

1 What Are Psychological Tests?

Overview

In Chapter 1 of the textbook, you were introduced to psychological testing. Hopefully, after reading the chapter, you have a clearer understanding of what a psychological test is and a greater appreciation for the widespread use of and importance of psychological testing. While Chapter 1 of the textbook included foundational information about psychological testing, Chapter 1 of the workbook provides you with the opportunity to demonstrate your understanding of material presented in the textbook and apply your learning by completing some practical and critical-thinking exercises linked to specific learning objectives. Chapter 1 of the workbook also allows you to complete chapter-level projects to demonstrate your understanding of multiple topics within the chapter. Chapter 1 of the workbook ends with some multiple-choice and short-answer questions you can use to self-assess your understanding of the material.

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Practical and Critical-Thinking Exercises

Purpose

This section contains five exercises you can complete to demonstrate your understanding and apply your learning (Exercises 1.1–1.5) and one exercise you can complete to reflect on your learning (Exercise 1.6). The exercises, linked to learning objectives, are displayed below.

Exercise 1.1	Why Should You Care About Psychological Testing? <ul style="list-style-type: none">• Learning Objective: Have a greater appreciation for why you should care about psychological testing.
Exercise 1.2	Can You Recognize Similarities and Differences Among Psychological Tests? <ul style="list-style-type: none">• Learning Objective: Better understand the similarities and differences among psychological tests.
Exercise 1.3	How Does Cheating Affect Basic Assumptions? <ul style="list-style-type: none">• Learning Objective: Reflect on how cheating affects two of the basic assumptions about psychological tests.
Exercise 1.4	Can You Classify Psychological Tests? <ul style="list-style-type: none">• Learning Objective: Be able to classify and describe different types of psychological tests.
Exercise 1.5	Where Can I Locate Online Information About Psychological Tests? <ul style="list-style-type: none">• Learning Objective: Locate online resources to obtain information about psychological tests.
Exercise 1.6	Reflect on Your Learning. <ul style="list-style-type: none">• Learning Objective: Describe key takeaways and confusing concepts from Chapter 1.

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Exercise 1.1: Why Should You Care About Psychological Testing?

OBJECTIVE

Have a greater appreciation for why you should care about psychological testing.

BACKGROUND

Important decisions are made using psychological test results, and these decisions can affect you and those around you. The consequences of these decisions can be significant. To help you recognize the impact psychological tests may have had in your life, for Exercise 1.1, you will identify some of the psychological tests you've taken in the past and then reflect about the importance of those tests.

YOUR TASK

1. **List five psychological tests *you or someone you know* completed in the past.** Think about tests you've taken at different times in your life (as a child, teenager, young adult, etc.) as well as in various situations (at school, work, doctor's office, government agency, etc.). Also, reflect about psychological tests taken by your spouse, children, parents, siblings, friends, co-workers, and/or supervisors. If you do not remember the exact name of the test, provide a brief description of the test instead.
2. **Explain why the results of each psychological test were important.** Think about why you took the test and how the test results were used.

Name or Description of the Test	Reason Why the Test Was Important
Test Anxiety Inventory (EXAMPLE)	I was experiencing extreme anxiety when taking tests in high school. My parents took me to an educational psychologist who did a thorough assessment. As a part of the assessment, the psychologist administered the Test Anxiety Inventory to me. She used the results to help me identify some coping strategies to help reduce my anxiety when taking tests. I feel much more comfortable taking tests now, while in college.
1	
2	
3	
4	
5	

Exercise 1.2: Can You Recognize Similarities and Differences Among Psychological Tests?

OBJECTIVE

Better understand the similarities and differences among psychological tests.

BACKGROUND

Broadly defined, a psychological test is a procedure, an instrument, or a device that measures samples of behaviors to make inferences about human attributes, traits, or characteristics; or predict future outcomes. However, tests can differ in various ways. For example, they can differ in terms of the behavior they require you to perform, the construct they measure or predict, their content, how they are administered and formatted, how they are scored and interpreted, and their psychometric quality. In Exercise 1.2, you will explore the similarities and differences among the five psychological tests you identified in Exercise 1.1.

