Chapter 1

Psychological Tests: What Are They and Why Do We Need Them?

1. One of the major achievements of psychology in the twentieth century was
   A. the development and application of psychological tests
   B. the application of tests during the First World War
   C. the development of the Deviation IQ
   D. the solution of the mind-body problem

2. Psychological tests are used to
   A. help make decisions about people
   B. promote self-understanding
   C. measure psychological constructs
   D. all of the above

3. Psychological tests are
   A. more relevant to psychological theory than practice
   B. more relevant to psychological practice than theory
   C. important tools for psychological research
   D. rarely used in research settings

4. James McKeen Cattell coined the term mental test in which decade?
   A. 1880–1889
   B. 1890–1899
   C. 1900–1909
   D. 1910–1919

5. The first intelligence test was developed by
   A. Binet and Simon
   B. Spearman
   C. Stanford and Binet
   D. Terman and Wechsler

6. The first theory of intelligence was developed by
   A. Binet and Simon
   B. Spearman
   C. Stanford and Binet
   D. Terman and Wechsler
Evidence of psychological testing can be traced back to
A  cavemen challenging each other to lift heavy stones
B  selection of candidates for the Roman senate
C  public service examinations in ancient China
D  Hammurabi’s code of civil law

The Army Alpha was
A  dependent on the ability to read and write
B  a precursor of the Army Beta
C  an early index of reliability developed by military psychologists
D  the highest grade of achievement on a set of tests developed for the US army during the First World War

Spearman’s g refers to
A  a method of factor analysis devised by Spearman
B  Spearman’s theory of intelligence
C  a statistic devised by Spearman as an index of intelligence
D  the common element in all cognitive tests

Porteus developed an early performance test based on
A  block design
B  mazes
C  non-verbal cues
D  drawing people

The Queensland Test was specifically designed by McElwain and Kearney to avoid dependency on
A  Spearman’s g
B  motor performance
C  language of administration
D  mental age

Wechsler based his concept of verbal and performance scales on
A  the Army Alpha and Beta
B  subscales from the Stanford-Binet test
C  the ideas of mental age and chronological age
D  Spearman’s theory of intelligence

The Deviation IQ is based on the notion of
A  delinquency as a factor affecting the development of intelligence
B  mental age versus chronological age
C  a z-score
D  verbal versus performance scores

The first self-report test of personality was developed by
A  McElwain
B  Simon
C  Terman
The MMPI was designed to
A screen soldiers during the Second World War
B discriminate between normals and patient groups with particular diagnoses
C assess personality in normal adults
D assess Multiphasic Personality Disorder

‘Empirical keying’ refers to
A scoring a test based on its ability to discriminate between certain identifiable groups of people
B scoring a test based on the theory of what is being measured
C scoring a test using a scoring key made out of cardboard in which small holes reveal the correct answers
D empirically validating test scores via research

Objective tests are objective because
A they are scored in a simple, straightforward manner
B scoring is heavily dependent on the judgment of the scorer
C different scorers are likely to produce the same test score from the same test performance
D they are based on responses to ambiguous stimuli

Projective tests are not objective because
A they are scored in a simple, straightforward manner
B scoring is heavily dependent on the judgment of the scorer
C different scorers are likely to produce the same test score from the same test performance
D they are based on responses to ambiguous stimuli

Projective tests originated from
A Freud’s idea that all behaviour was caused by unconscious motivational effects
B Jung’s theory of psychological types
C the attempt to develop tests that did not rely on language
D accidentally spilling ink on a test booklet

The Rorschach ink blot test was originally designed to identify
A Freudian unconscious motivations
B artistic ability
C schizophrenia
D Jungian psychological types

Psychological assessment refers to
A mental testing
B testing people using psychological tests
C the high-level reasoning process involved in the application of psychological procedures
D writing reports based on psychological test scores
22. The psychological testing enterprise began to be questioned on grounds of
   A. privacy
   B. diversity
   C. discrimination
   D. all of the above

23. The dictation test, a key tool in enforcing the White Australia policy, involved
   A. migrants having to write about 50 words dictated in English
   B. migrants having to write about 50 words dictated in any prescribed language
   C. migrants having to read aloud a short passage written in English
   D. migrants having to read aloud a short passage written in any prescribed language

24. The major forms of psychological test, as we know them today, had been developed by
   A. the Second World War
   B. the 1950s
   C. the 1960s
   D. the year 2000

25. Psychological tests are usually composed of a large number of items because
   A. any one item is usually influenced by a host of factors apart from the psychological construct of interest
   B. it is better to measure many traits rather than just a few
   C. total scores need to be calculated from the sum of raw scores
   D. item response theory suggests that many items should be used

26. Human judgment is influenced by
   A. personal bias
   B. halo effects
   C. errors of central tendency
   D. all of the above

27. A psychological test is
   A. a measure of personality or ability
   B. an objective procedure for sampling and quantifying human behaviour
   C. a set of questions or items whose answers can be tallied to yield a total score
   D. a method of tapping into someone’s unconscious

28. Tests used as a sample of behaviour require
   A. a large sample of individual items
   B. an inference from the observed behaviour to the existence of an underlying disposition
   C. the direct performance of the behaviour of interest
   D. the use of multiple symbols

29. Tests used as a sign of behaviour require
   A. an inference from the observed behaviour to the existence of an underlying disposition
   B. the direct performance of the behaviour of interest
C a large sample of individual items
D the use of multiple symbols

30 A psychological test can become obsolete when
   A psychological theory develops to render the basis of the test obsolete
   B society changes to render the content of items less appropriate
   C society changes to render the tests norms obsolete
   D all of the above

**Answers for Chapter 1**

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Chapter 2

Psychological Testing and Assessment: Processes, Best Practice, and Ethics

1. Compared to psychological testing, psychological assessment is usually
   A. undertaken to answer more complex referral questions
   B. undertaken in two sessions
   C. cheaper
   D. less time consuming

2. What is psychological assessment primarily used for?
   A. legal decision making
   B. report writing
   C. research
   D. answering referral question(s)

3. _____ is a subprocess of _____
   A. psychological testing; observation
   B. psychological testing; interviewing
   C. interviewing; psychological assessment
   D. psychological assessment; observation

4. Psychological tests are better than other means of psychological assessment because they
   A. are cheaper
   B. have norms
   C. have face validity
   D. are suitable for measuring all psychological constructs

5. Which of the following is not usually used in psychological assessment?
   A. psychological testing
   B. counselling
   C. interviewing
   D. observation

6. The Wechsler Adult Intelligence Scale is an example of a(n) _____ test
   A. individual-administered
   B. group-administered
   C. computer-administered
   D. criterion-referenced

7. The Minnesota Multiphasic Personality Inventory – 2 is an example of a _____ test
   A. criterion-referenced
The Bader Reading and Language Inventory is an example of a _____ test
A group-administered  
B computer-administered  
C norm-referenced  
D criterion-referenced

Psychological testing is _____ as part of psychological assessment
A rarely used  
B always used  
C over-used  
D used, if appropriate,

Which of the following areas of psychology does not use psychological tests in practice?
A forensic  
B social  
C educational  
D clinical

Which of the following is usually not included in the test catalogue of a publishing company?
A purpose of tests  
B price of tests  
C independent reviews of tests  
D administration time of tests

Which of the following can be used to find out which tests have been published?
A Tests in Print  
B test catalogue of Psychological Corporation  
C Encyclopaedia Psychologica  
D any textbook on psychological testing

Which of the following statements is correct?
A test developers do not always follow guidelines relating to psychological testing published by the American Psychological Association  
B the Mental Measurements Yearbook reviews both published and unpublished psychological tests  
C test developers always follow guidelines relating to psychological testing published by the American Psychological Association  
D the Mental Measurements Yearbook reviews only unpublished psychological tests

The Mental Measurements Yearbook provides
A the norms of psychological tests  
B the prices of psychological tests
C  independent reviews of psychological tests
D  the web sites of psychological tests

15  The Mental Measurements Yearbook is published by the
A  Australian Council of Educational Research
B  American Psychological Association
C  Australian Psychological Society
D  Buros Institute of Mental Measurement

16  In Australia and overseas, test publishers usually require test purchasers to register before they are allowed to buy psychological tests. This is to ensure that
A  they can afford to pay for the tests
B  confidential test materials are supplied only to professionals who are appropriately trained and qualified
C  the test purchasers do not have a criminal record
D  the tests are supplied only to professionals who are ethical

17  Before administering a psychological test, a psychologist should ensure that
A  the test has local norms
B  the test does not have any copyright restrictions
C  the test has been reviewed in the Mental Measurements Yearbook
D  the test is appropriate for use with the particular client in terms of his/her demographics

18  Failure to ensure that all the materials required for a psychological testing session are in the test kit and that the test materials are intact can result in
A  a waste of time for the psychologist and client
B  a shorter testing time
C  higher testing fees
D  the need to use more tests

