

TEST ITEM FILE

Topic 2A: The Origins of Psychological Testing

1. Psychological testing in its modern form originated roughly _____ years ago.
 - a. 50
 - *b. 100
 - c. 150
 - d. 200
2. Who is generally credited with developing the first battery of psychological tests?
 - a. J. McKeen Cattell
 - b. Alfred Binet
 - c. Henry Goddard
 - *d. Francis Galton
3. 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
 - *a. J. McKeen Cattell
 - b. Alfred Binet
 - c. Henry Goddard
 - d. Francis Galton
4. The first applications of testing can be traced to
 - *a. Chinese testing of officials for office in 2200 B.C.
 - b. Galton’s sensory tests in the late 1800s
 - c. Wissler’s 1901 correlation of tests and academic marks
 - d. Binet’s 1905 testing of Paris school children
5. Civil service examinations were first introduced in
 - a. the United States
 - b. France
 - c. Great Britain
 - *d. China
6. In early Chinese testing, the beauty of penmanship was weighted very heavily in determining test scores. Why?
 - a. because of cultural norms that emphasized aesthetics
 - *b. good penmanship was essential to fitness for office
 - c. one early emperor had an obsession with appearances
 - d. the reason is completely unknown, lost in history
7. Five subjects (civil law, military affairs, agriculture, revenue, and geography) were tested in this country’s civil service examination.
 - a. the United States
 - b. France
 - c. Great Britain
 - *d. China
8. _____ is concept dating back to the 4th century B.C, that suggests we can judge the inner character of people from their outward appearance, especially the face.
 - a. Psychophysics
 - b. Phrenology
 - *c. Physiognomy
 - d. 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 Fechner
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
 - *b. 1901
 - c. 1917
 - 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 4th century B.C.
 - *b. Galen in the 2nd century
 - c. Al-kind in the 15th century
 - b. Galton in the 19th 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

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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

Deleted: mental retardation

39. The first person to propose a classification system for intellectual disability was a. Seguin
b. Binet
c. Freud
*d. Esquirol

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40. The first classification system for intellectual disability relied mainly upon a. problem solving abilities
b. physical stigmata
c. head circumference
*d. language skills

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41. The psychologist who devoted his life to developing educational programs for the intellectually disabled was _____.

- *a. Seguin
- b. Binet
- c. Freud
- d. Esquirol

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42. What current level did the first proposed classification system for intellectual disability fail to recognize?

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- *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

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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

Topic 2B

Early Testing in the United States

Early Uses and Abuses of Tests in the United States

Howard Knox and Nonverbal Tests in the Early 1900s

The Stanford-Binet: The Early Mainstay of IQ

Group Tests and the Classification of WW I Army Recruits

Early Educational Testing

The Development of Aptitude Tests

Personality and Vocational Testing After WW I

The Origins of Projective Testing

The Development of Interest Inventories

The Expansion of Personality Inventories

The Emergence of New Testing Domains

New Emphasis on Evidence Based Practices

Summary of Major Landmarks in the History of Testing

Summary

Classroom Discussion Questions

1. Much of Topic 2B concerns the early use of psychological tests with immigrants who did not speak English. The instructor might find it interesting to ask students to discuss the characteristics of a fair test within this population. This will likely lead into a discussion of the purposes of testing, the meaning of a test to different populations, culture-reduced testing, etc. All these concepts are taken up later in the textbook.
2. Projective tests date back to early word association tests and also include sentence completion, inkblot associations, picture story telling, and drawings as methodologies. Ask students to brainstorm as to other possible forms for projective tests, remembering that the purpose is to reveal tendencies or thought patterns “sunk wholly below the level of consciousness.”
3. Personality testing was introduced toward the end of this chapter. This would be a good time to ask students about their initial feeling of personality inventories. When do they think they should be used? Inquire about their initial thoughts regarding the benefits and dangers of administering these types of tests.

Extramural Assignments

1. One emphasis of Topic 2B is the use of psychological tests for military screening. Students might be asked to interview older persons who were inducted during wartime (WW II, Korea, Vietnam) to form an impression about psychological testing in the military, its nature and purposes, etc.
2. Topic 2B lists a number of early classic references in psychological testing. Although many libraries do not carry these early journals, with enough advance preparation students could request reprints of selected articles. A written critique or oral presentation on these classic papers would serve a useful educational purpose. The following sources, referenced in the textbook, are especially recommended: Goddard (1911, 1912), Knox (1914), Kohs (1920), Pyle (1913), Yerkes (1921), and Brigham (1923).
3. Psychological testing has taken a number of “wrong turns” in history, including Goddard’s use of testing for immigration restriction, and Szondi’s test based upon wholly faulty premises. Ask students to do independent library research to learn more about either or both of these fascinating epochs in psychological testing.
4. Word association tests were very popular in the early 1900s. As a group project, ask students to collect normative data on associations to a particular set of words. Then, discuss in class the possible interpretations or understandings of the different associations.

