

2 Why Is Psychological Testing Important?

Overview

In Chapter 2 of the textbook, you were introduced to the importance of psychological testing. Hopefully, after reading the chapter, you have a clearer understanding of the types of decisions made using psychological test results, which professionals use psychological tests, for what reasons, and some of the controversies associated with psychological testing. While Chapter 2 of the textbook included foundational information about the importance of psychological testing, Chapter 2 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 2 of the workbook also allows you to complete chapter-level projects to demonstrate your understanding of multiple topics within the chapter. Chapter 2 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 2.1–2.5) and one exercise you can complete to reflect on your learning (Exercise 2.6). The exercises, linked to learning objectives, are displayed below.

Exercise 2.1	Can You Classify the Decision Being Made? <ul style="list-style-type: none">• Learning Objective: Classify decisions as individual or institutional decisions and absolute or comparative.
Exercise 2.2	What Types of Individual and Institutional Decisions Might Be Made? <ul style="list-style-type: none">• Learning Objective: Identify the types of decisions that might be made for a single psychological test.
Exercise 2.3	Who Uses Psychological Tests, and Why? <ul style="list-style-type: none">• Learning Objective: Identify who uses test scores and the types of decisions they make based on test scores.
Exercise 2.4	Why Are Integrity Tests Controversial? <ul style="list-style-type: none">• Learning Objective: Explain the pros and cons of integrity tests.
Exercise 2.5	What Is the Controversy Over Use of the General Aptitude Test Battery? <ul style="list-style-type: none">• Learning Objective: Identify the controversy over use of the General Aptitude Test Battery and suitable alternatives.
Exercise 2.6	Reflect on Your Understanding. <ul style="list-style-type: none">• Learning Objective: Describe key takeaways and confusing concepts from Chapter 2.

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Exercise 2.1: Can You Classify the Decision Being Made?

OBJECTIVE

Classify decisions as individual or institutional decisions and absolute or comparative.

BACKGROUND

If you recall from Chapter 2, psychological tests are important because individuals and institutions make different types of decisions based on test scores. When institutions use test scores to make decisions, they make them using a comparative or absolute method. To help you distinguish between the different types of decisions, in Exercise 2.1, you will review a few testing scenarios and then classify the decisions described in each scenario as *individual* or *institutional*, and if an institutional decision, as *comparative* or *absolute*.

YOUR TASK

1. **Review the testing scenarios below.** Carefully review each testing scenario, paying particular attention to who is using the test score to make a decision, and how the decision, if an institutional decision, is being made.

Scenario 1: As required by the two medical schools she is applying to, Jane submits her Medical College Admission Test scores as part of the application process. Both medical schools admit 100 students a year, in a top-down fashion, using only scores from the Medical College Admission Test.

Scenario 2: After completing the mandatory educational requirements, which include taking a test, a radiologist is granted certification because her test score met the minimum required to earn the certification.

Scenario 3: A law school evaluates a student's score on the Law School Admissions Test to determine if the student achieved the minimum score required by the school for admittance.

Scenario 4: John is uncertain what type of career he should pursue, so he takes the Strong Interest Inventory to learn about his interests/work preferences and identify jobs he might be most compatible with.

Scenario 5: A public safety organization requires job applicants to take a job knowledge test. The 30 highest scoring individuals then partake in a personal interview. Scores on the test and interview are combined, and the 10 highest scoring individuals are offered a job.

Scenario 6: A mental health professional administers a test to a client and, based on the client's test score, determines if the individual meets the diagnostic criteria for a disorder.

Scenario 7: A government organization decides that it will offer jobs to the top 25% highest scoring applicants on an entrance exam.

2. **Classify the decisions.** For each scenario, first identify if the decision being made is an individual or institutional decision. Then, if an institutional decision, determine if the decision is being made using an absolute or comparative method. Document your responses in the chart below.

Testing Scenario	Type of Decision	
	Individual or Institutional Decision?	Absolute or Comparative Decision?
Scenario 1		
Scenario 2		
Scenario 3		
Scenario 4		
Scenario 5		
Scenario 6		
Scenario 7		

Exercise 2.2: What Types of Individual and Institutional Decisions Might Be Made?

OBJECTIVE

Identify the types of decisions that might be made for a single psychological test.