19  According to the authors of the textbook
A  only novice test users make errors in scoring psychological tests
B  only experienced test users make errors in scoring psychological tests
C  both novice and experienced test make errors in scoring psychological tests
D  none of the above

20  Results for a client on a psychological test
A  should not be interpreted by a computer
B  should be interpreted in isolation
C  should be interpreted by a computer
D  should not be interpreted in isolation

21  A psychological report should
A  directly and adequately answer the referral question
B  be at least 10 pages long
C  use jargon
D  be read only by the client
22 It is important for a psychologist to maintain a clearly labelled and well-organised record of cases seen because
A it is a requirement of the Australian Psychological Society
B it is a legal requirement in many countries
C it is a requirement of the medical insurance companies
D none of the above

23 The most extensive set of ethical guidelines issued by the Australian Psychological Society is concerned with
A inappropriate sexual relationships between clients and psychologists
B psychological testing and assessment
C informed consent
D supervision and training of psychologists

24 ‘Ethics’ can be defined as the formulation of principles to
A reduce inappropriate behaviour
B punish inappropriate behaviour
C reinforce appropriate behaviour
D guide behaviour

25 If a psychologist is not a member of the Australian Psychological Society, he/she
A can be exempted legally from following the ethical guidelines issued by the Society
B does not need to follow the ethical guidelines issued by the Society
C is still bound by the ethical guidelines of the Society
D none of the above

26 If a psychologist violates the ethical principles of the Australian Psychological Society, he/she
A may be deregistered by the registration board
B will be fined by the Australian Psychological Society
C will be prosecuted in a court of law
D may be prosecuted by the Australian Psychological Society

27 Which of the following statements is correct?
A ethics is the same as morality
B unlike laws, codes of ethics are readily amended
C ethics is something that cannot be taught
D psychologists who are not members of the Australian Psychological Society are not bound by its code of ethics

28 The code of ethics of the Australian Psychological Society is based on the principles of
A responsibility, competence, and propriety
B responsibility, competence, and education
C responsibility, propriety, and education
D propriety, education, and discipline
29 At the Royal Commission into Deep Sleep Therapy, the use of psychological tests by the psychologist involved was criticised because
   A the tests were too expensive
   B the tests used were not developed in Australia
   C the tests used were not developed to diagnose improvements in psychiatric conditions
   D none of the above

30 According to the textbook, the Psychologists Registration Board of New South Wales was established
   A before the Royal Commission into Deep Sleep Therapy
   B at about the same time as the Royal Commission into Deep Sleep Therapy
   C after the Royal Commission into Deep Sleep Therapy
   D at about the same time as the establishment of the Australian Psychological Society

Answers for Chapter 2

|---|------|------|------|------|------|------|------|------|------|-------|
Chapter 3

Test Scores and Norms

1. Raw scores and linear transformed scores based on them have
   A. the same mean
   B. the same standard deviation
   C. the same relationship among scores
   D. the same range

2. Transforming scores on psychological tests is done primarily to
   A. protect the privacy of the test taker
   B. aid interpretation of the scores
   C. make the scores more manageable
   D. make the scores available for research

3. Criterion referencing of test scores
   A. provides direct access to their meaning
   B. is only the first step in giving them meaning
   C. is always done with psychological tests
   D. applies properties of the normal curve

4. Norm referencing of test scores
   A. compares scores among test takers
   B. requires data gathering with a reasonably large sample
   C. has been used since the early history of psychological testing
   D. all of the above

5. Non-linear transformations of test scores
   A. do not make use of the equation for a straight line
   B. are inferior to a linear transformation
   C. preserve all the features of the original scores
   D. are seldom used with modern psychological tests

6. A T score transformation
   A. gives rise to a distribution of scores with a mean of 50 and a standard deviation of 10
   B. has the same mean as the original distribution of raw scores
   C. is derived using a non-linear transformation
   D. is named after Terman, who was the first to use the transformation

7. Percentiles
   A. is another name for scores expressed as per cent correct
   B. express the person’s score in terms of where it lies in a distribution of scores
   C. are only used when other transformations are not possible
   D. provide a normal distribution of scores
8 z scores
A can be computed when either an estimate of the mean or an estimate of the standard deviation is available
B require access to a table of the normal curve for their calculation
C were used by Wechsler in the first edition of his test of intelligence
D are rarely used in scoring psychological tests

9 Which of the following is not a linear transformation?
A stanine score
B T score
C z score
D standard score

10 What proportion of scores in a normal distribution lie above a z score of 1?
A 50 per cent
B 16 per cent
C 25 per cent
D 10 per cent

11 If a z score of 1.33 is obtained we know that the person’s raw score
A is above average
B is lower than the scores of most others on the test
C is about average
D falls at the 84th percentile

12 A score higher than 65 on an MMPI scale is of interest because
A most people obtain scores in that range
B clinical experience suggests that it is
C it is more than 1.5 standard deviations above the mean
D it is well above the 50 per cent correct mark

13 Percentiles can be calculated in a number of ways. Which of the following is not a way of calculating a percentile?
A graphically from a plot of the cumulative distribution of scores
B by formula
C from tables of the normal curve
D from the equation of a straight line

14 Because normalised standard scores follow a normal distribution they
A preserve the differences among the original raw scores
B have the same mean as the original raw score distribution
C are attractive to test constructors
D do not require the use of the normal curve for their interpretation

15 A score of 115 on a version of Wechsler’s test of intelligence means that the score
A is well below average
B is one standard deviation above the average score on that version
C is equivalent to a z score of 1.115
13. D has a percentile rank of 15

16. Which of the following statements about norms is correct?
   A. for every psychological test there is one and only one set of norms
   B. the size of the sample used in developing norms is irrelevant once the norms have been developed
   C. different norms may apply for the different purposes for which a test score is used
   D. norms are best developed using a criterion referencing approach

17. In test construction
   A. random samples from the general population are always employed
   B. representative samples from the population of interest are employed
   C. accidental or convenience samples have been found to be as good as any other
   D. random samples are employed for the initial analysis but not subsequently

18. Wechsler, in developing the norms for his first test of intelligence, used a stratified sampling plan because
   A. the factors on which he stratified were known to relate to intelligence
   B. this was the quickest way norms could be constructed
   C. intelligence was thought to be normally distributed
   D. sample size was known to be an issue

19. In estimating a mean from a sample
   A. the larger the sample size the smaller the standard deviation of scores
   B. the smaller the sample size the smaller the standard deviation of scores
   C. the larger the sample size the smaller the standard error of the mean
   D. the larger the sample size the larger the standard error of the mean

20. The Flynn effect refers to the observation that
   A. the raw score mean on intelligence tests has remained constant over the years
   B. the standard deviation of scores on intelligence tests has remained constant over time
   C. the raw score mean on intelligence tests has been increasing over the years
   D. the raw score mean on intelligence tests has been decreasing over the years

21. Comparing z scores for two individuals from the same cultural background on a test with norms from a different culture
   A. is indefensible
   B. is meaningful
   C. can only be done if the norms are without error
   D. can only be done if the sample size on which the norms are based is adequate

22. Checking whether the IQ of an individual has changed by readministering the test with which their IQ was originally measured
   A. is liable to be in error if the test has been renormed between test administrations
   B. is not as accurate as using a different test on the second occasion
   C. depends on the length of the test being used
   D. is no longer a recommended procedure
23 The Flynn effect is a factor that needs to be considered
   A with all forms of psychological tests
   B with personality tests
   C with interest tests
   D with intelligence tests

24 The difference in test performance between percentile scores of 60 and 55
   A is equivalent to that between percentile scores of 15 and 10
   B cannot be readily equated to all other 5 point differences in percentiles
   C is equivalent to that between percentile scores of 60 and 70
   D is twice that between percentile scores of 15 and 10

25 A T score of 40 corresponds to a percentile of
   A 16
   B 40
   C 10
   D the percentile cannot be determined

26 A sten score of 9.5
   A is obtained by fewer than 5 per cent of individuals
   B corresponds to a percentile of 84
   C is equivalent to a z score of 2
   D is obtained by more than 20 per cent of test takers

27 The Deviation IQ on a Wechsler scale at the 50th centile is
   A 90
   B 100
   C 110
   D 50

28 A Deviation IQ that corresponds to a stanine of 9
   A must be quite high
   B must be quite low
   C must be in the middle range
   D is on a different scale and hence bears no relationship to stanine

29 Normalised standard scores
   A are based on percentiles
   B are T scores under another name
   C are based on sten scores
   D have a mean of 100 and a standard deviation of 15

30 Wechsler used the z score principle on his test
   A to calculate sub-test scores but not full-scale scores
   B to calculate both sub-test scores and full-scale scores
   C to calculate full-scale but not sub-test scores
   D only to determine special indices
### Answers for Chapter 3

|---|------|------|------|------|------|------|------|------|------|-------|
Chapter 4