5. Students have now been introduced to broad categories of tests (intelligence, projective, personality, aptitude, educational, vocational, interest inventories, etc.). Ask students go home and list all the tests they have ever taken and then group them by the aforementioned categories. They may want to talk to parents to help jog their memories. Request students, as they feel comfortable, to share with the class some of these testing experiences. This exercise helps to bring the purpose and practicality of these tests to life. It also may raise testing concerns.

Classroom Demonstrations

1. If the instructor can obtain samples of outmoded tests, a useful classroom demonstration concerns the issue of culture-loading. In particular, students can be shown sample items from early tests and asked to identify which items are culturally loaded and why. Then, students can be asked the crucial question: "Other than your opinion, what proof could be offered that a certain item is culturally loaded?" It is unlikely that students will offer useful approaches so early in the course, but it is worth arousing their interest in this issue, since it reoccurs later in the text.
2. If the instructor can obtain a copy of the Yerkes (1921) monograph, it is just filled with examples of early precursors to modern intelligence tests. Students are generally amazed to discover that Wechsler purloined many performance items directly from the work of WW I psychologists.
3. Inkblot tests constitute an enduring source of fascination for students. Construct a few rudimentary inkblots for demonstration purposes. Ask students to give their own interpretations of the inkblots, emphasizing that they can use parts or the entire blot for association. Ask students to discuss possible meanings of the associations, and then ask them how they would validate these interpretations.
4. While this topic has only provided a quick glimpse at different types of tests (intelligence, projective, personality, aptitude, interest inventories, etc.), break the class down into groups of 4 or 5 and have them brainstorm what types of tests they think would be most effective in screening candidates for various occupations (i.e. airline pilot, FBI agent, faculty member, police officer, mechanic, physician, etc.). This exercise should help them better distinguish various measures and provide a primer for the chapters ahead.

Essay Questions

1. Trace the history of the use of individual intelligence tests for immigration decisions in the early 1900s.
2. Describe the Army Alpha and Beta tests and discuss their use in military screening.
3. What is a projective test? Describe the early history of projective testing.
4. Briefly describe how an Aptitude test, Personality test, and Interest Inventory are each different from a traditional intelligence test.
5. Identify and describe two ethical issues that surfaced over the history of testing in the United States.
6. Explain what is meant by evidence-based practices and how that will influence the use of testing.

TEST ITEM FILE

Topic 2B: Early Testing in the United States

1. The first translation of the Binet-Simon scales was completed in ____ by

- ____.
- a. 1910, Terman
 - b. 1930, Terman
 - *c. 1910, Goddard
 - d. 1930, Goddard

2. At the turn of the century, the following labels were used for diagnostic purposes in

intellectual disability:

- *a. idiot, imbecile, feeble-minded
- b. intellectually disabled, feeble-minded, borderline
- c. imbecile, feeble-minded, borderline
- d. severely disabled, mildly disabled, borderline

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3. Goddard considered children who were _____ to be feeble-minded.

- a. below an IQ of 70
- b. incapable of self-care
- c. trainable but not educable
- *d. mentally four or more years behind

4. What was Goddard's opinion about the placement of children who were "feebleminded?"

- *a. they should be segregated to keep them from contaminating society
- b. they should be included in general education classrooms to prevent being ostracized
- c. they should be placed in special education classes to increase their learning curve
- d. none of the above

5. Regarding immigration and "feeblemindedness," which of the following statements characterizes national opinion in the early 1900s?

- a. the feebleminded reproduced at an alarming rate
- b. newer immigrants were mentally inferior to traditional immigrants
- c. immigration threatened the nation's overall biological fitness
- *d. all of the above

