classroom Demonstrations

Essay Questions

Test Item File

This manual serves two purposes. First, the instructor will find numerous and diverse approaches to improving the quality of a course on psychological testing. For example, the classroom discussion questions will encourage students to think about difficult and controversial issues in psychological testing. The classroom demonstrations are designed to liven up the class periods. Also, the extramural assignments will help broaden the students' grasp of psychological and psychometric concepts.

The second purpose of the manual is to provide the instructor with ready-made multiple choice and essay questions. In all, the manual incorporates more than 1,000 multiple choice questions, plus dozens of suggested essay questions. Every single question was written and/or reviewed by the author, so the textbook intentions are well represented in the pedagogy of this manual.

Teaching is a complex and demanding task. I hope that the modest resources provided here will help the instructor with this difficult but rewarding endeavor.

Robert J. Gregory



## **Topic 1A**

### **The Nature and Uses of Psychological Tests**

The Consequences of Testing

Definition of a Test

Case Exhibit 1.1: True-Life Vignettes of Testing

Further Distinctions in Testing

Types of Tests

Uses of Testing

Factors Influencing the Soundness of Testing

Standardized Procedures in Test Administration

Desirable Procedures of Test Administration

Influence of the Examiner

Background and Motivation of the Examinee

Summary

Key Terms and Concepts

## **Classroom Discussion Questions**

1. An interesting way to generate classroom discussion on the nature and definition of a test is to bring in one or more quasi-tests that can be found in any bookstore. For example, the Luscher Color Test or variations thereof can be found in most bookstores. After describing and demonstrating these tests, ask students to discuss whether they meet the criteria of a psychological test.
2. It is usually possible to create a lively debate by asking students who should have access to psychological tests. For example, should anyone be able to purchase a copy of the Wechsler Adult Intelligence Scale-III? Should a high school teacher who has taken a course on individual intelligence tests be allowed to administer the WAIS-III?
3. An interesting discussion question is whether school-based testing (e.g., in high school) should be norm-referenced (e.g., who is at the 99<sup>th</sup> percentile?) or criterion-referenced (e.g., can each student reach a specific skill level in each subject matter?). The purposes of testing and the nature of a just society usually emerge from this kind of discussion.
4. A useful way to begin Topic 1A is by asking students to catalogue the numerous ways in which test results can be swayed by extraneous factors. That is, other than the variable being measured, what other factors can cause test scores to be artificially high or low? It is especially helpful to have students provide specific examples.
5. Sensitivity to disabilities is another useful discussion topic. What kinds of disabilities might examinees possess? How might examiners recognize these disabilities? What adjustments are appropriate in response to a disability?
6. A good broad-based question for Topic 1A is to ask the class to brainstorm as many different applications of psychological testing as possible. After the initial round of discussion, it may be helpful to list the main types of psychological tests (i.e. intelligence, creativity, personality, neuropsychological, etc.) to generate further responses. This exercise should help provide a relevant introduction and appreciation for the nature and uses of psychological testing.

## **Extramural Assignments**

1. A challenging assignment is to ask students to invent a test. Once they have selected a construct for measurement, they can be challenged to devise items and develop the test throughout the semester, paying special attention to the concepts introduced in the first few chapters of the text.
2. Students may gain insight into the ethics of testing if they are encouraged to poll others about the extent of cheating on standardized tests. It would be interesting to ask other students (anonymously, of course) to recount instances in which they or others

cheated on any kind of standardized test, whether group or individual. Students could produce a brief catalog of these instances, discussing the likely effect on test validity, etc.

3. Tests come in an amazing variety of types and purposes. Ask students to review the latest editions of the journals listed at the end of Topic 1A to write brief descriptions of new tests. Offer to give a small prize (e.g., extra credit) for the student who finds the most unique or peculiar test.

4. Ask students to track down biographies, autobiographies, and journal articles about persons who were misdiagnosed by psychological tests because of unrecognized handicaps. The students could write a short synopsis or present a brief oral report to the class.

5. Divide the class into two to four groups and have each group collect data on a digit span task under different conditions. For example, the rate of presentation might be the independent variable, with different groups presenting at .5, 1.0, 1.5, and 2.0 seconds between digits. The groups could bring their data back to class and compare the effects of varying the presentation methods.

## Classroom Demonstrations

1. The importance of standardized procedure is a topic worthy of demonstration. An easy way to approach this issue is to describe or demonstrate an existing test or subtest, and then ask students to describe the probable effects of variations from standardized procedure. Digit span tests are especially useful in this regard. In addition to discussing the effects of nonstandard procedure, the instructor can demonstrate the effects. For example, students can be asked to write down orally presented digit sequences under various conditions: rapid reading (more than one digit per second), background noise (e.g., have a student cough several times during the presentation), meaningful sequences (e.g., 1-800-325-3535-1492-1776). By tallying class averages for these various conditions, the students can see the value of standardized procedures.
2. The textbook outlines eight different kinds of tests. For some of the tests in each category, it would be possible to demonstrate sample items. Instructors need to be sensitive to their own responsibilities, but it is usually possible to demonstrate tests without breaching test security. For example, college students can be shown sample items from earlier editions of intelligence tests with no harm; MMPI items can be read to show students the range of item types; the structure of interest inventories can be discussed without invalidating them; and so on.
3. This would be a good time to bring out the *Mental Measurements Yearbooks* and the *Test Critiques* volumes and circulate them in class. Also, *The Journal of Psychoeducational Assessment* and *The Journal of Clinical Psychology* are useful journals for demonstrating the kinds of research that new tests engender.
4. Subjective judgment in scoring can be demonstrated in class by reading students the criteria for a vocabulary item on an outdated test (e.g., the WISC) and then asking students to rate various responses as 0, 1, or 2. Although there will usually be a high level of agreement, certain responses will prove difficult to score, with the result that ratings vary widely.
5. The importance of rapport can be demonstrated through role playing. The instructor can “test” several students with a hypothetical examination. By alternating demeanor between friendly and harsh, the effect of rapport can be demonstrated quite effectively.
6. Divide the class in half. Have both groups develop a simple and benign test that they can administer in class (i.e. how many times they can flip a coin in 30 seconds, how many fairy tales they can name in a minute, etc.). Once they have created a test, instruct them to test each member in their group and record scores to create a standardized sample. Then have each group administer their test to members of the opposite group and record where each individual falls in relation the standardized sample. They can chart the results on the blackboard. This is an interactive way to familiarize students with the basic features of norm-referenced tests.