Reliability

1. According to classical test score theory, what happens to the true score variance as error in a measure increases?
   A. it increases
   B. it decreases
   C. it remains constant
   D. classical test score theory makes no statement on this point

2. According to classical test score theory, a test score is made up of
   A. true score variance and nonsystematic variance
   B. observed score variance and true score variance
   C. observed score variance and error variance
   D. observed score variance and systematic variance

3. The wording of several items on a psychological test makes it more likely that test takers will endorse the ‘Yes’ rather than the ‘No’ option. This is best described as
   A. systematic variance in the test
   B. unsystematic variance in the test
   C. clever item writing
   D. a problem for the test taker

4. Systematic error in a test exerts what kind of effect on test scores?
   A. random
   B. consistent
   C. unknowable
   D. inconsistent

5. Another way of talking about the reliability of a test for a particular purpose is to talk about its
   A. dependability
   B. validity
   C. utility
   D. discriminability

6. The proportion of observed score variance attributable to random error is known as
   A. the reliability coefficient
   B. the coefficient of nondetermination
   C. the error coefficient
   D. one minus the reliability coefficient

7. Test-retest reliability is sometimes referred to as
   A. stability
The domain sampling model proposes that
A. items in a test are a random sample from a population of possible items
B. the only items possible have been used in the test
C. items have been sampled without replacement
D. the majority of items have the same content

The domain sampling model as originally conceived could not deal well with
A. split half reliability
B. internal consistency reliability
C. equivalent forms reliability
D. test-retest reliability

Which of the following procedures does not yield an estimate of the reliability of a test?
A. correlating the total of all even-numbered items with the total of all odd-numbered items
B. correlating the total of items in the first half of the test with the total of items in the second half of the test
C. correlating each item with the total score on the test
D. finding the average of the correlation of each item with every other item

Estimating test reliability by correlating scores from two administrations of the test 6 months apart assumes
A. the trait being measured changes over time
B. the trait being measured is essentially episodic in character
C. the trait being measured does not change over time
D. there is a systematic practice effect on the test

The reliability of expert judgment can be estimated by
A. correlating the judgments made by a panel of experts over a number of instances of judgment making
B. counting the frequency of instances in which a panel of experts disagree
C. finding the proportion of instances in which a panel of experts is undecided
D. averaging the number of decisions a panel of experts gets wrong

Inter-rater reliability
A. overcomes the problems of test reliability
B. is a special case of test reliability
C. cannot be estimated statistically
D. uses the same formula as that used for equivalent forms reliability

The concept of ‘domain sampling’ in the psychometric theory of reliability refers to
A. sampling persons from the population with whom a test may be used
B. sampling items from the population of possible items that could be used in a test
C. sampling tests from the population of tests available to measure a construct
D sampling methods from the population that could be used to construct a test

15 The standard error of measurement of a raw score
A increases directly as the reliability increases
B decreases directly as the reliability increases
C increases proportionately as the reliability increases
D decreases proportionately as the reliability increases

16 In making judgments about the precision of a score on a test we need to know
A the reliability of the test for the purpose for which we are using it
B the standard deviation of scores on the test
C the mean and standard deviation of scores on the test
D the reliability of the test for the purposes for which we are using it and the standard deviation of scores on the test

17 Equivalent forms of a test are usually developed
A when the test is first developed
B when the test’s reliability is first questioned
C when the test is first readministered
D when the test is being revised

18 The Spearman-Brown prophecy formula is so called because it purports to indicate
A what the reliability of the test would be if certain changes were made to it
B what the individual’s true score on the test is
C what an individual’s score on the test will be at some future time
D what the person’s true score would be if the test were lengthened

19 The Spearman-Brown prophecy formula requires
A the reliability of the current test
B the number of items in the current test
C both A and B
D neither A nor B

20 The internal consistency of a test would be high if
A it included items that related to different aspects of the construct to be measured
B it included items that related to different constructs
C each item was drawn from a different item domain
D all the items were the same

21 A high coefficient alpha indicates that
A the test has high generalisability
B scores on the test are stable
C the test has high internal consistency
D the test has only one factor

22 Reliability of a test
A can change if the range of scores on the test is smaller relative to the original sample of scores
B is an unchanging property of a test  
C changes from one administration of a test to another  
D will differ depending on the mean score of the sample or the test

23 Coefficient alpha can be calculated  
A only for tests with dichotomously scored items  
B only for tests with items that have three or more categories  
C only for tests that use a Yes/No or True/False format  
D for all objectively scored tests

24 Generalisability theory requires that we know  
A the reliability of the test  
B the standard error of the test  
C how the test is to be used  
D the mean score on the test

25 Expectations about what constitutes a satisfactory degree of reliability  
A depend on the purpose for which the test is being used  
B have been determined by consensus  
C seldom depart from the agreed value of 0.9  
D depend on the magnitude of the standard error of measurement

26 In general the best reliabilities have been obtained with psychological tests in the  
A cognitive domain  
B personality domain  
C motivation domain  
D projective domain

27 The correlation between scores on two variables varies  
A directly with the product of their reliabilities  
B directly with the square root of the product of their reliabilities  
C inversely with the sum of their reliabilities  
D inversely with the square root of the lower of the two reliabilities

28 Two variables may not correlate highly  
A because of the poor reliability of one or both of them  
B because their standard errors of measurement are skewed in opposite directions  
C because their reliabilities are unknown  
D because similar items have been used in assessing both variables

29 Reliability is  
A relevant when considering the score a person obtains on a test or other assessment device  
B relevant only when psychological test results are being considered but not when expert judgements are employed  
C irrelevant for most practical decision making with psychological tests  
D relevant for tests of intelligence only
Reliability of an assessment device can be improved within limits by

A. increasing its length (e.g. using more items)
B. decreasing the time taken to administer it
C. supplementing it with the judgment of the assessor
D. replacing it with the judgment of the assessor

Answers for Chapter 4

|---|------|------|------|------|------|------|------|------|------|-------|
Chapter 5

Validity

1 The validity of a psychological test for a given purpose
A depends on the theory and data available to support its use
B is determined at the time the test is developed
C is an immutable characteristic of the test
D depends on the judgment of those who developed the test

2 The first test developer to be concerned with the issue of test validity was
A Charles Spearman
B David Weschler
C Alfred Binet
D Charles Stanford

3 The validity of a psychological test was first considered from the perspective of
…validity and only subsequently from the perspective of _____validity
A predictive; construct
B construct; predictive
C predictive; concurrent
D concurrent; predictive

4 Constructs are
A invented by psychologists
B given by the order of nature
C found in psychological test data
D peculiar to the theory of test validity

5 Content validity
A has no role in test development
B is another name for construct validity
C is relevant in developing achievement tests
D was relied on by Binet and Simon in their work in test development

6 Members of the general public to whom psychological tests are administered
A have no way of knowing what a test is about unless told by the test administrator
B can often guess the nature or purpose of a test from the items included in it
C always know what a test is about
D can never guess the range within which their score on the test will lie

7 In determining predictive validity we need to have
A a highly select group with respect to the construct being assessed
B a way of judging the appropriateness of the content of the test items
C another test of the same construct
D a criterion relevant to performance on the test but external to it
A test of scholastic aptitude is administered at the beginning of first semester and the academic performance of the sample is examined at the end of the first year of university (i.e. two semesters later). A failure to find a high-to-perfect correlation between test scores and academic performance indicates the test lacks predictive validity indicates the test lacks concurrent validity is highly unlikely may indicate a lack of test validity but may also reflect intervening effects unrelated to scholastic aptitude.

In the standard approach to predictive validity, the validity coefficient is estimated by the slope of a straight line relating test scores and criterion the distance of the straight line relating test scores and criterion from the X axis the distance of the straight line relating test scores and criterion from the Y axis the length of the straight line relating test scores and criterion.

The standard method for fitting a regression line to a set of data is referred to as an approximation the least squares method the Procrustes method regression to the mean.

The basic formula for the correlation between two variables is the average of the z scores for the two variables the average of the cross products of the raw scores for the two variables the average of the raw scores of the two variables the average of the cross products of the variables expressed as z scores.

A test with a validity coefficient of 0.4 improves the prediction of the criterion by 40 per cent relative to that based on a random process an unknown amount the square of the validity coefficient, i.e., 16 per cent 1 minus the validity coefficient, i.e., 60 per cent.

When the predictive validity of a psychological test is compared to the prediction that would be made if no test were available, we speak of concurrent validity incremental validity face validity construct validity.

In the regression approach to predictive validity the estimate of error is referred to as the standard error of the mean standard error of estimate standard error of measurement standard error of the criterion.