6. Initially, Goddard was _____ about the purported threat of feeble-mindedness posed by the immigrants.

- a. excitedly alarmed
- b. alarmed
- c. cautiously concerned
- *d. unconcerned

7. What was Goddard's position with respect to restrictions upon immigration?
- a. he led the movement to restrict immigration
 - b. he proposed different quotas for different countries
 - *c. he did not join the popular call for immigration restriction
 - d. he favored a complete ban upon immigration
8. How do the majority of recent testing textbooks portray Henry Goddard?
- a. brilliant with high moral caliber
 - b. belligerent and hardened
 - c. irresponsible and unlawful
 - *d. they do not mention or refer to him at all
9. What was Goddard's position with respect to heredity and intelligence?
- a. he was a strict hereditarian who conceived of intelligence in simple-minded Mendelian terms
 - b. he believed that much undesirable behavior was due to inherited mental deficiency
 - c. he called for the colonization of the mentally defective
 - *d. all of the above
10. In testing small samples of immigrants, Goddard concluded that about ____ percent of them were "feebleminded."
- a. 20
 - b. 40
 - c. 60
 - *d. 80
11. What did Goddard report as the primary culprit of the low intelligence scores of immigrants?
- a. linguistic barriers
 - *b. environmental deprivation
 - c. poor testing conditions
 - d. none of the above
12. Goddard's views on intellectual disability can be characterized as
- a. simple and consistent
 - b. simple and inconsistent
 - c. complex and consistent
 - *d. complex and inconsistent
13. Leta Stetter Hollingworth is known for which of the following accomplishments?
- a. showing that students with high genius show significantly greater school achievement than those with ordinary genius
 - b. showing that gifted children who move ahead in school do not lag behind other children in penmanship or motor skills
 - c. attributed gender differences in achievement to social and cultural impacts
 - *d. all the above

Deleted: mental retardation

14. It is appropriate to characterize the first Stanford-Binet as a _____ of the Binet-Simon scales.

- a. total revision
- *b. substantial revision
- c. slight revision
- d. faithful, literal translation

15. The first Stanford-Binet was useful mainly with

- a. intellectually disabled persons
- b. normal and superior children
- c. normal and superior adults
- *d. all of the above

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16. The latest revision of the Stanford-Binet was completed in

- a. 1916
- b. 1960
- c. 1986
- *d. 2003

17. Why did the Wechsler scales become a popular alternative to Stanford-Binet?

- a. stronger validity results
- *b. provides subtest scores and a verbal and performance IQ score
- c. easier to administer
- d. all the above

18. The WW I effort to test army recruits was headed up by

- a. Goddard
- b. Terman
- *c. Yerkes
- d. Cattell

19. Why were group tests originally slow to catch on?

- a. complicated and lengthy administration
- b. early versions lacked validity
- *c. early versions had to be laboriously scored by hand
- d. all the above

20. Two tests were used to test army recruits during WW I:

- *a. Alpha and Beta
- b. Alpha and Stanford-Binet
- c. Beta and Stanford-Binet
- d. Wechsler and Stanford-Binet

21. A nonverbal group test designed for use with illiterates and recruits whose first language was not English:

- a. Alpha
- *b. Beta
- c. Stanford-Binet
- d. Personal Data Sheet

22. A group test that consisted of eight verbally-loaded tests for average and high functioning recruits.

- *a. Alpha
- b. Beta
- c. Stanford-Binet
- d. Personal Data Sheet

23. The instructions on this test mainly used pictorial and gestural methods for explaining the questions and problems:

- a. Alpha
- *b. Beta
- c. Stanford-Binet
- d. Personal Data Sheet

24. Of what value was the WW I testing to the Army?

- *a. it is not really clear whether the Army made much use of the test results
- b. the Army used the test results to dramatically increase its efficiency
- c. the Army brass accepted the validity of the tests but opted for limited application
- d. the Army brass doubted the validity of the tests but based important decisions upon them anyway

25. Tens of thousands of WW I recruits received a literal zero for many Army subtests, because

- a. they were intellectually disabled
- *b. they didn't understand the instructions
- c. the tests were scored incorrectly
- d. instructors only pretended to give the tests

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26. Which researchers renounced their earlier views about the menace posed by "inferior" immigrants?

- a. Terman and Goddard
- *b. Goddard and Brigham
- c. Goddard and Pyle
- d. Terman and Brigham

27. Which test(s) have roots that trace back to Yerkes and the mass testing of Army recruits during WW I?

- a. the Wechsler scales
- b. the Scholastic Aptitude Test
- c. the Graduate Record Exams
- *d. all the above

28. Currently, most college admissions tests are directed by the

- a. College Entrance Examination Board
- b. Graduate Record Examination Board
- *c. Educational Testing Service
- d. College Admissions Board

29. In general, aptitude tests measure _____ than intelligence tests.

- a. a more global construct
- *b. more specific and delimited abilities
- c. IQ better
- d. none of the above