## Essay Questions

1. Outline the characteristics of a test. Using a hypothetical test of your own invention, provide evidence that it is truly a test as defined in the textbook.
2. Discuss the potential uses of psychological tests.
3. Define and differentiate norm-referenced testing and criterion-referenced testing.
4. What is behavioral assessment? Cite a new example of a behavioral assessment procedure.
5. Define test anxiety and summarize the research findings with respect to its correlates.
6. Describe desirable procedures for the administration of group tests.
7. Describe how a correction for guessing can be used in test scoring. For example, with a 50-item multiple choice test that has four options per question, what should be the corrected score for an individual who answered 35 items correctly, answered 9 items incorrectly, and left 6 items blank? Clarify your answer.
8. Name two mild disabilities that are frequently overlooked in testing. Identify some signs that will help the examiner detect these impairments and describe adjustments they should make when testing these individuals.
9. Why is comprehensive training in test administration critical to proper utilization of tests, and how has this been shown to be insufficient in past studies?

## TEST ITEM FILE

### Topic 1A: The Nature and Uses of Psychological Tests

1. The \_\_\_\_\_ test is a multivariate assessment of heart rate, respiration, muscle tone, reflex irritability, and color in newborns.
  - a. Reflex
  - b. Newborn
  - \*c. Apgar
  - d. Alpha
  
2. A specialist in psychology or education who develops and evaluates psychological tests:
  - a. clinician
  - \*b. psychometrician
  - c. psychometrist
  - d. counselor
  
3. Which of the following could be a test, according to the definition offered in the textbook?
  - a. a checklist for rating the social skills of an intellectually disabled youth
  - b. a non-timed measure of mastery in adding pairs of three-digit numbers
  - c. a microcomputer appraisal of reaction time
  - \*d. all of the above
  
4. Which of the following is NOT a typical characteristic of psychological tests?
  - \*a. standardization to a mean of 100
  - b. sampling of behavior
  - c. description of behavior with categories or scores
  - d. use of norms to predict other behaviors
  
5. Tests that use a well-defined population of persons for their interpretive framework are referred to as:
  - a. criterion-referenced
  - b. population-referenced
  - c. standard-referenced
  - \*d. norm-referenced
  
6. Criterion-referenced tests
  - \*a. measure what a person can do
  - b. compare results to the performance levels of others
  - c. are passed by everyone
  - d. all of the above
  
7. Uniformity of administration procedures is the definition of
  - a. criterion-referencing
  - \*b. standardization
  - c. norm-referencing
  - d. reliability

8. Which of the following is an essential step in the standardization of a test?
- a. use of identical stimuli with all examinees
  - b. precise specification of oral instructions for subtests
  - c. advice to the examiner as to how to handle queries from the examinee
  - \*d. all of the above
9. Where is the most reliable source to get directions and instructions for administering specific psychological tests?
- a. the American Psychological Association's volume on *Testing and Assessment*
  - b. continuing education seminars in psychological testing
  - \*c. the instruction manual that typically accompanies a test
  - d. a credentialed psychologist
10. Why are tests merely a sample of behavior?
- \*a. so that the time required for testing is not excessive
  - b. a sample is as good as the totality of behaviors
  - c. so that the examiner's influence is minimized
  - d. because the examiner has a special interest in that sample of behavior
11. Suppose that answering "true" to the question "I drink a lot of water" happens to help predict depression. Would it be wise to include this item on a test used to identify depression?
- \*a. yes, because the essential characteristic of a good test is that it predicts relevant behaviors
  - b. no, because there is no theoretical link between drinking water and being depressed
  - c. yes, because there is a theoretical link between drinking water and being depressed
  - d. maybe, depending upon the theoretical orientation of the test developer
12. Which of the following is NOT true in relation to psychological tests:
- a. they typically portray an abstraction that is shown useful in prediction
  - \*b. results represent a thing with physical reality
  - c. every test score will reflect some degree of measure error
  - d. they sum up performance in numbers of classifications
13. In the equation  $X = T + e$ , what is the best that a test developer can do?
- a. make T very large
  - b. make T very small
  - c. make e very large
  - \*d. make e very small
14. The norm group is referred to as the
- a. criterion sample
  - \*b. standardization sample
  - c. reference group
  - d. all of the above

15. The purpose of norms is to
- a. establish an average performance
  - b. indicate the prevalence of high and low scores
  - c. determine deviations from expectation
  - \*d. all of the above
16. In the selection and testing of a standardized sample, it is crucial that
- \*a. the sample is representative of the population for whom the test is intended
  - b. the sample is diverse in composition
  - c. the sample is uniform in composition
  - d. all members of the sample are literate
17. The ability of a test to predict non-test behavior is determined by
- \*a. an extensive body of postpublication validation research
  - b. the scores of the standardization sample
  - c. the reliability of the test
  - d. the prepublication validation research
18. In a(n) \_\_\_\_\_ test, the objective is to determine where the examinee stands with respect to very tightly defined educational objectives.
- a. norm-referenced
  - b. ability
  - \*c. criterion-referenced
  - d. aptitude
19. Which is the most comprehensive term?
- a. testing
  - b. scoring
  - c. norming
  - \*d. assessing
20. Psychological assessment is characterized by all of the following EXCEPT:
- a. comparing and combining data from different sources
  - b. utilizing and understanding a variety of different testing and observational measures
  - c. an inherently subjective process that makes predictions on a complex gestalt of data
  - \*d. an objective process based on a single source of information
21. The term \_\_\_\_\_ was invented during World War II to describe a program to select men for secret service assignment in the Office of Strategic Services.
- \*a. assessment
  - b. evaluation
  - c. classification
  - d. estimation
22. Which of the following was used as a situational test by the Office of Strategic Services during WWII?
- a. transporting equipment across a raging brook
  - b. scaling a ten foot high wall
  - c. surviving a realistic interrogation
  - \*d. all of the above