Decision theory was developed to help with decisions being made where...
A there is a degree of uncertainty
B errors are unlikely
C there are many possible outcomes
D the regression approach cannot be employed

16 In a two-choice decision problem (the person belongs to the criterion group or they do not), a false negative decision would be that
A the individual belongs to the criterion group when they do not
B the individual does not belong to the criterion group when they do
C the individual belongs to neither group
D the individual belongs to the non-criterion group when they do

17 False positive errors
A should invariably be minimised
B may be less costly in some situations than false negative errors
C are in inverse proportion to false negative errors
D are unlikely in most practical situations where tests are employed

18 The base rate of a characteristic in a population is
A the proportion of the population showing the characteristic
B the proportion of the population likely to be selected
C the proportion of the population showing the characteristic and likely to be selected
D one minus the proportion of the population showing the characteristic

19 The selection ratio is
A the sum of the false positives and the valid positives
B the sum of the false positives and the false negatives
C the sum of the valid positives and the valid negatives
D one minus the base rate

20 Manipulating the selection ratio where this is possible
A can improve the effectiveness of selection
B can change the base rate
C can increase the valid negative decisions
D has no influence on the outcome of selection

21 The sensitivity of a test in clinical diagnosis is
A the number of valid positives divided by the number of those encountered who show the characteristic being diagnosed
B the number of valid positives divided by one minus the base rate
C another term for the specificity of a test
D the likelihood the test can be faked

22 An early exposition of the idea of construct validity was in a paper by
A Binet and Terman
B Cronbach and Fiske
C Cronbach and Meehl
23 Construct validity
   A can be approached in a number of different ways
   B is determined by one particular method
   C is an alternative to predictive validity
   D is based on decision theory

24 Campbell and Fiske devised the multitrait–multimethod matrix to assist in the analysis of
   A convergent and discriminant validity
   B concurrent and predictive validity
   C sensitivity and specificity
   D content and face validity

25 A multitrait–multimethod matrix includes
   A correlations of two or more variables measured using two or more methods
   B correlations of two or more variables measured using the same method
   C correlations of the same variable measured using two or more methods
   D all of the above

26 In a multitrait–multimethod analysis it is assumed that if a reasonable level of validity has been achieved
   A method variance is non-existent
   B trait variance has been partialled out
   C trait variance will exert a stronger effect than method variance
   D trait variance will be smaller than method variance

27 Factor analysis of supposedly independent sets of creativity and intelligence tests points to a single factor. This suggests
   A the need to repeat the analysis
   B the lack of construct validity of the creativity tests
   C the tests were too short
   D a good selection of tests

28 To show some evidence of construct validity a test of moral development should
   A show differences between older and younger children
   B show stability over the life span
   C show higher scores for adolescents than adults
   D be unrelated to age trends

29 Having provided evidence of the construct validity of a test
   A it is unnecessary to examine its predictive validity in a situation where it is to be employed
   B is strong evidence for the face validity of the test
   C means no further work on validity is required
   D does not preclude examining validity for specific purposes
30. Examining the validity of a test
   A. helps refine our understanding of the construct operationalised in the test
   B. extends the range of application of the test
   C. provides a better test
   D. all of the above

Answers for Chapter 5

|---|------|------|------|------|------|------|------|------|------|-------|
Chapter 6

Test Construction

1. The empirical approach to psychological test development
   A. begins with a sound theory
   B. relies on the frequency of endorsement of items by selected groups
   C. continues to be the major approach to the construction of personality tests
   D. ensures that all items in the test have high face validity

2. The first step in constructing a psychological test is to
   A. determine the sample size to which the test is administered
   B. review the relevant literature
   C. identify a likely publisher for the test
   D. be clear about the construct or constructs to be assessed with the test

3. Psychological tests
   A. conform to the highest possible form of measurement
   B. seldom achieve more than a statement about rank order in terms of the characteristic of interest
   C. provide for a true zero in terms of the characteristic
   D. invariably specify equal intervals on their measurement scales

4. Because 0°C does not represent the complete absence of heat, the Celsius scale cannot be considered
   A. a ratio scale
   B. a reliable scale
   C. a random scale
   D. a representative scale

5. The Mental Measurements Yearbook is
   A. a catalogue of test reviews
   B. a classification scheme for mental disorder
   C. an encyclopaedia of psychometrics
   D. a handbook of good practice in assessment

6. According to S S Stevens, which of the following is not a type of measurement?
   A. ordinal
   B. interval
   C. dichotomous
   D. nominal

7. The model of measurement that underlies many commercially available psychological tests is
   A. the manifest trait model
   B. the weak true score model
C S S Stevens’s measurement types
D the Guttman model

8 A trace line for an item relates
A the outline of the item to the specification of the construct
B the inverse of the strength of the trait to item frequency
C the proportion of items correct to the strength of the underlying trait
D the likelihood of endorsement of the item to the strength of the underlying trait

9 Item Response Theory is a stricter model for test construction than classical true score theory in that it
A specifies the parameters of the trace line
B requires more of the items in the test to conform to the model
C uses a steeper trace line
D includes classical true score theory as a special case

10 In using Item Response Theory in practice
A item difficulty is often selected as the focus of interest
B the assumptions of the theory are ignored
C items of equal difficulty are sought
D items of intermediate difficulty are sought

11 Thurstone’s model for item construction calls for a
A linear trace line
B monotonic trace line
C non-monotonic trace line
D deterministic trace line

12 Thurstone’s approach to the construction of attitude scales was replaced for most practical purposes by one developed by
A Rensis Likert
B Louise Guttman
C Georg Rasch
D Charles Spearman

13 Scalogram analysis implies that a person’s position on a trait indicates
A whether they will get a test item right or wrong
B that they are more likely to get the item right than wrong
C that they are likely to get the item right or wrong but it is by no means certain
D that they will be unsure of the correct response

14 Multiple choice tests provide more than two options for each question to overcome the problem of
A faking
B carelessness
C defensiveness
D guessing
15 An important step in writing items for psychological tests is to
A pilot test the items with individuals similar to those for whom the test is being developed
B provide translations into other languages
C compare the content with existing psychological tests
D use item writers who are blind to the meaning of the construct being tested

16 Test construction
A is a linear process with one stage following the other without variation
B is a relatively inexpensive process
C follows a sequence of steps but these steps may need to be retraced from time to time
D can be done quite quickly using modern computers

17 Items with very high or very low endorsement frequencies generally are
A poor items
B good items
C reliable items
D valid items

18 In preparing a test for publication we need to spend a good deal of time on
A finding a publisher
B preparing a manual for the test user
C deciding on price
D selecting an attractive packaging

19 A good manual for a psychological test
A indicates to the unqualified potential user that they should not be using the test
B is comprehensible to the qualified test user
C is precise enough to satisfy measurement specialists
D all of the above

20 In norming a test we need to bear in mind
A how we ensure the sample is normally distributed
B how we ensure everyone in the sample is normal
C what we expect the average response to be
D how the test is to be used

21 Although it is useful to include norms for different groups from the population we need to bear in mind that
A increasing the number of groups decreases the overall sample size required
B increasing the number of groups increases the overall sample size required
C increasing the number of groups increases the overall standard deviation
D increasing the number of groups decreases the overall standard deviation

22 The biserial correlation
A is another name for the point biserial correlation
B is a type of product moment correlation
C can be estimated from the item discrimination index
D can be estimated from the item reliability index

23 In conducting item analysis in test construction
A the procedure can be repeated with new samples of items until a satisfactory set has been found
B the procedure should be used once and once only so as not to capitalise on chance
C the procedure can only be repeated using the same set of items
D the procedure cannot be repeated with the same set of items

24 Systematic bias in a test can occur when
A people respond to non-essential features of items rather than to item content
B peoples’ responses to items varies greatly from one administration of the items to the next
C some people do not sustain their attention when answering the items
D items are not easy to understand

25 If a person endorses a substantial number of items in the improbable direction (e.g., ‘I have never told a lie in my life’), we might infer the person is
A a living saint
B trying to create a favourable impression of himself or herself
C a very truthful individual
D not paying attention

26 If p is the proportion of a sample endorsing a dichotomously scored item in the keyed direction and q is 1-p (i.e., the proportion endorsing the item in the opposite direction), then the standard deviation of scores on the item is
A $\sqrt{p}$
B $\sqrt{q}$
C $\sqrt{pq}$
D $pq$

27 The term ‘social desirability’ when used with respect to construction of a personality test refers to the fact that
A people differ in their tendency to create a favourable impression of themselves when answering test items
B people differ in how strongly they are drawn to the company of others
C people differ in how attractive they find social activities
D people differ in terms of their tendency to agree rather than disagree with personality statements

28 In studying the behaviour of items in a psychological test, one of the item statistics recommended by some experts is item reliability. This is
A the product of the item–total correlation and the variance of the item
B the product of the item–total correlation and the standard deviation of the item
C the product of the square roots of the item–total correlation and item variance
D the product of the item–total correlation and the square root of the item variance
29  The item validity is the
    A  correlation of the item score with the total score on the test
    B  correlation of the item with an external criterion measure of the construct being tested
    C  average correlation of the item with all other items
    D  correlation of the item with the average score on all other items