YOUR TASK

1. **List the five psychological tests.** Identify five psychological tests that you or another person that you know has taken.
2. **Conduct research on each of the tests.** To find information about each test, refer to the Locating Information About Tests (Web Box 1.2) from Chapter 1.
3. **Document the information needed to explore some of the similarities and differences between the tests.** For each test, document what behavior(s) the test requires a test taker to perform, the construct the test is designed to measure or predict, and what you learn about the administration and format. To refresh your memory of how tests can be similar and different, review the “What Is a Psychological Test” section in Chapter 1.

Name of Test	Behavior Performed	Psychological Construct	Administration and Format
	What observable and measurable <i>action</i> must a test taker complete?	What underlying <i>attribute, trait, or characteristic</i> is the test designed to measure, or what is the test designed to predict?	How is the test <i>administered</i> , and what is the test's <i>format</i> ?
The College Board's ACT (EXAMPLE)	<ul style="list-style-type: none"> • Answer a series of multiple-choice items 	<ul style="list-style-type: none"> • Measures what students have learned throughout high school—what is most important for success in postsecondary education • Consists of four tests (English, mathematics, reading, and science) and an optional writing test (essay) • Used to predict college readiness 	<ul style="list-style-type: none"> • Administered by a Test Supervisor in a group setting, within classrooms in paper-and-pencil format, or online format at school testing centers

Name of Test	Behavior Performed	Psychological Construct	Administration and Format
1			
2			
3			
4			
5			

Exercise 1.3: How Does Cheating Affect Basic Assumptions?

OBJECTIVE

Reflect on how cheating affects two of the basic assumptions about psychological tests.

BACKGROUND

When using psychological tests, we must make several assumptions. For example, we must expect the psychological test we are using measures what it claims to measure or predict. We must assume an individual's behavior, and therefore test score, will typically remain stable over time. We must also assume that test takers understand the items on the test in the same way and that test takers will report accurately and honestly about themselves and their thoughts and feelings. Last, we must assume that a test taker's score has some error, and this error may be attributable to the test itself, the examiner, the examinee, or the environment. While there are things we can do during test development to increase our confidence in some of these assumptions, sometimes these assumptions are violated. Unfortunately, some test takers cheat on psychological tests, specifically when taking high-stakes tests, which directly affects the assumption that individuals will report accurately and honestly about themselves and their thoughts and feelings. To further understand how cheating affects two of the basic assumptions about psychological tests, for Exercise 1.3, you will explore why cheating occurs, what can be done about cheating, and how cheating affects test outcomes.

YOUR TASK

1. Read the information below.

Based on the material presented in Chapter 1 of the textbook, you have learned that formalized high-stakes tests have a long history dating back to the Han Dynasty around 200 to 100 BCE. A discussed facet of testing is the topic of cheating. It seems that when important decisions will be made based on test results, certain individuals will be motivated to cheat. Interestingly, there is evidence that the early Chinese examiners had to deal with cheating, and test examiners had procedures and instructions about how to search test takers for cheating materials and how to proctor examinations. One well-known Chinese garment that some believe may have been used for cheating is housed at the East Asian Library at Princeton University and can be viewed at the link here:

<http://eastasianlib.princeton.edu/robe.htm>.

The garment shown in the images dates back to the late 19th century and contains over 700 well-known essays. However, there is little evidence that such a garment could have been successfully used to cheat. Instead, the garment may have been rented and used for good luck.

Cheating significantly affects at least two of the basic assumptions about psychological tests that were presented in the textbook: *Individuals will report accurately about themselves*, and *individuals will honestly report their thoughts and feelings*. Cheating obviously violates these assumptions.

2. Answer the questions below.

On what types of tests (achievement, intelligence, personality, and/or interest inventories) are individuals more likely to cheat? Why?

How might violating assumptions about psychological testing impact decisions that are made based on test results?