BACKGROUND

Both individuals and institutions use the results of psychological tests to make important decisions. If a test taker uses his or her test score to make decisions about himself or herself, these are referred to as individual decisions. However, if another entity (typically representing an educational, clinical/counseling, or organization setting) uses a test score to make a decision about the test taker, these are referred to as institutional decisions. To help you distinguish between the different individual and institutional decisions that might be made using test scores, in Exercise 2.2, you will conduct research on one measurement instrument and then answer some questions.

YOUR TASK

1. Read the following.

In organizational settings, many human resource professionals and industrial-organizational psychologists use assessments and tests as leadership development tools to help employees understand their leadership strengths and development needs. The Leadership Practices Inventory (LPI) is one such assessment.

2. Research the LPI.

Review the general information about the LPI found in On the Web Box 2.1 in Chapter 2 of the textbook. Thoroughly explore the content found within the LPI website (URL provided in the textbook). Read the general information about the LPI, examine the sample reports, read the customer stories, and watch the provided videos.

3. Answer the questions below.

How would you describe the LPI to another person? For example, what is the purpose of the LPI, and what does the LPI measure?

Why can we consider the LPI an assessment? (Be specific)

If you participated in the LPI, how might you use the results? What type of decisions might you make based on the results?

If you participated in the LPI, how might an organization use your results? What type of decisions might an organization make based on the results?

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Exercise 2.3: Who Uses Psychological Tests, and Why?

OBJECTIVE

Identify who uses test scores and the types of decisions they make based on test scores.

BACKGROUND

A variety of professionals use psychological tests for many different purposes in three different settings: educational, clinical, and organizational. For example, in educational settings, administrators, teachers, school psychologists, and career counselors use test scores to place students in programs and measure student learning. In clinical settings, counseling and clinical psychologists use test scores to diagnose disorders and plan treatment programs. In organizational settings, human resource professionals use test scores to make hiring decisions and determine training needs. To increase your understanding of who uses psychological tests and why, for Exercise 2.3, you will conduct research on six psychological tests, documenting what each test measures/predicts, which professionals use each test, and the types of decisions users make based on the test scores. You will then answer some questions.

YOUR TASK

1. **Complete the table below.** Review Table 2.1 in your textbook to refresh your memory about who uses psychological tests and for what purposes. Then, identify six specific tests (two used in each setting) by either thinking about the psychological tests you, or someone you know, have previously taken, or by conducting an Internet search to find different psychological tests. Conduct research on each test to better understand what the test is designed to measure or predict, which professionals use the test, and what types of decisions users make based on the test scores. Document your answers in the table below.

Test	What does the test measure/predict?	Which professionals use the test?	What types of decisions do users make based on the test scores?
1.			
2.			
3.			
4.			
5.			
6.			

2. Answer the questions below.

Why is it important to understand who uses psychological test scores?

Why is it important to understand the different settings in which professionals use psychological test scores?

Why is it important to understand how professionals use test scores?

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Exercise 2.4: Why Are Integrity Tests Controversial?

OBJECTIVE

Explain the pros and cons of using integrity tests.

BACKGROUND

Integrity tests measure a person's honesty, trustworthiness, and dependability. For many years, organizations have used integrity tests as pre-screening and selection tools because a lack of integrity is associated with counterproductive workplace behaviors. Such counterproductive behaviors include absenteeism, discipline problems, theft, and sabotage. However, use of integrity tests is controversial. To increase your understanding of the pros and cons of integrity tests, in Exercise 2.4, you will conduct research to learn more about the use of integrity tests in organizational settings and then answer some questions.

YOUR TASK

1. **Enhance your understanding of the controversies surrounding integrity test use.** Review "The Controversy Over Aptitude and Integrity Tests" section in Chapter 2 and the "Integrity Testing" section in Chapter 14 of the textbook. Conduct additional research on the Internet or through your university library to learn more about the controversies surrounding the use of integrity tests in organizational settings. During your research, find four credible sources where the author discusses the pros and/or cons of integrity testing. For each source, after documenting the author(s) and title of the source, write a summary of the key points in the table below.

Authors and Title	Summary

2. Answer the questions below.

What are three benefits organizations might realize by using integrity tests?

What are three reasons organizations might choose not to use integrity tests?

Would you use integrity tests as a pre-screening or selection tool? Why or why not?

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Exercise 2.5: What Is the Controversy Over Use of the General Aptitude Test Battery?

OBJECTIVE

Identify the controversy over use of the General Aptitude Test Battery and suitable alternatives.