30  The discriminability of an item refers to the capacity of the item to
    A  separate those that are high and low on the trait of interest
    B  distinguish between minority and majority groups
    C  identify those who get the item correct
    D  identify those who get the difficult items right

**Answers for Chapter 6**

|---|------|------|------|------|------|------|------|------|------|------|
Chapter 7

Clinical and Mental Health Testing and Assessment

1. For psychologists who work in the mental health setting
   A. referral questions are usually not provided by either the clients or other professionals
   B. referral questions provided by the clients are usually realistic and answerable
   C. referral questions provided by other professionals are usually realistic and answerable
   D. it is important to clarify the referral question for a client to make it realistic and answerable

2. Case history data for a client in a mental health setting
   A. should be collected with the relevant privacy policies of government departments in mind
   B. should not be collected from the client
   C. is not usually required
   D. is usually inaccurate

3. The clinical interview is a useful psychological assessment technique for psychologists who work in a mental health setting because
   A. a lot of information about the client can be collected very quickly
   B. it is more accurate than other psychological assessment techniques
   C. it is more valid than other psychological assessment techniques
   D. it enables psychologists to elicit information that is not readily available from the client’s record or file

4. Which of the followings is not a function of the clinical interview?
   A. providing information
   B. identifying malingerers
   C. verifying information
   D. establishing rapport

5. Information commonly obtained during a clinical interview includes
   A. client history (e.g., medical, family, educational and vocational, psychological) and attitude towards mental health problems
   B. demographic data and attitude towards mental health problems
   C. demographic data and client history (e.g., medical, family, educational and vocational, psychological)
   D. demographic data and the background of the relevant referral agents

6. Which of the following areas are usually covered in a Mental Status Examination?
   A. appearance, orientation, affect, thought content and process, insight
B appearance, orientation, tendency to lie, thought content and process, insight
C CT scan, appearance, orientation, affect, insight
D orientation, affect, thought content and process, insight, CT scan

7 The DSM-IV-TR was published by the
A American Psychological Association
B Australian Psychological Association
C American Psychiatric Association
D World Health Organization

8 The DSM-IV-TR contains a list of psychiatric disorders and a client is classified in terms of a set of _____ axes or clinically important factors
A three
B four
C five
D six

9 Which of the following is not a common criticism of the DMS-IV-TR?
A it is atheoretical
B it is comprehensive
C it is low in reliability and validity
D it adheres too closely to the medical model

10 Which of the following is the most commonly used intelligence test throughout the world?
A Stanford-Binet – Fifth Edition
B Wechsler Adult Intelligence Scale – Third Edition
C Raven’s Progressive Matrices
D Gardner Multiple Intellig

11 The Wechsler Adult Intelligence Scale – Third Edition was developed for adults between _____ and _____ years old
A 16 and 89
B 16 and 90
C 17 and 89
D 17 and 90

12 Which of the following is not a verbal subtest of the Wechsler Adult Intelligence Scale – Third Edition?
A Digit Span
B Vocabulary
C Arithmetic
D Matrix Reasoning

13 Which of the following is not a performance subtest of the Wechsler Adult Intelligence Scale – Third Edition?
A Letter-Number Sequencing
B Digit Symbol-Coding
14 Which of the following is considered a major strength of the Wechsler Adult Intelligence Scale – Third Edition?
A the computerised scoring package developed for the test
B the price of the test
C the size and representativeness of the standardisation sample
D its long history

15 One of the limitations of the Wechsler Adult Intelligence Scale – Third Edition is
A the price of the test
B the time it takes to administer the test
C the theory of intelligence from which it was developed
D its low criterion-related validity

16 Which of the following is a commonly used personality test around the world?
A 16 PF
B Rorschach Inkblot Test
C Thematic Apperception Test
D Minnesota Multiphasic Personality Inventory – 2

17 The Minnesota Multiphasic Personality Inventory – 2 was developed using a method called
A multiple regression
B factor analysis
C empirical keying
D structural equation modelling

18 The Minnesota Multiphasic Personality Inventory – 2
A is based on Freud’s theory
B is a sensitive instrument that can be administered individually or in a group
C has been criticised for having a small standardisation sample
D is easily susceptible to faking

19 Which of the followings are the main clinical scales of the Minnesota Multiphasic Personality Inventory – 2?
A Depression, Schizophrenia, Social Introversion, Paranoia
B Depression, Schizophrenia, Paranoia, Alcoholism
C Depression, Hyperactivity, Paranoia, Alcoholism
D Schizophrenia, Autism, Social Introversion, Paranoia

20 The Rorschach Inkblot Test
A is commonly used in Australia and the US
B is not commonly used in Australia and the US
C is not commonly used in the US but is still being used in Australia
D is not commonly used in Australia but is still being used in the US
21 The Rorschach Inkblot Test is
A an individually administered projective technique that comprises 10 cardboard plates
B an individually administered objective technique that comprises 8 cardboard plates
C a group administered projective technique that comprises 10 cardboard plates
D a group administered projective technique that comprises 8 cardboard plates

22 The Personality Assessment Inventory is a _____ developed to _____
A self-report technique; assess a specific mental health problem
B self-report technique; provide a comprehensive assessment of mental health problems
C performance-based technique; assess a specific mental health problem
D performance-based technique; provide a comprehensive assessment of mental health problems

23 According to the textbook, _____ and _____ are the two mental health problems that contribute most to the non-fatal disease burden in Australia
A depression and anorexia
B depression and personality problem
C depression and anxiety
D anxiety and personality problem

24 Which of the following has been used to support the validity of the Beck Depression Inventory – II?
A it has a very high coefficient alpha
B clinical psychologists report it is useful
C it correlates with ratings of depression by psychiatrists
D it has been found to discriminate between individuals who suffer from clinical depression and those who do not

25 The Depression Anxiety Stress Scales
A is a self-report technique developed in Australia to measure the states of depression, anxiety, and stress
B is a projective technique developed in Australia to measure the states of depression, anxiety, and stress
C is a self-report technique developed in New Zealand to measure the states of depression, anxiety, and stress
D is a projective technique developed in New Zealand to measure the states of depression, anxiety, and stress

26 Which of the following is an item from the Anxiety scale of the Depression Anxiety Stress Scales?
A I felt that I had lost interest in just about everything
B I felt I was close to panic
C I found it hard to wind down
D I found myself getting upset by quite trivial things
27 Which of the following statements has been used to support the validity of the Depression Anxiety Stress Scales?
   A clinical psychologists report it is useful
   B it has a very high coefficient alpha
   C there are significant correlations between Depression Anxiety Stress Scales and the Beck Depression Inventory and Beck Anxiety Inventory
   D it has a high inter-rater agreement

28 A psychological report is important because
   A it is required by the Australian Psychological Society
   B it is required by psychologists’ registration boards in Australia
   C it allows the client and the referral agent to challenge the results in a court of law if they do not agree with the psychologist’s conclusion and suggestions
   D it allows the client and the referral agent to understand the rationale of the psychologist’s conclusions and suggestions

29 According to Shellenberger and Brenner, a good psychological report
   A is individualised rather than general, is theory-focused, and is written and delivered on time
   B is general rather than individualised, is theory focused, and is written and delivered on time
   C is individualised rather than general, answers the referral question directly, and is written and delivered on time
   D is general rather than individualised, answers the referral question directly, and is written and delivered on time

30 Which of the following is not a commonly used heading in a psychological report?
   A Relevant Theory
   B Relevant Background
   C Results and Interpretation
   D Recommendations

**Answers for Chapter 7**

|------|------|------|------|------|------|------|------|------|------|
Chapter 8

Organisational Testing and Assessment

1. The first great impetus to psychological testing in industry came from
   A. the development of the Army Alpha and Army Beta during the First World War
   B. the publication of Hugo Munsterberg’s general psychological text for industry
   C. the establishment of the Institute of Industrial Psychology by C S Myers in London in 1918
   D. the formation of the College of Organisational Psychologists of the Australian Psychological Society in 1993

2. Performance appraisal refers to
   A. appraising a person’s performance on a psychological test
   B. scoring a person’s performance on a psychological test
   C. the assessment of worker’s performance on the job
   D. a particular approach to management which emphasises psychological assessment

3. Quantitative criteria are usually deficient in terms of
   A. quality
   B. validity
   C. reliability
   D. relevance

4. BARS stands for
   A. Biodata Administered with Reliability and Significance
   B. Behavioural Assessment of Relevant Standards
   C. Behavioural Assessment for Recruiting and Selection
   D. Behaviourally Anchored Rating Scale

5. BOS stands for
   A.Behaviourally Ordered Selection
   B. Behavioural Observation Scale
   C. Biographic Orientation Score
   D. Behavioural Orientation Scale