3. Find an example of cheating on a high-stakes test (which is a test that is used to make important decisions) in the news and then answer the questions below.

What cheating occurred, who was the cheater, and what might the possible motives have been behind the cheating?

How could cheating have been avoided or caught earlier?

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Exercise 1.4: Can You Classify Psychological Tests?

OBJECTIVE

Be able to classify and describe different types of psychological tests.

BACKGROUND

There are some common ways that professionals refer to psychological tests. Sometimes professionals will refer to a test as a maximal performance test, a behavior observation test, or a self-report test. They might also refer to the same test as a standardized or nonstandardized test, objective or projective. In addition, they might refer to the same test based on what the test measures. For example, when speaking about the SAT, a professional might explain that the test is an objective, standardized test of maximal performance designed to predict academic success in college. To help you describe different psychological tests, in Exercise 1.4, you will identify and classify five of the tests included in Appendix A of your textbook.

YOUR TASK

1. **From the Test Spotlights in Appendix A of your textbook, select five different psychological tests of interest to you.** Document the name of the tests in the table below.
2. **Classify each test.** Review each test spotlight and conduct additional research if necessary. Then, for each test, indicate how you would classify the test by placing an “x” in the appropriate box. To refresh your memory of how tests can be similar and different, review the “Test Classification Methods” section of Chapter 1.

		Example	Test 1	Test 2	Test 3	Test 4	Test 5
		The SAT					
1	Maximal Performance (Test takers perform a well-defined task, and success is measured by answering questions correctly.)	x					
	Behavior Observation (Test takers are observed by others; often the test taker is not aware that he or she is being observed.)						
	Self-Report (Test takers describe their feelings, beliefs, opinions, or mental states.)						

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		Example	Test 1	Test 2	Test 3	Test 4	Test 5
		The SAT					
2	Standardized (There are specific directions for scoring; scores are interpreted by comparing with a standardization sample.)	x					
	Nonstandardized (Scores are not interpreted using standardization samples.)						
3	Objective (There are predetermined correct answers, requiring little subjective judgment of the person scoring the test.)	x					
	Projective (Test takers respond to unstructured or ambiguous stimuli such as images or incomplete sentences.)						

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Exercise 1.5: Where Can I Locate Online Information About Psychological Tests?

OBJECTIVE

Locate online resources to obtain information about psychological tests.

BACKGROUND

Individuals in educational, clinical/counseling, and organizational settings use psychological tests for many reasons. Finding the most appropriate one for a specific purpose is not always easy. To choose an appropriate test for a particular circumstance, we must know the types of tests that are available and their merits and limitations. Numerous resources are available for finding information about psychological tests. While some of these resources contain information about tests that are available commercially through test publishers, others have been designed and used by researchers and are not available commercially but are available through the other resources identified in Chapter 1. To increase your understanding on how to locate resources, in Exercise 1.4, you will explore various online resources described in the textbook for researching and locating psychological tests.

YOUR TASK

1. **Identify a psychological construct that has personal meaning to you** (e.g., intelligence, aggression, anxiety, addiction). For example, perhaps as a child you were in a gifted program due to your above-average *intelligence*. Or, perhaps a friend of yours or a family member has been struggling with *aggression*, *anxiety*, or *addiction*.
2. **Search available online resources to find as many tests as you can that measure your chosen construct.**
 - Conduct a search of a minimum of four different online resources to find *commercially available tests* designed to measure the construct you identified.
 - Conduct a comprehensive search of a minimum of two different online resources to find *unpublished tests* designed to measure the construct you identified.
 - See the “Locating Information About Tests” section in Chapter 1 for examples of the numerous resources available to you.
3. **Document your findings in the table on the following page.**

For your identified construct, list the tests you identified. For each test, identify the resource you found the test in, whether the test is commercially available or unpublished, the purpose of the test (what it is designed to measure and/or predict), and type of information contained in the resource where you gathered information about the test.