BACKGROUND

The General Aptitude Test Battery (GATB) is a work-related aptitude test that measures aptitudes that can be used to help assess the likelihood that an individual will be successful in specific careers or training programs. Developed in the 1940s by the U.S. Employment Service, the GATB was used extensively by state and federal agencies to assess those seeking jobs. While the GATB use in the United States has declined considerably, Canadians continue to use the GATB as a pre-employment test and for vocational counseling and rehabilitation. To increase your understanding of the controversies surrounding use of the GATB for pre-employment screening, in Exercise 2.5, you will conduct research to not only explore historical and current controversies associated with the GATB use, but also to find alternatives to the GATB.

YOUR TASK

1. **Enhance your understanding of the controversies surrounding the GATB.** Review “The Controversy Over Aptitude and Integrity Tests” section in Chapter 2 of the textbook. Conduct an Internet search to learn more about current controversies regarding use of the GATB.
2. **Explain why organizations may not want to use the GATB.** Imagine you are working at a local job placement organization when you are introduced to a new employee, Rita, from Canada who has had prior experience in job placement companies. During her orientation and training, she is shocked to learn that the GATB is not used in the United States as a standard test for both pre-employment screening and job placement services. What would be your explanation to Rita for why your organization does not use the GATB for employment screening and job placement services?

3. **Find more suitable tests to assist with job placement.** Conduct an Internet search to find the National Center for O*NET Development's resource center website. Explore O*Net's products page to find two to three other tests that would be suitable to assist in job placement, exploring careers, and making career decisions. In the table below, document the tests you found, provide a brief description of each, and state how each is more suitable to assist in job placement than the GATB.

Name of Test	Description	What Makes the Test More Suitable?

4. **Locate and take two Armed Service Vocational Aptitude Battery (ASVAB) practice tests.** Conduct an Internet search for free ASVAB practice tests. Take 2 of the practice tests you find.

5. **Answer the following questions based on your ASVAB results.**

Why might the ASVAB be a better aptitude test than the GATB?

What did you learn by reviewing your ASVAB test results?

How would you feel about employers using your ASVAB results to make job placement decisions? Why would you feel this way?

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Exercise 2.6: Reflect on Your Understanding

OBJECTIVE

Describe key takeaways and confusing concepts from Chapter 2.

BACKGROUND

In Chapter 2 of the textbook, you were introduced to the importance of psychological testing. You read about the types of decisions made using psychological test results, which professionals use psychological tests and for what reasons, and some controversies associated with psychological testing. For Exercise 2.6, you will reflect on your learning from Chapter 2 of the textbook and identify key takeaways from the chapter.

YOUR TASK

1. Identify your “Aha!” moments from Chapter 2.

- Identify 3 to 4 new insights or realizations you had after reading Chapter 2, 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 you are preparing to deliver a presentation at a national conference. The topic of your presentation is the widespread use of psychological tests. As part of your presentation, you will prepare an informational handout to demonstrate how psychological tests are used in different settings to make important decisions.



YOUR TASK

1. **Identify six psychological tests.** Review the “Who Uses Psychological Tests and For What Reasons” section of Chapter 2 in your textbook. Conduct an Internet search and locate 6 psychological tests, two used in each of the following settings: educational, clinical/counseling, and organizational. Identify tests not discussed in Chapter 2 of your textbook.
2. **Evaluate your six identified psychological tests.** Conduct additional research on each test to gather the information below:
 - The purpose of the test (i.e., what is the test designed to measure or predict)
 - The setting(s) the test is used in. Remember, a specific test may be used in more than one setting.
 - The specific professionals who use the test in the identified setting(s)
 - The types of decisions made using the test results
 - Whether the decisions are individual or institutional; if institutional, whether decisions are made using an absolute or comparative method.
3. **Prepare an informational handout.** Design an informational handout to display findings from your research. Include research you feel is most relevant to know considering your audience. Ensure the handout is easy to read and professional-looking.

Project 2

**BACKGROUND**

You've likely taken a number of psychological tests in the past. And chances are good that you've likely made some important decisions based on the test results. Others have also probably made important decisions about you based on your test results. For example, you may have decided which colleges/universities to apply to based on your SAT or ACT results, or what major to pursue based on the results of an aptitude test or interest inventory. Likewise, college/university admission professionals may have decided whether or not to offer you admission or award you a scholarship based on your test results.