23. An important advantage of \_\_\_\_\_ tests is that the examiner can gauge the level of motivation of the examinee.
- a. group
  - \*c. individual
  - b. personality
  - d. intelligence
24. Most intelligence tests use a \_\_\_\_\_ assortment of test items.
- a. homogeneous
  - c. random
  - \*b. heterogeneous
  - d. culture-free
25. \_\_\_\_\_ tests are often used to predict success in an occupation, training course, or educational endeavor.
- a. Intelligence
  - \*c. Aptitude
  - b. Personality
  - d. Achievement
26. \_\_\_\_\_ tests are often used to measure a person's degree of learning, success or accomplishment in a subject matter.
- a. Intelligence
  - c. Aptitude
  - b. Personality
  - \*d. Achievement
27. Measures of \_\_\_\_\_ emphasize novelty and originality in the solution of fuzzy problems or the production of artistic works.
- a. personality
  - \*c. creativity
  - b. achievement
  - d. femininity
28. Putting forth a variety of answers to a complex or fuzzy problem is an example of \_\_\_\_\_ thinking.
- \*a. divergent
  - c. undisciplined
  - b. convergent
  - d. intelligent
29. Checklists, inventories, and projective techniques are all examples of \_\_\_\_\_ tests.
- a. creativity
  - \*c. personality
  - b. intelligence
  - d. vocational
30. \_\_\_\_\_ share a common assumption that behavior is best understood in terms of clearly defined characteristics such as frequency, duration, antecedents, and consequences.
- a. Intelligence tests
  - c. Creativity tests
  - b. Personality inventories
  - \*d. Behavioral procedures
31. What subspecialty of psychology uses specialized tests on people to make inferences about the locus, extent, and consequences of brain damage?
- a. Neurology
  - b. Cognitive Psychology
  - c. Physiological Psychology
  - \*d. Neuropsychology

32. By far the most common use of psychological tests is to
- \*a. make decisions about persons
  - b. diagnose mental and emotional disorders
  - c. determine personality functioning
  - d. evaluate learning disabilities
33. Placement, screening, certification, and selection are all examples of
- a. diagnosis
  - b. program evaluation
  - \*c. classification
  - d. research-based testing
34. A neuropsychologist investigating the hypothesis that low-level lead absorption causes behavior deficits in children would be an example of using psychological testing for \_\_\_\_\_.
- \*a. research
  - b. self-knowledge
  - c. program evaluation
  - d. diagnosis and treatment
35. In general, Head Start children show immediate gains in
- a. IQ
  - b. school readiness
  - c. academic achievement
  - \*d. all of the above
36. It is important that the standardization sample be representative of the population for whom the test is intended because
- \*a. this allows for the examinee's relative standing to be determined
  - b. minority groups must be represented in all samples
  - c. the high generalizability is no longer a confounding variable
  - d. test standards require a standardization sample
37. In a(n) \_\_\_\_\_ test, the performance of each examinee is interpreted in reference to a relevant standardization sample.
- a. individually-referenced
  - b. group-referenced
  - \*c. norm-referenced
  - d. criterion-referenced
38. A psychometrician is best understood as
- a. an expert administrator of personality tests
  - b. a psychologist who has been trained from the scientist-practitioner model
  - \*c. a developer and evaluator of psychological tests
  - d. any authorized user of assessment instruments

39. Appraising or estimating the magnitude of one or more attributes in a person is referred to as
- a. testing
  - b. evaluation
  - c. attribution
  - \*d. assessment
40. The distinction between aptitude tests and achievement tests is based largely upon
- \*a. usage
  - b. content
  - c. format
  - d. difficulty
41. Suppose a tester asks “What is a sofa?” and the child looks puzzled. In general, is it acceptable for the tester to rephrase the question, asking “What is a couch?”
- a. Yes, because valid testing requires the development of rapport.
  - b. Yes, because the two questions are equivalent.
  - c. No, because the tester should never deviate from standardized procedure.
  - \*d. No, because the rephrased question is easier and therefore not comparable.
42. In determining the boundaries of flexible testing procedures, the examiner should consider
- \*a. how the test was likely administered to the norm sample
  - b. the potential consequences of altering the test items
  - c. the general dictum that testing procedures should be interpreted literally and strictly
  - d. all of the above
43. In most cases, if a test question asks “What shape is a ball?” a correct answer would be recorded if
- a. the subject responds verbally “round”
  - b. the subject responds verbally “spherical”
  - c. the subject gestures with his index finger in a circular pattern
  - \*d. all of the above
44. The necessary prerequisite(s) to administering a new test are:
- a. reading the manual
  - b. memorizing key elements of instructions
  - c. rehearsing the test
  - \*d. all of the above
45. Which age group is most prone to periodic accumulation of fluid in the middle ear during intervals of mild illness?
- \*a. young subjects
  - b. adolescents
  - c. young adults
  - d. old adults

46. Which of the following is a possible sign of hearing loss?
- a. inattentiveness
  - b. poor articulation
  - c. difficulty in following oral directions
  - \*d. all of the above
47. Owing to the special nature of this kind of impairment, subjects may receive less credit on a test item than is due.
- a. hearing-impaired
  - \*b. speech-impaired
  - c. motor-impaired
  - d. vision-impaired
48. When testing a person with a mild motor handicap, examiners may wish to omit
- a. multiple choice spatial items
  - b. untimed spatial items
  - \*c. timed performance subtests
  - d. all of the above
49. According to the text, which kind of test generally requires the greatest vigilance from the examiner?
- a. group test
  - b. individual test
  - \*c. group and individual tests require equal vigilance
  - d. unknown
50. All of the following are common sources of error in group testing EXCEPT:
- a. lack of clarity in delivering the directions
  - \*b. failure to provide allotted break time
  - c. noise distractions
  - d. failure to explain when and if examinees should guess
51. Undoubtedly the single greatest source of error in group test administration is:
- a. reading the wrong instructions
  - b. giving the wrong form of the test
  - c. giving a test to the wrong age group
  - \*d. incorrect timing of tests
52. In general, how do test manuals for group standardized tests handle the issue of guessing?
- \*a. they provide explicit instructions to examinees as to the advantages and potential pitfalls of guessing
  - b. they warn examinees that guessing is usually counterproductive
  - c. most commonly, the test manual does not provide any guidance on the pros and cons of guessing
  - d. they explain that guessing seldom improves the score

53. Suppose a young girl answers correctly on 37 questions from a 50-item test but answers erroneously on 9 questions, leaving 2 questions blank. Suppose there are four alternatives per question. Using established principles of probability, what would be her corrected score?

- a. 32
- \*b. 34
- c. 36
- d. 37

54. When testing children, testing should begin

- a. not longer than 5 to 10 minutes after the child arrives
- b. when the test manual says it should begin
- \*c. when he/she seems relaxed enough to give maximum effort
- d. almost immediately so as to prevent the child from developing fear of the tester

55. Which of the examiner characteristics listed below has been found to make a consistent and significant difference in the outcome of individual test results?