Psychological Construct: _____

Name of Test	Resource	Commercially Available or Unpublished?	Purpose of the Test	Type of Information Available About the Test
Children's Personality Questionnaire (EXAMPLE)	Buros Test Reviews Online	Commercially available	This test measures personality traits to predict and evaluate the course of personal, social, and academic development.	Author, purpose, publication date, acronym, publisher, publisher address, publisher URL, where to find a test review, and price.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

4. Reflect on and document your answers to the questions below.

How were the resources you searched to find information about available tests similar and different?

Which resource(s) did you find most valuable, and why?

Why might these resources be valuable to a professional in an educational, clinical/counseling, and/or organizational setting?

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Exercise 1.6: Reflect on Your Learning

OBJECTIVE

Describe key takeaways and confusing concepts from Chapter 1.

BACKGROUND

In Chapter 1 of the textbook, you were introduced to psychological testing. You read about what a psychological test is and learned a little history of psychological testing. You were introduced to the three defining characteristics of psychological tests, the assumptions we must make when using tests, and the different ways we classify tests. You were also introduced to four concepts that students often confuse: psychological assessment, psychological tests, psychological measurement, and surveys. Last, you learned about a variety of resources that are available for locating information about commercially available and unpublished psychological tests. For Exercise 1.6, you will reflect on your learning from Chapter 1 of the textbook and identify key takeaways from the chapter.

YOUR TASK

1. Identify your “Aha!” moments from Chapter 1.

- Identify 3 to 4 new insights or realizations you had after reading Chapter 1, referred to as “Aha!” moments.
- Consider things that made you look at a concept, your life, or an issue in a completely different way than you had in the past.
- Document your insights and realizations below, providing details of your learning.

2. Identify some muddy moment discussion questions.

- Identify 2 to 3 concepts that are still “muddy” for you from the chapter.
- Consider concepts you still don’t understand, concepts you need clarified, and/or questions you want to ask.
- Develop 1 to 3 questions to initiate a discussion in class to further your understanding of the concepts and get your questions answered.

Insights and Realizations



1. _____
2. _____
3. _____
4. _____

Muddy Moments Discussion Questions



1. _____
2. _____
3. _____

Chapter-Level Projects

Project 1



BACKGROUND

Imagine a large financial institution called to ask if they could hire you to identify psychological tests to integrate into their management development program. The purpose of the organization's 12-month management development program is to ensure nominated employees receive necessary leadership training. Individuals who are interested in pursuing senior leadership positions within the organization acquire the leadership knowledge and skills necessary to contribute effectively toward the growth and success of the organization. Once a month, individuals in the management development program participate in a half a day instructor-led, face-to-face course. Participants also complete online learning courses each month. The knowledge and skills taught vary from month to month. While the management development program focuses on developing critical knowledge and leadership skills, there are no existing tests built into the program to measure whether participants are indeed learning the knowledge and skills needed to be successful in a leadership position. Before agreeing to help the financial institution, you need to have some questions answered. You've scheduled a 30-minute online meeting with the organization to obtain answers to your questions.



YOUR TASK

1. **Identify the questions you need answered.** Based on the information presented in Chapter 1, identify what questions you might need answers to in order to identify psychological tests the organization could incorporate into their management development program.
2. **Create a well-thought-out visual learning aid.** Create a professional-looking visual learning aid to share your questions with the organization during your online meeting. Include in the visual why answers to your questions are important for ensuring the right tests are identified.

Project 2

**BACKGROUND**

Pretend that you are a manager for an automotive manufacturing company. You were first hired 10 years ago to work on the line, were cross-trained in multiple departments, and now you are the manager. However, recently you have noticed that many of your new line employees don't appear to have the knowledge needed to effectively perform their job. Knowing that Human Resources recently started using a new knowledge test as part of the selection process for line employees, you decide to ask Human Resources to share with you any information available on what knowledge the test is measuring. Upon reviewing the information Human Resources provided to you, you find that some of the knowledge the test is measuring is no longer required to effectively run the automotive manufacturing system, and running the system is the primary job of the line staff. It now makes sense to you why recently hired line staff don't appear to have the knowledge needed to effectively perform their job. You talk to your supervisor about the situation and your concerns about the continued use of the test, who suggests that you should share what you learned, your concerns, and your recommendations at the next managers meeting.