6. The first step in developing BARS and BOS is
   A. the development of a frequency-of-observation scale
   B. content analysis of job behaviours
   C. location of anchors along the entire length of the scale
   D. critical incident job analysis

7. All raters involved in performance appraisal need
   A. several years of managerial experience
   B. several years of observation experience
   C. training
Desirable behaviours frequently observed and undesirable behaviours infrequently observed form the theoretical basis of
A BOS
B BARS
C graphic rating scales
D performance appraisal

Which of the following is not a performance appraisal method?
A rank ordering
B job preview
C paired comparisons
D supervisor ratings

Technology is to job performance as drugs are to
A medicine
B sport
C pharmacies
D headaches

The two main types of job performance are
A input of the worker and input of the technology
B working and doing
C supervisor observations and peer observations
D task performance and contextual performance

Contextual performance is mainly composed of
A organisational citizenship behaviours
B interpersonal skills
C labour market conditions
D office layout and soft furnishings

In personnel selection, the process of appointing everyone who applies for a position and then retaining only those whose performance is satisfactory after some period of time is referred to as
A job sampling
B selection by fiat
C selection on the criterion
D post-appointment selection

The main problem with selecting on the criterion is that
A it is a form of job try-out
B it has low validity
C it is only applicable to a few jobs
D it is extremely expensive

A false positive in personnel selection is
A the rejection of an applicant who could have been successful  
B the appointment of someone whose job performance turns out to be substandard  
C the incorrect scoring of a psychological test leading to someone being appointed who shouldn’t have been  
D the use of a test with negative validity

16 A false negative in personnel selection is  
A the rejection of an applicant who could have been successful  
B the appointment of someone whose job performance turns out to be substandard  
C the misidentification of a potential problem  
D the use of a test with negative validity

17 Selection errors can be eliminated by  
A regularly reviewing the selection process  
B selecting on the criterion  
C using a predictor with a validity of 1.0  
D implementing a probationary period

18 In Carroll’s Three Stratum Theory  
A fluid and crystallised intelligence form the third stratum  
B general intelligence sits at the top of a hierarchy of cognitive abilities  
C specific job-related behaviours form the first stratum of the hierarchy  
D abilities flow through each level until they reach the third stratum

19 Meta-analysis  
A is another name for second-order factor analysis  
B has determined the validity of personnel selection to be about 0.40  
C was the method used by Carroll in formulating his Three Stratum Theory  
D is the study of other research studies

20 Meta-analysis  
A should be used with a criterion of 0.05  
B can be thought of as a quantitative literature review  
C can be used to test the difference between two group means  
D should be used repeatedly until there is only one study left

21 The raw data used in meta-analysis are  
A group means  
B test scores  
C effect sizes  
D performance appraisal ratings

22 Personnel selection is basically the study of  
A individual differences  
B human cognitive abilities  
C general mental ability  
D personality
23 Work sample tests
   A are specifically designed hands-on simulations of the main tasks to be performed in a particular job
   B have moderate predictive validities
   C require the job applicant to work through a large sample of tests
   D are critically dependent on obtaining a large sample size

24 The most valid forms of interview are
   A situational interviews
   B panel interviews
   C behavioural interviews
   D structured interviews

25 Interviews become more valid when
   A they are followed up with reference checks
   B they look like standardised tests
   C the interviewee is put under time pressure
   D the interviewers take notes

26 Peer ratings are
   A assessments made by someone in very high office
   B obtained by secretly observing someone over a prolonged period
   C assessments made by one’s co-workers and colleagues
   D used mainly with external applicants

27 Integrity tests are influenced by someone’s
   A dependability and conscientiousness
   B general mental ability
   C social and interpersonal skills
   D previous experience

28 An assessment centre is
   A a place where assessments are conducted
   B comprised of many different activities
   C a place where assessment information is collated
   D an index of central tendency for a large number of assessments

29 Biodata
   A are physiological indicators such as saliva samples
   B are assessments by one’s co-workers and colleagues
   C are information about one’s past experience and life history
   D are the data that go into a bioassay

30 Personality factors are
   A not relevant to either task or contextual performance
   B more relevant to task performance than to contextual performance
   C relevant to task and contextual performance to an equal degree
   D more relevant to contextual performance than to task performance
## Answers for Chapter 8

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1. The brain is made up of neurons and glia. The main function of glia is
   A. holding neurons together
   B. conducting nerve impulses
   C. providing nutrients to neurons
   D. producing neurotransmitters

2. The three main types of neurons are
   A. reception neuron, conduction neuron and action neuron
   B. sensory neuron, motor neuron, and conduction neuron
   C. sensory neuron, conduction neuron, and action neuron
   D. sensory neuron, motor neuron, and interneuron

3. The brain stem comprises
   A. pons, basal ganglia, and reticular formation
   B. cerebellum, medulla oblongata, and basal ganglia
   C. medulla oblongata, pons, and cerebellum
   D. cerebellum, basal ganglia, and reticular formation

4. The structure Y in the following figure is the
   A. tail of caudate
   B. head of caudate
   C. putamen
   D. globus pallidus

5. The structure X in the following figure is the
42

A cerebellum
B cortex
C pons
D medulla oblongata

Note to lecturer:
To create more questions, you can substitute the letter X with the other letters shown on the diagram.

6 Which of the following functions is usually associated with the limbic system?
   A motor
   B speech
   C somatosensory
   D regulation of emotion

7 Which of the following functions is usually associated with the basal ganglia?
   A motor
   B speech
   C somatosensory
   D regulation of emotion

8 Which of the following sets of lobes is associated with executive function?
   A frontal
   B temporal
   C parietal
   D occipital

9 Which of the following sets of lobes is associated with auditory perception?
   A frontal
   B temporal
   C parietal
   D occipital

10 Which of the following sets of lobes is associated with memory function?
A frontal  
B temporal  
C parietal  
D occipital  

11 Amyloid plaques are usually found in the brain of patients with  
A closed head injury  
B epilepsy  
C Alzheimer’s disease  
D brain tumour  

12 In idiopathic epilepsy, the cause of the seizure  
A is different for different sufferers  
B is the same for all sufferers  
C can be identified  
D cannot be identified  

13 According to the textbook, which of the following conditions is the largest single cause of disability among neurological disorders in Australia?  
A stroke  
B traumatic brain injury  
C Alzheimer’s disease  
D brain tumour  

14 The main symptoms of Alzheimer’s disease are  
A memory and learning difficulties, disorientation, and loss of consciousness  
B memory and learning difficulties, disorientation, and problems with abstract thinking  
C disorientation, loss of sensation, and problems with abstract thinking  
D loss of consciousness, loss of sensation, and problems with abstract thinking  

15 The Glasgow Coma Scale is usually associated with  
A closed head injury  
B open head injury  
C symptomatic epilepsy  
D idiopathic epilepsy  

16 _____ stroke is more common and it is associated with _____  
A haemorrhagic; blockage of arteries  
B haemorrhagic; rupture of arteries  
C ischemic; blockage of arteries  
D ischemic; rupture of arteries  

17 Headache, stiff neck and dizziness are usually associated with  
A open head injury  
B cerebral infection  
C stroke  
D epilepsy
18  Slowing in speed in information processing is usually associated with
   A  open head injury
   B  tumour
   C  epilepsy
   D  closed head injury

19  According to the textbook, who was the first person to use the term neuropsychology in a publication?
   A  Muriel Lezak
   B  Ward Halstead
   C  Ralph Reitan
   D  Donald Hebb

20  Which of the following is not the job of a clinical neuropsychologist?
   A  rehabilitation
   B  assessment
   C  test construction
   D  psycho-education

21  Which of the following functions is not commonly assessed by a clinical neuropsychologist?
   A  reflex
   B  attention
   C  language
   D  memory

22  A neuropsychological assessment is usually conducted to
   A  decide if a patient should be admitted to the hospital
   B  guide medication prescription
   C  help decide whether an MRI should be conducted
   D  provide a comprehensive description of neuropsychological functions

23  Which of the following is a fixed neuropsychological battery?
   A  Wechsler Memory Scale
   B  Wechsler Adult Intelligence Scale
   C  Halstead-Reitan Neuropsychological Battery
   D  Boston Aphasia Battery

24  The Finger Tapping Test of the Halstead-Reitan Neuropsychological Battery is used to assess
   A  motor speed
   B  motor strength
   C  visual-motor coordination
   D  visual-motor integration

25  The Stroop Color-Word Interference Test is usually used as a test of
   A  verbal fluency
   B  visual perception
C    memory
D    attention

26  Human attention is not a unitary construct and is considered to comprise
A    focused attention, selective attention, and executive attention
B    attention span, focused attention, and selective attention
C    attention span, selective attention, and executive attention
D    focused attention, attention span, and immediate attention

27  Executive function is not a unitary construct and is considered to comprise
A    concept formation, memory, and problem solving
B    concept formation, planning, and problem solving
C    attention span, planning, and problem solving
D    concept formation, planning, and motor strength