- a. sex
- b. experience
- c. race
- \*d. none of the above

56. In one study reported in the text (Terrell, et al. 1981), mistrustful blacks performed relatively poorly when tested by \_\_\_\_\_ examiners.

- a. black
- \*b. white
- c. black or white
- d. female

57. What is the relationship between test anxiety and school achievement?

- \*a. high anxiety correlates with low achievement
- b. high anxiety correlates with high achievement
- c. test anxiety and school achievement are unrelated
- d. the relationship between test anxiety and school achievement is unknown

58. Test-anxious students have study habits that are \_\_\_\_\_ those of other students.

- a. far superior to
- b. slightly superior to
- c. about equally effective as
- \*d. worse than

59. When instructions for a task are neutral or nonthreatening, test-anxious subjects

- \*a. perform just as well as low-anxious subjects
- b. show a decrement in performance
- c. still perceive the situation to be stressful
- d. all of the above

60. Suppose subjects are matched on overall IQ. On timed subtests from an intelligence scale such as the WAIS, the performance of low-anxious subjects \_\_\_\_\_ that of high-anxious subjects.

- a. drops below
- \*c. surpasses
- b. equals
- d. is twice as fast as

61. Conscious faking on psychological tests is thought to be

- \*a. rare
- c. evidence of psychopathology
- b. common place
- d. blatant and obvious

62. In a 50-item multiple choice test with four choices per item, what would be the corrected score for an examinee who answered 32 items correctly, answered 9 items incorrectly, and left 9 items blank?

- a. 35
- \*c. 29
- b. 32
- d. 26

63. Vernon and Brown (1964) relate the tragic case of a young girl who was put in an institution for the intellectually disabled because of a test IQ of 29, when, in fact, it was later shown her real IQ was 113. The original low score was a result of

- a. undiagnosed autism in the girl
- b. gross scoring errors by the examiner
- \*c. unrecognized deafness in the girl
- d. misreading the original score (of 129)

64. The test item writer's aim is to make all or nearly all considered guesses \_\_\_\_\_ guesses.

- a. correct
- c. random
- \*b. wrong
- d. educated

65. A common form of error made by graduate students in studies of practice administrations of IQ and achievement tests would be:

- a. failure to have required materials on hand
- b. incorrect readings of test instructions
- \*c. incorrect calculations of test ceilings
- d. excessive queries of responses

## **Topic 1B**

### **Ethical and Social Implications of Testing**

The Rationale for Professional Testing Standards

Responsibilities of Test Publishers

Case Exhibit 1.3: Ethical and Professional Quandaries in Testing

Responsibilities of Test Users

Case Exhibit 1.4: Overzealous Interpretation of the MMPI

Testing of Cultural and Linguistic Minorities

Unintended Effects of High-Stakes Testing

Reprise: Responsible Test Use

Summary

Key Terms and Concepts

## Classroom Discussion Questions

1. Discuss each of the broad ethical principles that apply to testing, asking students to cite hypothetical examples where these principles might be violated. The principles are: assessment should be in the best interests of the client; practitioners have a primary obligation to protect the confidentiality of test results; the psychologist must possess the expertise needed to evaluate the tests that are chosen for an assessment, the test user must obtain informed consent from the test taker or a legal representative; the examiner must be knowledgeable about individual differences; and, the psychologist must respect the current standards of care.
2. How does culture affect the validity of standard tests? The instructor might ask persons from any nonmajority culture to discuss how certain standard tests (e.g., individual IQ tests) might be misleading when used with persons from their cultural and linguistic background.
3. Are students aware of cheating on group tests? Although it may be difficult to get students to open up on this topic, most students have second-hand knowledge of cheating. The nature and prevalence of cheating would be an interesting discussion topic. How do students feel about this?
4. Ask students if they think that tests can truly be administered and scored in an ethical and unbiased manner. Why or why not?

## Extramural Assignments

1. Have students read the latest version of the *Ethical Principles of Psychologists* and summarize the main points.
2. Have students find journal articles pertaining to the assessment of cultural and linguistic minorities and summarize the conclusions.
3. Ask students to look up recent findings on the *duty to warn* principle. In particular, what is the relevance of this principle to a therapist whose client is HIV-positive and also sexually active? Is the therapist obligated, if necessary, to break confidentiality and inform the client's lover?
4. Students might design a simple, anonymous questionnaire on the nature and prevalence of cheating on tests and administer it to classmates.
5. There are numerous free web-based tests that claim to test various individual characteristics. Ask class members to pick one of these brief free online tests and give

an informal five minute presentation on its strengths and weaknesses based on the material presented in chapter one.

6. Regarding the “Lake Wobegon Effect,” ask students to survey teachers regarding the use of nationally-normed achievement tests. The students could construct a brief questionnaire asking, for example, whether there is any pressure to “teach to the test” and so forth.

### **Classroom Demonstrations**

1. Bring a copy of the *Ethical Principles of Psychologists* to class and discuss specific principles.

2. Using items similar to standardized test questions, discuss with students whether the items appear to be appropriate for cultural and linguistic minorities.

3. Provide the students with the APA guidelines of the three proposed levels (A, B, and C) of test complexity that require corresponding degrees of competency from test administrators. Do students agree or disagree with the APA guidelines? The instructor should be prepared to offer concrete examples of tests that fall in each category. This exercise will help students get better acquainted with a variety of testing measures as well as the degree of complexity involved in their administration.

## Essay Questions

1. What are the major elements of informed consent?
2. Under what circumstances can a psychologist breach the general understanding of confidentiality in testing or clinical work?
3. What is stereotype threat? How might it impact test results?
4. What is the *duty to warn*? How might it be relevant for therapists working with clients who are HIV-positive?
5. What is the Lake Wobegon Effect, and how does it arise?
6. Describe three responsibilities of test users that help ensure the integrity of psychological testing and assessment.
7. Briefly describe two cultural factors that could inhibit test performance in examinees.
8. What are the three levels of Test Purchaser competencies and what types of tests and trainings are associated with each?
9. List and describe two examples of test fraud (including the type of test, the nature of the fraudulent behavior, and the participants in the fraudulent behavior); then explain how this fraudulent behavior relates to the integrity of test results.