**YOUR TASK**

1. **Based on the scenario above, create a deliverable.** Create a detailed deliverable (something that you can deliver or provide for a person or group, such as a document or plan that displays the product/process) that captures your learning, concerns, and recommendations to share with others at the next managers meeting. Your deliverable can be a PowerPoint presentation, a Prezi, or other platform as directed by your instructor.
2. **At a minimum, include the following information in your deliverable:**
 - The issues you are experiencing with your new line employees.
 - What you learned by reviewing the information Human Resources shared with you.
 - Why you are concerned about continued use of the test.
 - Your recommendations for moving forward to ensure new line employees have the knowledge needed to effectively perform their job.
3. **Integrate learnings from Chapter 1 when creating your deliverable.** When expressing your concern and sharing your recommendation, refer to concepts in Chapter 1 to support your concerns and recommendations.

Project 3

**BACKGROUND**

Imagine you were in graduate school serving as the teaching assistant for a psychology instructor. Because some of the students in the course are struggling with the concepts in Chapter 1, the instructor has asked you to spend 1 hour with these students to help increase their understanding of the Chapter 1 material. In addition to meeting with the students, the instructor requested that you create a visual learning aid you can use not only as an instructional tool when meeting with the students, but that students can take with them and use as a study tool for future exams.

**YOUR TASK**

1. **Search the Internet to learn more about visual learning aids.** Conduct a search of the Internet to learn more about the value of visual learning aids and the different types of learning aids. When searching, consider using key terms such as *visual learning aids*, *graphic organizer*, *concept maps*, *cognitive organizer*, *concept diagrams*, and *story maps*.
2. **Create a visual learning aid of Chapter 1 material.** Review the learning objectives at the beginning of Chapter 1. Create a well-thought-out visual learning aid to enhance student understanding of the important concepts associated with each learning objective. Your visual learning aid should be professional-looking and include visual symbols and words to express Chapter 1 concepts, as well as the connections between them. Creativity is encouraged.

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Practice Questions

Multiple Choice

1. What do all psychological tests require an individual to do?
 - a. Answer questions
 - b. Fill out a form
 - c. Perform a behavior
 - d. Sign a consent form
2. Who published the first test of intelligence in 1905?
 - a. Lewis Binet
 - b. Alfred Simon
 - c. Robert Woodworth
 - d. Alfred Binet
3. Who published the Stanford–Binet?
 - a. Henry Murray
 - b. Robert Woodworth
 - c. Lewis Terman
 - d. Alfred Binet
4. What test did Robert Woodworth develop during WW I to help the U.S. military detect soldiers unable to handle combat stress?
 - a. Thematic Apperception Test
 - b. Stanford–Binet
 - c. Personal Data Sheet
 - d. Rorschach inkblot test
5. What was the first widely used personality inventory?
 - a. MMPI
 - b. Woodworth Psychoneurotic Inventory
 - c. Rorschach Inkblot Test
 - d. Thematic Apperception Test
6. A test requiring individuals to demonstrate their driving ability is best classified as what type of test?
 - a. Test of maximal performance
 - b. Self-report test
 - c. Behavior observation test
 - d. Projective test
7. A test requiring individuals to respond to test questions about their feelings and beliefs can best be described as what type of test?
 - a. Test of maximal performance
 - b. Self-report test
 - c. Behavior observation test
 - d. Projective test
8. Which one of the following types of tests does not have answers that can be scored as correct or incorrect?
 - a. Objective test
 - b. Projective test
 - c. Standardized test
 - d. Self-report test
9. What type of test is administered to a large group of individuals who are similar to the group for whom the test has been designed?
 - a. Nonstandardized test
 - b. Standardized test
 - c. Projective test
 - d. Subjective test
10. What type of test would a classroom teacher most likely administer?
 - a. Achievement test
 - b. Aptitude test
 - c. Intelligence test
 - d. Interest inventory
11. If Jose took a test to identify his potential for learning or his ability to perform in an area in which he had not been specifically trained, what type of test would he be taking?
 - a. Achievement test
 - b. Intelligence test
 - c. Aptitude test
 - d. Vocational test