**YOUR TASK**

1. **Make a list of the psychological tests you have taken.**
 - What was the test designed to measure or predict?
 - What decisions did you or others make based on your test results?
 - If others made decisions about you, did they use a comparative or absolute method?
2. **Interview three professionals to learn about the tests they use.** Identify and schedule time to talk with three professionals who regularly use test results to make decisions. Each professional should come from a different setting: educational, clinical/counseling, or organizational/business. Interview each professional to gather the following information:
 - What tests do they administer most frequently?
 - For each test, what are they measuring or trying to predict?
 - How do they use the results of each test?
 - What type of decisions are made using psychological test results?
 - Who uses tests results and for what settings?
 - What concerns are there for the use of psychological tests?
3. **Write a newspaper article.** Reflect on your learnings from the two activities above. Write a newspaper article about why psychological testing is important. In your article, capture not only your learnings from the two activities, but the major concepts presented in Chapter 2 of your textbook.

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 2, the instructor has asked you to spend 1 hour with these students to help increase their understanding of the Chapter 2 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 2 material.** Review the learning objectives at the beginning of Chapter 2. 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 2 concepts, as well as the connections between them. Creativity is encouraged.

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Practice Questions

Multiple Choice

- What type of decision is made when a high school administrator uses your test score to determine if you should be in a gifted program?
 - Absolute
 - Comparative
 - Individual
 - Institutional
- Hector completed several interest inventories at the career center at his college. He used the results to decide on a college major. What kind of decision did Hector make?
 - Institutional
 - Individual
 - Comparative
 - Absolute
- What method is an organizational leader using to make a decision when the leader continues to consider your job application because your score was one of the highest on a pre-employment test?
 - Absolute
 - Comparative
 - Individual
 - Institutional
- A manager at XYZ Corporation administers an employment test to help determine which job candidates will be offered a job. The manager first decides what minimum score she will accept and then offers jobs to individuals who scored equal to or more than the minimum score. The manager used the test to make what kind of decision?
 - Individual
 - Absolute
 - Comparative
 - Normative
- In educational settings, teachers, administrators, school psychologists, and career counselors use psychological tests for all of the following purposes EXCEPT
 - measuring student learning.
 - awarding scholarships.
 - identifying career interests.
 - planning treatment programs.
- In organizational settings, human resources professionals and industrial-organizational psychology practitioners use psychological tests for all of the following purposes EXCEPT
 - making hiring decisions.
 - diagnosing disorders.
 - determining training needs.
 - evaluating employee performance.
- Which one of the following beliefs has been a major concern of the general public regarding the use of psychological tests?
 - Test publishing companies make too much money selling psychological tests.
 - Psychological tests unfairly discriminate against certain racial groups.
 - Psychological tests have no evidence of reliability/precision or validity for intended use.
 - Local and federal government regulation of psychological testing is too prevalent.
- What debate centers on whether people are born with their intelligence or acquire their intelligence during their lives?
 - Innate versus learned
 - Mature versus learned
 - Innate versus nurture
 - Nature versus nurture

9. What test is used to determine whether individuals qualify for specific jobs in military branches?
 - a. Rorschach Inkblot Test
 - b. General Aptitude Test Battery (GATB)
 - c. Armed Service Vocational Aptitude Battery (ASVAB)
 - d. Leadership Practices Inventory (LPI)
10. What process was introduced because an examination of GATB scores showed that more Whites were being referred for jobs than African Americans and Hispanics?
 - a. Ethnic norming
 - b. Situational norming
 - c. Within-group norming
 - d. Between-group norming
11. What is the term used to describe when test takers' raw scores are compared with those of their own racial or ethnic group?
 - a. Ethnic norming
 - b. Situational norming
 - c. Race norming
 - d. Between-group norming
12. What do integrity tests claim to measure?
 - a. Ability to perform a job
 - b. Personality
 - c. Individuals' ethics
 - d. Honesty

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Short Answer

<p>Remembering</p> 	<ol style="list-style-type: none"> 1. Describe the different types of decisions we make using the results of psychological tests. Provide an example of each. 2. Who uses the results of psychological tests, and for what reasons do they use the results? 3. What are the primary settings where professionals use psychological tests? 4. What is the Wonderlic and how, if at all, is using it controversial?
<p>Applying</p> 	<ol style="list-style-type: none"> 5. How might individuals use results of psychological tests? 6. How might organizations use the results of psychological tests? 7. Demonstrate how the nature-versus-nurture controversy is evident in psychological testing?
<p>Evaluating</p> 	<ol style="list-style-type: none"> 8. What are the similarities and differences between absolute decisions and comparative decisions? Provide examples of each. 9. How do the controversies associated with psychological testing in the past compare with the controversies today?