## TEST ITEM FILE

### Topic 1B: Ethical and Social Implications of Testing

1. The single most important principle in the ethics of testing is
  - a. confidentiality
  - b. informed consent
  - \*c. best interests of the client
  - d. validity of results
  
2. With regard to professional ethics, which of the following is NOT true?
  - a. key sources for ethical guidelines include: the American Psychological Association, the American Counseling Association, and the National Association of School Psychologists
  - b. responsible test usage is defined by written guidelines published by professional associations
  - \*c. if one is conversant with the written professional guidelines, answers to ethical testing issues are always simple and straightforward
  - d. in general, the evolution of professional and ethical standards have become more restrictive
  
3. Access to psychological tests is restricted because:
  - a. in the hands of unqualified persons, psychological tests can cause harm
  - b. the selection process is rendered invalid for persons who preview test questions
  - c. leakage of item content to the general public completely destroys the efficacy of a test
  - \*d. all of the above
  
4. Individual tests of intelligence, projective personality tests, and neuropsychological test batteries are examples of Level \_\_\_\_ tests.

a. A	b. B
*c. C	d. D
  
5. With respect to the confidentiality of test results
  - a. there are no exceptions
  - b. exceptions can be made if law enforcement officials make an official request
  - \*c. exceptions can be made only if withholding information would present a clear danger to client or others
  - d. exceptions can be made if clergy make an official request

6. According to the principle of \_\_\_\_\_, test takers or representatives are made aware, in language that they can understand, of the reasons for testing, the type of tests to be used, the intended use and the range of material consequences of the intended use.

- a. confidentiality
- \*b. informed consent
- c. best interests of the client
- d. validity of results

7. Regarding the publication of new or revised instruments, the most important guideline is to

- a. ensure the publication is in the proper APA format
- \*b. guard against premature release of a test
- c. set pricing at a fair level
- d. provide sufficient marketing

8. Which of the following does not need to be included in the marketing of tests:

- a. information about potential misuse
- b. a balanced presentation of the manuals and guides
- c. statistics on reliability, validity, norms, and other relevant technical details
- \*d. all should be included

9. Regarding a test manual, ethical guidelines indicate that test publishers

- a. are not required to publish a manual
- b. are encouraged to publish a manual
- \*c. are required to publish a manual

10. According to APA guidelines, who is qualified to use a straightforward paper-and-pencil test of vocational proficiency?

- a. a doctoral-level psychologist only
- b. a masters-level psychologist or higher
- \*c. psychologists or a responsible nonpsychologist (e.g., business executive)

11. According to APA guidelines, who is qualified to use an individual intelligence test?

- a. a doctoral-level psychologist only
- \*b. an individual with a least a master's degree in psychology or an allied field
- c. psychologists or a responsible nonpsychologist (e.g., business administrator)

12. Under what circumstances is it considered ethical to ask a client to take a test such as the MMPI-2 home for completion?

- \*a. almost never
- b. only if the tester has an established relationship with the client
- c. almost always, as MMPI-2 results are unaffected

13. If you are a therapist and your client makes repeated death threats against a specific individual, what is your ethical responsibility?

- a. notify law enforcement that your client is making death threats against a specific individual and allow them to handle the situation
- \*b. warn the individual who your client is making threats against and notify law enforcement
- c. protect the confidentiality of your client and keep the information to yourself
- d. first attempt to have your client sign a “no harm” contract; if he does not comply, then inform law enforcement

14. A consulting psychologist evaluates a candidate for law enforcement and notes a significantly elevated K-scale (defensiveness). What should the psychologist do?

- a. recommend not hiring the candidate
- b. recommend hiring the candidate in a probationary status
- \*c. point out that elevated K scores are common in this group

15. In light of consent guidelines, what requirement does a psychologist have if they are interested in testing an 18-year-old client with intellectual disability?

- \*a. obtain consent from a legal guardian
- b. obtain consent from the client
- c. cease testing
- d. none of the above

16. Being aware of obsolete tests (i.e. MMPI) and outdated test results are illustrations of \_\_\_\_\_.

- a. informed consent
- b. standardized procedure
- c. qualitative credibility
- \*d. standard of care

17. When a psychologist tests an individual who she believes to have a brain tumor, in her written report she should

- a. recommend a CT scan to confirm diagnosis
- \*b. recommend immediate consultation with the appropriate profession (e.g neurology)
- c. recommend the appropriate drug to prevent metastasis
- d. all the above

18. Which test is considered to have better norming?
- a. MMPI
  - \*b. MMPI-2
  - c. the MMPI and MMPI-2 have equally good norming
19. In a study by Finn, one group of students received feedback about the MMPI-2, whereas another group received an equal amount of supportive, nondirective psychotherapy instead of the feedback. Which group showed greater gains in self-esteem and symptom relief?
- \*a. the MMPI-2 feedback group
  - b. the nondirective psychotherapy group
  - c. both groups showed equal gains in self-esteem, etc.
20. Currently, ethnic minorities constitute about \_\_\_\_\_ of the U.S. population.
- a. 1/5 b. 1/4
  - \*c. 1/3 d. 1/2
21. On a footprint test, Australian aboriginal peoples scored \_\_\_\_\_ other racial groups examined.
- a. better than
  - \*b. about the same as
  - c. worse than
22. As a group, Native Americans may tend to emphasize \_\_\_\_\_ more than European Americans.
- a. past time
  - \*b. present time
  - c. future time
23. In Moore's adoption study, which group scored higher on IQ tests?
- a. black children adopted into black families
  - \*b. black children adopted into white families
  - c. both groups of children scored about the same
24. In Terrell's study, which group of black subjects showed the lowest IQ test results when tested by a white examiner?
- \*a. those with high cultural mistrust
  - b. those with low cultural mistrust
  - c. both groups scored about the same
25. The idea of stereotype threat is essentially a sophisticated version of
- a. experimenter expectancy effect
  - b. loose protocol effect
  - \*c. self-fulfilling prophecy
  - d. regression to the mean