12. Joe took three tests. One required him to respond to true/false questions, one to multiple-choice questions, and one to rating scales. What type of tests did Joe take?
 - a. Projective tests
 - b. Nonstandardized tests
 - c. Subjective tests
 - d. Objective tests
13. What type of test would a career development counselor most likely administer?
 - a. Achievement test
 - b. Aptitude test
 - c. Intelligence test
 - d. Interest inventory
14. If you wanted to locate a professional test review for a published test, which one of the following would be the best source?
 - a. Tests in Print
 - b. Tests in Microfiche
 - c. Mental Measurements Yearbook
 - d. Measures for Psychological Assessment

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Short Answer

<p>Remembering</p> 	<ol style="list-style-type: none"> 1. Identify three different psychological tests. How are they similar and how are they different? 2. What are the similarities and differences among intelligence tests, aptitude tests, and achievement tests? Provide an example of each. 3. Identify a psychological assessment, psychological test, and measurement. How are they similar and different? 4. How are psychological tests and surveys similar? How are psychological tests and surveys different?
<p>Applying</p> 	<ol style="list-style-type: none"> 5. When using a psychological test, what assumptions must be made? Why are these assumptions important? 6. What is a psychological test? Provide an example of a psychological test and discuss what makes the example a test. 7. Think of a time when you or someone else was required to take a standardized test. How is the structure of the testing format effective? Support your statement with specifics and details. 8. Identify an example of a test of maximal performance, an example of a behavior observation test, and an example of a self-report test. What makes each a good example of each type of test?
<p>Evaluating</p> 	<ol style="list-style-type: none"> 9. Why is it important for test takers, such as yourself, to understand foundations of psychological testing? 10. If you were a consultant and a hiring manager asked your opinion about what test would be best to use when hiring managers, how would you determine what is the best test and how would you go about finding an appropriate test? 11. Think of a time when you took a classroom test. How would you describe the test in terms of the three defining characteristics of psychological tests? 12. Think of the last time you took a test for school. After reviewing the assumptions we must make when using psychological tests, how does your experience taking the test support the inclusion of each assumption of a psychological test?

Multiple-Choice and Short-Answer Practice Question Answer Key

Multiple Choice

Question	Answer	Textbook Page	Explanation
1.	c	7	All psychological tests require a person to perform a behavior. Furthermore, a behavior is an observable and measurable action. Some examples of common behaviors associated with testing include solving a math problem or answering an interview question such as, "How would you deal with a difficult customer?" In fact, reading and then circling the best answer option for the question, "What do all psychological tests require that you do?" is an observable and measurable action.
2.	d	13	Alfred Binet published the first intelligence test in 1905 in France. However, he did have a coauthor: Theodore Simon. The test was based on Binet's work with his own children and French school children, and Parisian school officials used the test to identify kids who could not perform well in school.
3.	c	13	American psychologist Lewis Terman adapted Binet's original intelligence test in 1916 and published it under the name Stanford–Binet Intelligence Scales. Today it is still one of the most used intelligence tests.
4.	c	14	Woodworth developed the Personal Data Sheet during World War I, wanting to identify individuals who might not be able to handle the stress of combat. The test originally consisted of 200 questions, which was reduced to 116 questions answered in a yes/no fashion. The test covered topics such as anxiety, depression, fears, impulse control, sleepwalking, nightmares, and memory problems.
5.	b	14	Woodworth was not able to finish his Personal Data Sheet, and it was not used in World War I. However, after the war, he completed the Woodworth Psychoneurotic Inventory for use with civilians. The Woodworth Psychoneurotic Inventory was the first self-report test, becoming the first widely used personality inventory.
6.	a	20	Tests of maximal performance require test takers to try their best. Many tests, however, fall into more than one category; therefore, the test could also be classified as a behavior observation test because the test taker's driving is observed. The textbook indicates that many times, for behavior observation tests, the test taker does not know he or she is being observed, which is different from a driving ability test.