28  Aphasia literally means no
A    motor strength
B    sensation
C    language
D    attention

29  Most neuropsychological tests of memory and learning are involved in the assessment of
A    implicit memory
B    semantic memory
C    episodic memory
D    short-term memory

30  The Purdue Pegboard is a test of motor dexterity and was originally developed to
A    select assembly line workers
B    detect brain damage
C    select school children
D    estimate IQ

Answers for Chapter 9

|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
Chapter 10

Forensic Psychological Testing and Assessment

1. The word ‘forensic’ means
   A. criminal
   B. justice
   C. of or used in connection with courts of law
   D. investigation

2. Compared to other branches of professional psychology, forensic psychology is
   A. relatively young
   B. relatively old
   C. based on theories
   D. not based on theories

3. Before the recognition of forensic psychology as a specialty area of psychology
   A. psychologists had not been asked to appear in courts as expert witness
   B. psychologists had been asked to appear in courts as expert witness
   C. psychologists were not interested in contributing to the working of the legal and criminal justice systems
   D. psychologists were not allowed to contribute to the working of the legal and criminal justice systems

4. According to the textbook, one of the major contributions of forensic psychology is
   A. assisting lawyers in preparing prosecution/defence cases
   B. acting as expert witness in court
   C. changing public opinion about criminal behaviour
   D. forensic psychological testing and assessment

5. The primary purpose of forensic psychological testing and assessment is
   A. to assist those who work in the legal and criminal justice system to make decisions
   B. to enable forensic psychologists to act as expert witnesses
   C. to help with law enforcement
   D. to help suspects in criminal cases

6. When psychologists in other professional areas (e.g., clinical, neuropsychological, organisational) engage in forensic assessment
   A. they are not expected to follow guidelines and ethics in forensic psychology
   B. they are expected to follow guidelines and ethics in forensic psychology
   C. they are required by law to consult a forensic psychologist
   D. they are required by law to consult a lawyer
7 According to Ogloff and Douglas, the results of forensic assessment are needed if they are found by the court to be
A of assistance to the prosecutors
B provided by a registered forensic psychologist
C relevant and related to one or more legal standards raised by a case
D of assistance to the defence lawyers

8 In deciding whether forensic psychological evidence is admissible in a court of law, which of the following requirements must be satisfied?
A the evidence is required by the judge or jury to assist in decision making
B the evidence is provided by a suitably qualified professional
C the evidence is based on scientific facts or data that are widely accepted by other experts in the area
D all of the above

9 Compared to other witnesses in a court case, an expert witness
A may provide factual information as well as offer an opinion
B cannot be prosecuted for perjury
C may offer an opinion but not provide factual information
D is not subjected to cross-examination

10 According to Heilbrun, which of the following is not a requirement for selecting psychological tests to use in a court case?
A to use commercially available tests that are documented in at least two sources
B to use a test that has a standardisation sample with n = 1000
C to make sure the test chosen is applicable or suitable to the person being assessed
D to use a test that is directly relevant to the legal issue involved, or at least use a test that assesses psychological constructs that are relevant to the legal issue

11 In Australia, the minimum length of university training required for membership of the College of Forensic Psychology, Australian Psychological Society, is
A 4 years
B 5 years
C 6 years
D 7 years

12 In Australia and other Commonwealth countries, the three main jurisdictions are
A criminal, civil, and family
B criminal, civil, and high
C family, high, and criminal
D local, family, and high

13 Forensic assessment is considered different from therapeutic assessment because
A the validity of the tests used is different
B the time required to conduct assessment is different
C the tests used for assessment are different
D the purpose of assessment is different
14 The standards being considered in forensic assessment include scientific, professional, and
A legal
B economic
C social
D all of the above

15 In forensic assessment, the response style of a client is
A assumed to be reliable
B not assumed to be reliable
C assumed to be chronological
D not assumed to be chronological

16 The person(s) served by forensic assessment include
A the client only
B the court only
C the client and the court
D the client, the attorney, and the court

17 Compared to a therapeutic assessment report, a forensic assessment report is
A more valid
B more expensive
C longer, more comprehensive, and more detailed
D shorter but more detailed

18 In forensic assessment
A the psychologist and client always share similar purposes
B the psychologist and client do not always share the same purpose
C the psychologist is expected to assist the client
D the psychologist is not required to be objective

19 According to Heilbrun, Roger, and Otto, the three types of assessment instruments used in forensic assessment are
A forensic, forensically related, and clinical
B forensic, forensically related, and experimental
C intelligence, personality, and neuropsychological
D clinical, experimental, and forensic

20 The MacArthur Competence Assessment tool is an example of a(n) _____ assessment instrument
A clinical
B experimental
C forensic
D objective

21 The Psychopathy Checklist – Revised is an example of a _____ assessment instrument
A projective
B forensically-related
The Minnesota Multiphasic Personality Inventory – 2 is an example of a(n) _____ assessment instrument
A forensically related
B forensic
C clinical
D experimental

Forensic assessment has contributed to all except which of the following areas?
A malingering
B prediction of aggression
C prediction of sexual preference
D custody evaluation

In Australia, assessment of competency to stand trial is usually conducted by
A forensic psychiatrists
B forensic psychologists
C clinical psychologists
D clinical neuropsychologists

The Psychopathy Checklist – Revised provides one overall score and the following factor scores
A lying; and high tolerance of pain
B lying; and chronically unstable and antisocial lifestyle
C callous, selfish, remorseless use of other; and lying
D callous, selfish, remorseless use of other; and chronically unstable and antisocial lifestyle

When conducting forensic assessment in child custody cases, the American Psychological Association emphasises that psychologists need to keep in mind that
A the child's interest and well-being are paramount
B the validity of the tests used is paramount
C the time spent on testing is paramount
D the parents’ financial situations are paramount

The Structured Interview of Report Symptoms was designed to
A assess psychopathy
B detect malingering
C evaluate competency to stand trial
D assess antisocial behaviour

One of the most common symptoms associated with malingering is
A dementia
B back pain
C memory
D headache
29 In malingering assessment, the term sensitivity is defined as
A proportion of simulators correctly classified
B proportion of non-simulators correctly classified
C proportion of simulators incorrectly classified
D proportion of non-simulators incorrectly classified

30 Which of the following is not a limitation of forensic assessment?
A low reliability and validity
B time required to complete assessment
C susceptibility to faking of self-report instruments used
D small sample size used in most validation studies

Answers for Chapter 10

|------|------|------|------|------|------|------|------|------|------|
Chapter 11

Educational Testing and Assessment

1. Herbart’s five-step process was
   A. experience an activity, reflect on that experience, extract the general principles, apply them to a new situation, and repeat the process
   B. start with a case study, tell a story, summarise the story, extract the lesson, and apply it to a new situation
   C. motivate the subject matter, present the material, integrate it with what is already known, extract the lesson, and apply it to a new situation
   D. motivate the subject matter, present the material, integrate it with what is already known, emphasise general principles, and facilitate practice

2. Achievement tests assess
   A. past learning
   B. future learning potential
   C. need for achievement
   D. innate potential

3. Aptitude tests assess
   A. past learning
   B. future learning potential
   C. need for achievement
   D. innate potential

4. Summative assessment refers to
   A. the sum of the correct answers on a test
   B. using assessment devices to facilitate learning
   C. assessment devices used for evaluative purposes
   D. the format of particular test items

5. Formative assessment refers to
   A. using assessment devices to facilitate learning
   B. assessment devices used for evaluative purposes
   C. the sum of the correct answers on a test
   D. the format of particular test items

6. A take-home exam is a good example of
   A. aptitude assessment
   B. summative assessment
   C. achievement assessment
   D. formative assessment

7. Local norms refer to
   A. parent’s attitudes towards testing
8. The WISC–IV is a good example of
   A. a test designed for preschool children
   B. an individually administered achievement test
   C. an individually administered aptitude test
   D. a formative mode of assessment

9. What are the index scores that can be calculated from the WISC–IV?
   A. Verbal Comprehension Index, Perceptual Reasoning Index, Working Memory Index, Processing Speed Index
   B. Verbal Index, Perceptual Index, Performance Index, Full Scale Index
   C. Verbal IQ, Performance IQ, Full Scale IQ
   D. Similarities Index, Block Design Index, Digit Span Index, Coding Index

10. The purpose of supplemental tests in the WISC–IV is to
   A. complement supermental tests
   B. extend the range of abilities sampled
   C. complement fundamental tests
   D. give test administrators choice over which subtests to use

11. When computing the index scores on the WISC–IV, how many substitutions are permitted?
    A. none
    B. one
    C. two
    D. three

12. When computing the Full Scale IQ on the WISC–IV, how many substitutions are permitted?
    A. none
    B. one
    C. two
    D. three

13. J C Raven invented the progressive matrices in an attempt to develop a pure measure of
    A. Spearman’s g
    B. matrix reasoning
    C. progressive intelligence
    D. performance IQ