26. \_\_\_\_\_ may have the long-term effect of pressuring African American students to “protectively disidentify” with achievement in school and related intellectual domains.
- a. Centripetal cognition
  - \*b. Stereotype threat
  - c. Standardization
  - d. Cognitive endorsement
27. The *Tarasoff* case was the impetus for changes in the concept of
- \*a. duty to warn
  - b. best interests of the client
  - c. informed consent
  - d. standard of care
28. The text mentions that the following element(s) can be used to define informed consent from a legal standpoint.
- a. disclosure
  - b. competency
  - c. voluntariness
  - \*d. all of the above
29. The early testing pioneer who studied aboriginal groups in Australia was
- a. David Wechsler
  - b. Alfred Binet
  - \*c. Stanley Porteus
  - d. James McKeen Cattell
30. The overly optimistic picture of student achievement is called \_\_\_\_\_.
- a. the stereotype effect
  - b. optimal expectation
  - \*c. the Lake Wobegon Effect
  - d. performance inflation
31. When test takers are made aware, in language that they can understand, of the reasons for testing, etc., this is called
- a. duty to warn
  - b. standard of care
  - \*c. informed consent
  - d. none of the above
32. What effect does an excessive emphasis on nationally normed achievement tests for selection and evaluation appear to promote?
- a. higher student IQs
  - \*b. outright fraud and cheating
  - c. lower graduation rates
  - d. student depression
33. Level A of the Test Purchaser Requirements typically involves:
- a. previous completion of a master’s degree in the designated area of study
  - \*b. minimal training

- c. administration of aptitude tests
- d. administration of IQ tests

34. The level of Test Purchaser Requirements in which a master's degree is typically required is:

- a. Level 1
- b. Level 2
- c. Level B
- \*d. Level C

35. All of the following are examples of verified cases of fraudulent testings except:

- \*a. students in Sacramento purchasing test results from principals
- b. doctors sharing answers for a national radiology certification test
- c. teachers and principals in Louisiana providing copies of tests
- d. teachers and principals in Atlanta changing student test scores

## **Topic 2A**

### **The Origins of Psychological Testing**

Rudimentary Forms of Testing in China in 2200 B.C.

Physiognomy, Phrenology, and the Psychograph

The Brass Instruments Era of Testing

Changing Conceptions of Intellectual Disability in the 1800s

Influence of Binet's Early Research on His Test

Binet and Testing for Higher Mental Processes

The Revised Scales and the Advent of IQ

Summary

Key Terms and Concepts

## Classroom Discussion Questions

1. Students are so accustomed to the idea of psychological testing that they rarely consider the consequences of this practice. A good starting point for a class on psychological testing is to ask students to provide anecdotal reports about the consequences of psychological testing. Almost everyone can provide an anecdote about themselves or someone they know well. The crucial question to ask is: How might your life (or that of your acquaintance) be different if the results of the testing had been better or worse? What decisions were predicated upon the results?
2. A related question pertains to the original application of intelligence tests. Binet and Simon were asked to fashion a test to identify children who would not profit from ordinary schooling. It is interesting to ask students whether they believe this use of psychological testing is constructive or not. Such a discussion will get them thinking about the extra-validity concerns encountered later in the book.
3. The history of early testing intersects with changing conceptions of intellectual disability. Ask students about their understanding of intellectual disability. What is their understanding of the concept? What experiences have they had with persons who are intellectually disabled? What connotative meaning does the term have for them? What characteristics do they expect in persons with intellectual disability?
4. The concept of IQ is introduced at the end of Topic 2A. Overall, how do students feel about the concept of IQ? What is their understanding of it? Remember that the original Binet-Simon scale did not make reference to an IQ or a score, but was used in an impressionistic manner. Could we get along without scores in the modern American school system?
5. Students often wrestle with the concept of IQ. Inquiring about their perceptions of intelligence testing can foster a helpful and informative dialogue. Ask if they think IQ scores are truly an accurate measurement of intelligence. Why or why not? What are the benefits and dangers of providing an individual with an intelligence score? Can they foresee any ethical dilemmas? Have them share specific examples.
6. *Physiognomy* and *phrenology* are both terms that represent the early historical tendency of individuals to judge one's inner character by external appearances. Ask the class how they think this tendency developed. Do they ever make judgments about person's inner qualities solely on outward appearances? Ask students what outward physical characteristic make someone look intelligent, devious, courageous, cowardly, etc. This discussion often helps student understand why physiognomy, phrenology, and psychographs developed and maintained their credibility for so long.

## Extramural Assignments

1. If your students have access to the *Journal of the History of the Behavioral Sciences*, ask them to find and summarize a few articles on the early history of psychological testing. They might be surprised to discover the level of sophistication that early test developers incorporated into their endeavors.
2. Challenge the students to develop their own version of the 1905 Binet-Simon Scale and administer it to a sample of young and old children. For example, the scale might consist of 10 to 20 items similar to those depicted in Table 1.1. The students could administer the test to samples of children ages 2, 4, and 8 to observe how item pass rates increase with age.
3. The internet is an increasingly rich source of information on many topics. Ask students to search for websites or other internet resources devoted to historical figures in psychological testing such as Clark Wissler, James McKeen Cattell, J. E. D. Esquirol, or O. Edouard Seguin.
4. The brass instrument tests demonstrated that *objective tests* could be devised and *meaningful scores* could be obtained through *standardized processes*. Challenge students attempt to create/design a crude “brass instrument” test that would fulfill these criteria. Successful projects can be presented or administered in class.

## Classroom Demonstrations

1. An interesting project would be to investigate the relationship between modern cognitive measures of intelligence and measures akin to Galton and Cattell's "brass instruments." In the simplest possible design, students could take a short cognitive measure (e.g., Shipley Institute of Living Scale) and also assess their reaction time via computer or other approach. A scatterplot of scores and Pearson  $r$  could be used to determine whether these two approaches have any relationship. It would be useful to discuss such issues as reliability of measurement (are the RTs reliable?) and restriction of range (would the results differ if students from a wider range of abilities were used?).
2. Francis Galton was so important in the history of psychological testing that the instructor may find it useful to prepare a short talk on this fascinating genius. The biography of Galton by Pearson (1914, 1924, 1930a,b) contains a wealth of detail about Galton and his views. Boring (1950) devotes a short section to Galton's contributions as well.
3. Wissler's (1901) article is usually available in most libraries or can be acquired by inter-library loan. Since it marked the end of the brass instruments era of testing, students may enjoy a more detailed presentation of this piece of seminal research.
4. The original Binet-Simon scale included a subtest on paper folding and cutting. Variants upon this procedure are still found in modern IQ tests nearly 100 years later. Students usually enjoy the challenge of trying to complete higher-level items of this type in class. The instructor merely folds a piece of paper three or four times, cuts a simple shape from one edge or corner, and then asks students to draw what the paper will look like when unfolded.