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Question	Answer	Textbook Page	Explanation
7.	b	21	Tests made up of questions that ask the test taker about opinions, beliefs, feelings, and so on, are classified as self-report tests. Generally, for these tests, there are no right or wrong answers. An example of such a test is the Hogan Personality Inventory.
8.	b	22	Projective tests are unstructured and require the test taker to respond to vague or ambiguous stimuli. There are no objectively correct or incorrect answers. This is different from the other answer options, which tend to be structured and as clear as possible.
9.	b	21	Standardized tests are specifically designed to be given to a large group of people who share common characteristics. The goal is to establish a frame of reference for comparing and interpreting scores, and the results are group norms. The SAT is an example of a standardized test because it allows colleges to compare students' scores to one another.
10.	a	23	Achievement tests are designed to measure a person's learning. As a result, these tests are often called knowledge tests and are most likely to be used in a classroom learning setting. In contrast, aptitude tests measure a person's ability to perform in new situations, intelligence tests measure a person's ability to cope with the environment, and interest inventories measure a person's likes and dislikes.
11.	c	23	Aptitude tests assess a test taker's potential for learning or ability to perform in a new job or situation. Aptitude tests measure the product of cumulative life experiences—or what one has acquired over time. Thus, they help determine what “maximum” can be expected from a person.
12.	d	21	Objective tests most often use three types of answering—yes/no, multiple choice, and rating scales. Objective tests are characterized by structure, clarity, and a correct answer.
13.	d	23	Interest inventories are commonly used for career counseling and making career decisions. They are not used, however, to predict job success; rather, they are used to identify how well a person's characteristics match different careers or jobs.
14.	c	27	While both Tests in Print and the Mental Measurements Yearbook are both very popular sources for test information, the Mental Measurements Yearbook tends to contain more information about a test (e.g., validity information, reliability information, test reviews, a list of references to pertinent literature).

Short Answer

Question	Explanation
1.	<p>Although all psychological tests require a behavior to be performed to measure attributes, traits, or characteristics used to predict outcomes, there are many differences across tests. According to your textbook, these differences can be defined in terms of the behavior performed, the attribute measured, the content, the administration and format, the scoring and interpretation, and the psychometric quality. The Stanford–Binet Intelligence Scales, the Wechsler Adult Intelligence Scale, and the Rorschach inkblot test are three commonly used psychological tests. The Stanford–Binet and the Wechsler intelligence scales are very similar in all of the areas stated above. However, they are substantially different from the Rorschach. The Rorschach requires test takers to project themselves into the test and interpret content, whereas intelligence scales require individuals to identify correct answers. Thus, the content, administration, and interpretation are all vastly different. In addition, intelligence scales tend to have excellent psychometric qualities, while the Rorschach has much lower quality psychometric qualities.</p>
2.	<p>To laypersons, intelligence, achievement, and aptitude tests often get confused because of their similarities. All three can be used to predict similar outcomes, such as success in an education program or job performance. However, there are differences. An achievement test measures learned skill or knowledge in a specific area. This is different from aptitude and intelligence tests, which measure a person’s ability. Aptitude tests specifically measure a person’s ability to learn or perform in a new situation, and intelligence tests measure a more general ability to cope with one’s environment.</p>
3.	<p>Psychological assessments, tests, and measurements have similarities, as they are all commonly used to collect information and make decisions about individuals. However, there are important differences. A psychological assessment is a much broader concept than a test. Psychological assessment involves collecting and assembling information to make a decision. Some of that information may involve test results, but things such as personal histories can also be included. In addition, assessment generally includes some subjective components. In contrast, measurement refers to processes and rules used to assign numbers. Thus, while most psychological tests involve measurement, not all psychological tests meet the definition of measurement.</p>
4.	<p>Psychological tests and surveys are both used to collect information. However, there are two important distinctions. First, tests focus on individual outcomes, while surveys focus on group outcomes. For example, an organization may give a test to employees to decide whom they want to promote. That same organization may also administer a survey to employees to determine if they are happy with the promotion process as a group. Also, test results are usually reported as a single score, but survey results are often reported at the individual-item level.</p>
5.	<p>There are many assumptions that are made when using psychological tests. A test user must assume that</p> <ul style="list-style-type: none"> • the tests measure what they claim to measure, • the behavior and scores will remain stable over time, • test takers understand and interpret items similarly, • test takers will (and can) accurately report about themselves,