30. A statistical technique known as _____ was needed for the development of sophisticated aptitude tests.
- *a. factor analysis
 - b. multiple regression
 - c. discriminant function analysis
 - d. analysis of variance
31. Which psychologist believed that global measures of intelligence did not, so to speak, “cut nature at its joints”?
- a. Terman
 - b. Yerkes
 - *c. Thurstone
 - d. Spearman
32. When the armed forces first started using specialized aptitude tests, washout rates:
- a. increased
 - b. remained stable
 - c. decreased slightly
 - *d. decreased significantly
33. Modern personality testing began with the practical need to
- *a. identify WW I Army recruits susceptible to breakdown
 - b. assess persons for employment suitability
 - c. determine the emotional consequences of warfare
 - d. classify WW II Army recruits for different positions
34. Virtually all modern personality tests owe a debt to the
- a. Minnesota Multiphasic Personality Inventory
 - *b. Personal Data Sheet
 - c. Bernreuter Personality Inventory
 - d. Allport-Vernon Study of Values
35. The Thurstone Personality Schedule employed _____ in scale development.
- a. empirical keying
 - b. factor analysis
 - *c. rational keying
 - d. psychoanalytic theory
36. One of the first personality tests to use the method of internal consistency in scale development was the
- a. Minnesota Multiphasic Personality Inventory
 - b. Personal Data Sheet
 - c. Bernreuter Personality Inventory
 - *d. Thurstone Personality Schedule
37. The test that introduced the use of validity scales to determine fake bad, fake good, and random response patterns was the:
- *a. Minnesota Multiphasic Personality Inventory
 - b. Personal Data Sheet
 - c. Bernreuter Personality Inventory
 - d. Allport-Vernon Study of Values

38. The researcher who gave himself four seconds to come up with as many associations as possible to a stimulus word was
- a. Jung
 - b. Binet
 - c. Kraepelin
 - *d. Galton
39. Kent and Rosanoff (1910) gave the association method a distinctively American flavor by
- a. picking the stimulus words from a dictionary frequency count
 - b. correlating responses with psychiatric diagnoses
 - *c. tabulating the reactions of 1,000 normal subjects
 - d. timing response latencies to the nearest tenth of a second
40. In developing his test, Rorschach was most heavily influenced by
- a. Freud
 - b. Adler
 - *c. Jung
 - d. Galton
41. The hypothesis that we inadvertently disclose our innermost needs, fantasies, and conflicts when responding to ambiguous or unstructured stimuli is known as the
- a. Freudian axiom
 - *b. projective hypothesis
 - c. Jungian axiom
 - d. preconscious hypothesis
42. Which test was originally developed to investigate the personality functioning of normal individuals?
- a. Rorschach test
 - b. Personal Data Sheet
 - c. Bernreuter Personality Inventory
 - *d. Thematic Apperception Test
43. Which test was originally developed to investigate the need for achievement?
- a. Rorschach test
 - b. Personal Data Sheet
 - c. Szondi test
 - *d. Thematic Apperception Test
44. What initial problem of sentence completion tests still remains today?
- *a. scoring and interpretation
 - b. linguistic barriers
 - c. complex administration procedure
 - d. poor response rate
45. Which test below is clearly based upon wholly faulty premises?
- a. Rorschach test
 - *b. Szondi test
 - c. Bernreuter Personality Inventory
 - d. Thematic Apperception Test

46. Which test is based on the premise that projective preferences reveal recessive genes predisposing the individual to specific psychiatric disturbances?

- a. Rorschach test
- *b. Szondi test
- c. Bernreuter Personality Inventory
- d. Thematic Apperception Test

47. For which test have clinicians mainly relied upon an impressionistic analysis for scoring?

- a. Rorschach test
- b. Personal Data Sheet
- c. Szondi test
- *d. Thematic Apperception Test

48. Which of the tests below has faded into oblivion?

- a. Rorschach test
- b. Personal Data Sheet
- *c. Szondi test
- d. Thematic Apperception Test

49. The famous Strong Vocational Interest Blank has roots that go back to the

- *a. Carnegie Interest Inventory
- b. Personal Data Sheet
- c. Thematic Apperception Test
- d. Minnesota Multiphasic Personality Inventory

50. Which test uses a forced-choice triad approach?

- a. Strong Vocational Interest Blank
- b. Personal Data Sheet
- *c. Kuder Preference Record
- d. Minnesota Multiphasic Personality Inventory

51. The earliest form of projective testing consisted of

- a. inkblot tests
- b. drawing tests
- *c. word association tests
- d. story-telling procedures

52. This test consists of a series of pictures depicting persons engaged in ambiguous interactions.

- *a. Thematic Apperception Test
- b. Szondi test
- c. Draw-A-Person test
- d. Army Alpha test

An example of a personality test would be:

- a. the WIAT
- *b. the CPI
- c. the Rorschach
- d. the WAIS

The following is not an example of a domain covered by personality tests:

- a. social adjustment
- b. college career interests
- c. pre-employment screening
- *d. academic functioning

The following is not an example of a recently-emerging testing domain:

- *a. projective testing
- b. industrial-organizational testing
- c. forensic testing
- d. clinical psychology testing

Evidence-based practices require that:

- a. test publishers document the development of their tests
- b. test publishers provide evidence of standardization
- *c. treatments and interventions have proof of measurable positive outcomes
- d. treatments and interventions have proof of standardization