## Essay Questions

1. In one or two short sentences, describe the most important contributions to psychological testing of the following persons: Wilhelm Wundt, Francis Galton, J. McKeen Cattell, Clark Wissler, Alfred Binet.
2. Discuss how the IQ concept was invented and speculate upon the positive and negative consequences of this concept.
3. In what ways was the original Binet-Simon scale an important departure from prior attempts to measure intelligence?
4. Based on the content in this chapter, identify two significant episodes in the history of intelligence testing and make a case for their bearing on present-day testing and assessment practices.
5. Describe the theoretical and historical issues (controversies, innovations, key figures, etc.) that led both to the creation of the Binet-Simon scale in 1905 and then to its subsequent revisions culminating in the Stanford-Binet scale in 1916.

## TEST ITEM FILE

### Topic 2A: The Origins of Psychological Testing

- Psychological testing in its modern form originated roughly \_\_\_\_\_ years ago.
  - 50
  - 100
  - 150
  - 200
- Who is generally credited with developing the first battery of psychological tests?
  - J. McKeen Cattell
  - Alfred Binet
  - Henry Goddard
  - Francis Galton
- The psychologist who set the modern agenda for psychological testing by proclaiming “perhaps” tests would be useful in “training, mode of life or indication of disease” was
  - J. McKeen Cattell
  - Alfred Binet
  - Henry Goddard
  - Francis Galton
- The first applications of testing can be traced to
  - Chinese testing of officials for office in 2200 B.C.
  - Galton’s sensory tests in the late 1800s
  - Wissler’s 1901 correlation of tests and academic marks
  - Binet’s 1905 testing of Paris school children
- Civil service examinations were first introduced in
  - the United States
  - France
  - Great Britain
  - China
- In early Chinese testing, the beauty of penmanship was weighted very heavily in determining test scores. Why?
  - because of cultural norms that emphasized aesthetics
  - good penmanship was essential to fitness for office
  - one early emperor had an obsession with appearances
  - the reason is completely unknown, lost in history
- Five subjects (civil law, military affairs, agriculture, revenue, and geography) were tested in this country’s civil service examination.
  - the United States
  - France
  - Great Britain
  - China
- \_\_\_\_\_ is concept dating back to the 4<sup>th</sup> century B.C, that suggests we can judge the inner character of people from their outward appearance, especially the face.
  - Psychophysics
  - Phrenology
  - Physiognomy
  - Psychograph

9. \_\_\_\_\_ is a Swiss theologian who published his popular *Essays on Physiognomy* in Germany in the late eighteenth century.
- a. Johann Spurzheim
  - b. Gustave Fechner
  - \*c. Clark Wissler
  - d. Johann Lavater
10. Franz Joseph Gall is credited with developing this procedure in which bumps on the head explained one's underlying faculties:
- a. psychophysics
  - \*b. phrenology
  - c. physiognomy
  - d. psychograph
11. The "brass instruments" era was a dead end because
- \*a. psychologists mistook simple sensory processes for intelligence
  - b. the tests had a "ceiling" effect
  - c. the tests had a "floor" effect
  - d. there was no attempt to standardize testing methods
12. The "thought meter" was developed by
- a. Galton
  - b. McK. Cattell
  - \*c. Wundt
  - d. Schlosberg
13. "Brass instruments" tests measured
- a. sensory thresholds
  - b. reaction times
  - c. strength
  - \*d. all the above
14. Who is typically credited with founding the first psychological laboratory in 1879 in Leipzig, Germany?
- \*a. Wilhelm Wundt
  - b. Francis Galton
  - c. Johann Lavater
  - d. Gustave Fecner
15. The purpose of the "thought meter" was to
- a. test sensory acuity
  - \*b. measure the essential speed of thought
  - c. prove the existence of imageless thoughts
  - d. measure intelligence
16. Experiments with the "thought meter" were relevant to what well-known historical controversy?
- a. the existence of imageless thought
  - b. the primacy of sensation over perception
  - \*c. individual differences in stellar crossing times
  - d. the existence of instantaneous thought

17. Sir Francis Galton attempted to measure all of the following EXCEPT
- a. personality
  - b. boringness of lectures
  - c. the efficacy of prayer
  - \*d. infant intelligence
18. Galton's methods were an improvement upon existing "brass instruments" approaches because they
- \*a. allowed for quick and efficient data collection
  - b. employed better indices of problem solving
  - c. measured intelligence, not sensory acuity
  - d. were highly reliable
19. To further his study of individual differences, Galton set up a psychometric laboratory at
- a. Wundt's laboratory in Leipzig, Germany
  - b. Columbia University
  - \*c. the International Health Exhibition in London
  - d. the Sorbonne in France
20. Regarding payment, what arrangement did Galton make with his subjects?
- a. he paid his subjects a small fee for participation
  - \*b. his subjects paid him a small fee to be tested
  - c. testing was free
  - d. subjects could donate money to the laboratory
21. Galton's test battery assessed all of the following EXCEPT
- a. head length
  - b. strength of hand squeeze
  - c. visual acuity
  - \*d. problem solving
22. J. McK. Cattell studied psychology with
- a. Binet
  - b. Galton
  - c. Wundt
  - \*d. both Galton and Wundt
23. Though, in the end, Galton's tests were found invalid, they did make a substantial contribution to the testing movement by demonstrating that
- \*a. meaningful scores could be obtained through standardized measures
  - b. subjective tests could be devised that were accurate
  - c. meaningful scores could be obtained through subjective measures
  - d. meaningful scores were still not possible during his time.
24. Cattell's test battery was mainly an extension of the battery developed by
- \*a. Galton
  - b. Wundt
  - c. Binet
  - d. Wissler

25. The term “mental test” was first popularized by
- a. Galton
  - \*b. Cattell
  - c. Binet
  - d. Terman
26. Regarding the relationship between bodily energy and mental energy, Cattell believed
- a. there was no connection between the two
  - b. mental energy determined bodily energy
  - \*c. the two were inseparable from one another
  - d. bodily energy determined mental energy
27. All of the following persons studied under Cattell EXCEPT
- a. Thorndike
  - b. Wissler
  - c. Strong
  - \*d. Goddard
28. Whose results showed virtually no tendency for mental test scores to correlate with academic achievement?
- a. Thorndike
  - \*b. Wissler
  - c. Strong
  - d. Goddard
29. The path-breaking discovery that mental test scores do not correlate with academic achievement was published in
- a. 1879
  - c. 1917
  - \*b. 1901
  - d. 1933
30. During his time, how did most experimental psychologists react to Wissler’s discouraging findings regarding brass instrument testing?
- a. challenge Wissler’s methodology
  - \*b. abandon the brass instruments approach to testing
  - c. renew efforts to design tests with increased sensitivity between reaction time and intelligence
  - d. none of the above
31. How did Wissler respond to his own test results?
- \*a. became an environmentalist researching ethnic differences
  - b. attempted to disguise his results
  - c. designed his own intelligence test
  - d. became a philosopher studying epistemology
32. The first form of numerical rating scales can be traced to
- a. Aristotle in the 4<sup>th</sup> century B.C.
  - \*b. Galen in the 2<sup>nd</sup> century
  - c. Al-kindi in the 15<sup>th</sup> century
  - b. Galton in the 19<sup>th</sup> century