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Question	Explanation
	<ul style="list-style-type: none"> • test takers will honestly report their thoughts and feelings, and • the test score represents the test takers' true score plus some random error. <p>These assumptions are important because they affect our confidence in the meaning and interpretation of the scores and relate to their usefulness. There are many actions that test administrators and test users can take to increase our confidence that each of the assumptions is true.</p>
6.	Perhaps the best way to define a test is to describe the two features common to all psychological tests. First, they all require a person to perform some observable and measurable action (i.e., behavior). Second, the behavior is used to indicate a personal attribute, trait, or characteristic, or to predict an outcome. For example, a multiple-choice job knowledge test requires the test taker to read and respond to test questions (behavior). The responses are used to indicate a person's level of knowledge.
7.	One example could be when my child took the High School Exit Exam, and it's a standardized test because everyone in high school must take and pass the test so they can graduate from high school. Students can begin to take the test at the end of their sophomore year and every year after if they do not pass it the first time. Students' scores have a norm specific to the state we live in but not to the nation and is beneficial to all students. Our child's scores are compared to other students' who live in the same state and who are subjected to the same school standards.
8.	Student answers will vary, but the answer should have included three different psychological tests and a description of what makes each a good example of the type of test. For a test of maximal performance, the test must require test takers to perform a particular well-defined task. For a behavior observation test, the test taker would need to be observed. For a self-report test, the test must require test takers to report or describe their feelings, beliefs, opinions, or mental states.
9.	It is important to understand the foundations of psychological testing because testing is widely used in modern society. For example, test results are used to diagnose and treat disorders, to determine who to hire for a job, and to determine whom to admit to college. In each case, test scores are used to make decisions that have significant life impact. As a test taker, it is helpful to understand the foundations of psychological testing so that you can better understand if the tests you are taking are well-designed tests and if the resulting test scores are being properly interpreted and used. As a test user, it is important to ensure that you use tests appropriately, leading to the best possible decisions.
10.	Student answers will vary, but the answer should include a discussion about how there is no one best test, but rather an appropriate test cannot be determined until the consultant knows what psychological construct needs to be measured. To determine what psychological construct needs to be measured, the consultant would need to understand what it takes to be successful as a manager. A good answer might also have included the importance of finding a test that meets the three defining characteristics of a good test (they representatively sample behaviors, behavior samples are obtained under standardized conditions, there are rules for scoring). To find an appropriate test, the students should have included discussion of leveraging some of the commonly used resources discussed in the "Locating Information About Tests" section of Chapter 1.

Question	Explanation
11.	Student answers will vary, but the answer should have included a description of the test in terms of the three defining characteristics of psychological tests: (a) All good tests representatively sample the behaviors thought to measure an attribute or thought to predict an outcome, (b) all good tests include behavior samples that are obtained under standardized conditions, and (c) all good tests have rules for scoring.
12.	Student answers will vary, but the answer should have included an evaluation of the student's experience taking the test referencing whether each of the 6 assumptions listed in the chapter was satisfied or violated. For instance, a student may describe a time when he or she took a final examination. Referencing the Assumption 1 (psychological tests measure what they purport to measure or predict what they are intended to predict), students could claim that while the instructor indicated the test would measure student knowledge of the American Civil War, most of the questions on the test appeared to be related to World War I. The student could then have concluded the test did measure what it purported to measure, violating Assumption 1.

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