14. Raven’s progressive matrices were designed to be
    A. self-training
    B. self-administering
    C. used with only a small section of the population
    D. used only by people who are colour-blind
15. Raven’s progressive matrices are considered to be
A based on matrix algebra
B based on progressive thought
C culture fair
D culturally dependent

16. General aptitude tests are good measures of _____ abilities, whereas general achievement tests are good measures of _____ abilities
A crystallised; fluid
B fluid; crystallised
C cognitive; developmental
D developmental; cognitive

17. The WIAT–II assesses
A individual achievement
B verbal and performance abilities
C incidental and non-incidental learning
D literacy and numeracy

18. The WIAT–II is not designed to assess
A oral expression
B learning difficulties
C eligibility for placement in special education programs
D giftedness

19. The earliest form of vocational interest test consisted of a list of
A occupations
B hobbies and pastimes
C self-rated competencies
D school subjects

20. Realistic people prefer
A idealistic career choices
B sensible and achievable career aspirations
C jobs involving direct interaction with the physical world
D straight-talking vocational counsellors who get to the point

21. Investigative people prefer
A analysing and solving problems
B detective work
C finding out about many occupations before making a final decision
D persuading and negotiating with other people

22. Artistic people value
A conformity
B creativity
C working with their hands
D expensive paintings
23 Social people enjoy
   A gossip
   B going to parties
   C interacting with other people
   D working with their hands

24 Enterprising people prefer
   A compiling business data
   B starting their own business
   C carefully researching all the options before making a decision
   D sales and marketing occupations

25 Conventional people prefer
   A office work
   B 9-to-5 jobs
   C plain colours and quiet suburbs
   D jobs with a low level of structure

26 Holland’s model of vocational interests is structured around a
   A circumplex
   B triangle
   C hexagon
   D dodecahedron

27 The Strong Vocational Interest Inventory
   A was originally developed in the 1920s
   B compares strong interests to weak interests
   C assesses the strength of a person’s vocational interests
   D was developed by Holland to supplement the SDS

28 RIASEC stands for
   A Rational, Imaginative, Affected, Sentimental, Entrepreneurial, Conservative
   B Realistic, Investigative, Artistic, Social, Entrepreneurial, Conventional
   C Realistic Interest Assessment Scoring for Each Candidate
   D Realistic, Investigative, Artistic, Social, Enterprising, Conventional

29 The best measure of RIASEC is the
   A SDS
   B SVII
   C WISC–IV
   D RPM

30 The basic dimensions of the structure of vocational interests are
   A hexagonal in shape
   B Realistic, Investigative, Artistic, Social, Enterprising, Conventional
   C People vs Things and Data vs Ideas
   D circular in nature
### Answers for Chapter 11

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Chapter 12

The Future of Testing and Assessment

1. The theory of multiple intelligences posits the existence of
   A. a new intelligence for every person tested
   B. transpersonal, suprapersonal and artistic intelligences
   C. practical intelligence
   D. interpersonal and intrapersonal intelligence

2. Practical intelligence involves
   A. knowledge of processes and procedures
   B. knowledge of facts and figures
   C. knowledge of practical skills like woodwork and car maintenance
   D. knowledge of how to cheat other people without being caught

3. Tacit knowledge is
   A. declarative knowledge gained through instruction
   B. procedural knowledge gained through experience
   C. knowledge of tacits
   D. knowledge of how to do well on tests

4. Emotional intelligence is
   A. knowledge of emotional states
   B. the ability to feign emotions when necessary
   C. the ability to recognise and control one’s own and others’ emotions
   D. the emotional reaction that occurs when completing an intelligence test

5. Automatic page turning is
   A. using a computer to present a pencil-and-paper test
   B. working through a test booklet without paying adequate attention
   C. working through a test booklet with the help of an assistant to turn the pages, if necessary
   D. an Internet test in which the pages are hyperlinked

6. The cross-mode correlation between non-speeded computerised and pencil-and-paper tests is about
   A. 0.30
   B. –0.72
   C. –0.85
   D. 0.97

7. MAT is to CAT as MANOVA is to
   A. ANOVA
   B. CANOVA
   C. ANCOVA
D PAVLOVA

8 CAT involves
   A Computer Assisted Tomography
   B a computer continuously monitoring an examinee’s performance and presenting
      items depending on the person’s performance so far
   C a computer scoring a large number of tests and providing a report that is most
      appropriate for each person
   D the application of classical test theory

9 Tailored testing involves
   A testing clothing manufacturers
   B tailoring a test to an organisation’s needs
   C adapting test content to an examinee in real time
   D tailoring feedback to a person’s emotional state

10 Which of the following statements is true?
   A SAT is more efficient than CAT
   B CAT is more efficient than MAT
   C MAT is more efficient than CAT
   D CAT, SAT and MAT are equally efficient

11 A disadvantage of MAT is
   A the frequent chopping and changing between item types
   B its multidimensional adaptability
   C its prolonged administration time
   D a MAT is basically a collection of CATs

12 Another disadvantage of MAT is
   A its latent factor-centred design
   B its dependency on Item Response Theory
   C an examinee is required to complete a CAT before moving onto a MAT
   D an examinee is required to remember the instructions of all subtests
      simultaneously

13 Item-generation techniques are easy to apply to
   A verbal items
   B figural ability items
   C open-ended questions
   D projective tests

14 The idea behind item-generative testing is that
   A new items are delivered via the Internet as soon as they become available
   B examinees generate their own items as they work through the test
   C teams of dedicated item writers are continuously updating new versions of the test
   D the computer randomly generates new items based on an underlying rule or
      algorithm
15 An examinee who sacrifices speed for accuracy is emphasising
   A quality over quantity
   B quantity over quality
   C reliability over validity
   D relevance over contamination

16 An examinee who sacrifices accuracy for speed is emphasising
   A quality over quantity
   B quantity over quality
   C reliability over validity
   D relevance over contamination

17 Time-parameterisation involves
   A rapidly parameterising a test so it can be made adaptive
   B accurately timing how long it takes examinees to complete a test
   C using the time needed to answer as one of the difficulty dimensions of a test
   D setting strict time limits for all tests

18 Which of the following is not an area of advantage for Internet testing?
   A retrieval of test data
   B dissemination of test items
   C obtaining informed consent
   D updating methods of scoring

19 Security concerns for Internet tests include
   A authentication of examinees
   B privacy of personal information
   C confidentiality of test items
   D all of the above

20 ‘Dynamic norming’ refers to
   A norming tests in an operational environment
   B norming a test by computer as the examinee works through it
   C continually updating test norms as new data comes in
   D choosing the most appropriate norms from a set of norms which vary in terms of age and gender

21 ‘Digital divide’ refers to
   A inequality of access to computer systems among the general public
   B an efficient method of long division developed for digital computers
   C a particular test scoring technique in which fractions are dropped when raw scores are converted to scaled scores
   D a numerical subtest in which examinees are presented with division problems

22 ‘Unsupervised mode’ refers to
   A learning to use a test by reading the test manual
   B the most frequent score on an unsupervised test
   C delivering tests to the public without the intervention of a psychologist
D web bots trawling the Internet for resumés and information about potential job candidates

23 ‘Open mode’ refers to
A presenting a puzzle box in an unlocked state
B open source development of tests by the Internet community
C a statistic that indexes central tendency by being open to all data points
D anyone being able to access a test without any form of authentication

24 ‘Controlled mode’ refers to
A logging on to a testing site using a password
B determining the modal test score by controlling the range of responses
C control of test development by a test publisher
D maintaining tight control over the testing situation

25 ‘Supervised mode’ refers to
A the most frequent score on a supervised test
B the presence of a human supervisor or test administrator
C supervision of one’s testing practice by an experienced psychologist
D tests developed while under the supervision of an experienced psychologist

26 ‘Managed mode’ refers to
A tests used in executive recruitment
B managing the modal response on a test
C managed care in health delivery
D formal examination conditions

27 Globalisation poses unique challenges to psychological testing, especially in terms of
A Internet piracy
B access to an international audience
C translation of tests into multiple languages
D determining which assessment standards apply

28 In spite of the increasing technical sophistication of tests, there is a growing demand for
A Internet testing
B shorter, simpler tests
C latent-factor centred design
D computerised adaptive testing

29 Some authors have suggested that, in the future, psychological tests will include
A holograms
B artificial intelligence
C virtual reality
D all of the above

30 Which form of feedback is likely to be most beneficial?
A a set of normed scores supplemented by descriptions of the constructs being measured
B a canned report provided by a computer
C an assessment by a qualified psychologist that takes into account the examinee’s state of mind and readiness to receive feedback
D a graph of the examinee’s profile of scores supplemented by descriptions of the constructs being measured

Answers for Chapter 12

|---|------|------|------|------|------|------|------|------|------|-------|