33. \_\_\_\_\_questioned whether successive increases of hot and cold were equal in the hot-cold rating scale.
- a. Galen
  - b. Galton
  - c. Thomasius
  - \*d. Al-kind
34. According to McReynolds and Ludwig, the first person to devise and apply rating scales for psychological variables was \_\_\_\_\_.
- a. Galen
  - b. Galton
  - \*c. Thomasius
  - d. Al-kind
35. In 1851, Orson Fowler used a seven-point rating scale to practice \_\_\_\_\_.
- \*a. phrenology
  - b. physiognomy
  - b. psychophysics
  - d. astronomy
36. A new humanism toward intellectually disabled persons first arose in the \_\_\_\_\_.
- a. 1600s
  - b. 1700s
  - \*c. 1800s
  - d. 1990s
37. The first true intelligence tests were developed for what purpose?
- a. to identify persons with superior intellect
  - b. to test a complex theory on the growth and change of intellect in early childhood
  - \*c. to identify children who were unlikely to profit from ordinary instruction
  - d. to solve a personal dispute between two of the most famous psychologists in history
38. The first person to write about the difference between mental illness and intellectual disability was \_\_\_\_\_.
- a. Seguin
  - b. Binet
  - c. Freud
  - \*d. Esquirol
39. The first person to propose a classification system for intellectual disability was \_\_\_\_\_.
- a. Seguin
  - b. Binet
  - c. Freud
  - \*d. Esquirol
40. The first classification system for intellectual disability relied mainly upon \_\_\_\_\_.
- a. problem solving abilities
  - b. physical stigmata
  - c. head circumference
  - \*d. language skills
41. The psychologist who devoted his life to developing educational programs for the intellectually disabled was \_\_\_\_\_.
- \*a. Seguin
  - b. Binet
  - c. Freud
  - d. Esquirol

42. What current level did the first proposed classification system for intellectual disability fail to recognize?
- \*a. mild
  - b. moderate
  - c. severe
  - d. profound
43. *Idiocy, and Its Treatment by the Physiological Method* was first published in \_\_\_\_\_ by \_\_\_\_\_.
- a. 1786, Seguin
  - \*b. 1886, Seguin
  - c. 1786, Binet
  - d. 1886, Binet
44. The first modern intelligence test was invented in \_\_\_\_\_ by \_\_\_\_\_.
- a. 1805, Cattell
  - b. 1905, Cattell
  - c. 1805, Binet
  - \*d. 1905, Binet
45. Binet began his career in psychology by studying the
- \*a. two-point threshold
  - b. intelligence of infants
  - c. hypnotic treatment of hysteria
  - d. method of free association
46. For a brief time, Binet's professional path paralleled that of
- a. Cattell
  - b. Galton
  - \*c. Freud
  - d. Jung
47. In response to public criticism, Binet recanted his early findings about
- a. intelligence in newborns
  - \*b. magnetic induction of mood changes
  - c. intelligence in intellectually disabled persons
  - d. calibration of the two-point threshold
48. Which two subjects did Binet often use to try out new tests of intelligence?
- a. his two sons
  - \*b. his two daughters
  - c. his two pets
  - d. his two brothers
49. In the testing of children, Binet advocated
- a. strict experimental consistency
  - \*b. restarting procedures 10, 20 times, if necessary
  - c. developing rapport before using specific procedures
  - d. skepticism about positive results
50. In testing children, Binet warned psychologists to be on the lookout for
- a. oppositional behavior
  - b. suggestibility
  - c. failure of attention
  - \*d. both suggestibility and failure of attention

51. The idea that intelligence could be better measured by means of the higher psychological processes rather than the elementary sensory processes such as reaction time was suggested in \_\_\_\_\_ in a paper by \_\_\_\_\_.
- \*a. 1896, Binet and Henri
  - b. 1905, Binet and Henri
  - c. 1896, Binet and Simon
  - d. 1905, Binet and Simon
52. The character of the 1905 Binet and Simon scale owed much to a prior scale developed by
- a. Cattell
  - b. Galton
  - c. Sequin
  - \*d. Damaye
53. What was the catalyst for the development of Binet and Simon's test?
- a. the call to expose criminal treatment of intellectually impaired orphans
  - \*b. the call for an instrument to identify cognitively impaired school children needing special instruction
  - c. the call for an instrument to help the court system determine intellectual impairment
  - d. the call for an instrument to identify gifted school children needing special instruction
54. Binet's tests were heavily loaded toward
- \*a. verbal skills
  - b. math skills
  - c. reaction time
  - d. writing competency
55. Binet and Simon's purpose for their test was
- a. measurement, not classification
  - \*b. classification, not measurement
  - c. response time, not memory
  - d. none of the above
56. The 1905 Binet and Simon scale was calibrated to a population average of
- a. 50
  - b. 100
  - c. 150
  - \*d. none of the above
57. The 1908 revision of the Binet and Simon scale included the following innovation(s):
- a. introduction of the IQ concept
  - b. classification of levels of intelligence
  - \*c. introduction of the concept of mental level
  - d. all of the above

58. In discussing how to administer his test, Alfred Binet emphasized the importance of
- a. careful attention to scoring
  - b. standardized procedures
  - c. a quiet testing environment
  - \*d. patience and flexibility in procedures
59. The concept of “intelligence quotient” was suggested by \_\_\_\_\_ in \_\_\_\_\_.
- a. Galton, 1884
  - \*b. Binet, 1905
  - c. Stern, 1912
  - d. Terman, 1916
60. Who was the first individual to both suggest multiplying the intelligence quotient by 100 to remove fractions and to use the abbreviation IQ?
- a. Binet
  - b. Stanford
  - c. Stern
  - \*d. Terman