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Multiple-Choice and Short-Answer Practice Question Answer Key

Multiple Choice

Question	Answer	Textbook Page	Explanation
1.	d	37	Institutional decisions are those made based on a test score by someone other than the test taker. For example, a company may decide to hire an individual based on an interview, or a college may decide to admit an applicant based on his or her SAT score.
2.	b	36	Based on a test score, a person may make decisions that directly concern himself or herself. These decisions are called individual decisions because they are made by the individual who took the test. Consider a person who takes the Graduate Record Examination—a test many graduate programs use as a part of the admission process. If the individual performs well on the test, he or she may choose to apply to schools that are more selective. However, if he or she does not perform well on the test, a less selective school may be the person's choice.
3.	b	37	The leader is making a comparative decision because the leader is comparing your score to others who have taken the test. With this type of decision, test takers are generally rank ordered based on their test score. Decisions are often made in order, so if the company needed to hire five employees, and the top five performed well, all five might be offered a job. If a person turned the job down, then the sixth person on the list might be offered the job, and so on. 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.
4.	b	37	The manager made an absolute decision. These types of decisions are based on the test taker's score in relation to some defined standard and do not consider the scores of other test takers when decisions are made. For example, the Praxis test is a test that measures teacher candidates' knowledge and skills. States set a minimum score that the candidate must achieve to become licensed in that state.

Question	Answer	Textbook Page	Explanation
5.	d	38	Planning treatment programs is outside the area of expertise of these individuals, and therefore they should not be using tests for this purpose. The only individuals who should be planning treatment programs are individuals specifically trained in this area—such as clinical psychologists, psychiatrists, social workers, and other health care workers.
6.	b	38	Diagnosing disorders is outside the area of expertise of human resource professionals and industrial-organizational psychologists. While industrial-organizational psychologists have “psychologist” in their title, they do not have training in such areas, are not licensed health care providers, and should not provide such services.
7.	b	41–42	While some individuals may have some of the concerns listed in the answer options, a deeply rooted issue is concern over discrimination in psychological testing. In the United States, concerns about discrimination and cultural bias date back to one of the first large-scale testing efforts, the Army Alpha and Beta tests. Such concerns continue today, as evidenced by laws such as the Civil Rights Act and court cases affecting the nature and practices of psychological testing.
8.	d	43	The nature-versus-nurture debate centers the relative importance of genetically inherited factors (nature) versus environmental or learned factors (nurture) and their importance in determining a person’s intelligence. What makes this debate important is that certain racial and ethnic groups tend to score lower than other racial and ethnic groups, and explanations as to why this occurs often incorporate and emphasize one side of the nature-versus-nurture debate. However, there is widespread scientific agreement that both nature and nurture play an important role in the determination of intelligence, but the relative significance of each factor is still an open question.
9.	c	46–47	The military uses the ASVAB to predict personal future academic and occupational success in the military. The ASVAB is administered at over 14,000 locations and to over 1 million people a year.

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Question	Answer	Textbook Page	Explanation
10.	c	46	Within-group norming is a score adjustment procedure that used to be recommended to deal with group differences between minority and majority groups when making hiring decisions. While the practice was endorsed by a National Research Council study, the practice was controversial and was outlawed by the 1991 Civil Rights Act.
11.	c	46	Race norming is also known as within-group norming. In this practice, raw scores within a racial group are compared and ranked based on their relative standing within the group. The relative ranking for each group is combined into a single overall ranking of candidates. Under this practice, the highest scoring individual in each group would be treated the same regardless of their raw scores. Race norming was a controversial practice and was outlawed by the 1991 Civil Rights Act.
12.	d	49	Integrity tests measure a person's attitudes and experiences toward honesty. They also touch on characteristics such as dependability, trustworthiness, reliability, and prosocial behavior. One type of integrity test requires that test takers answer questions about their experiences, based on the notion that past behavior predicts future behavior. A second type requires test takers to share preferences and is similar to a personality measure. There is controversy surrounding the use of integrity tests, but employers regularly use them because of large monetary losses related to counter-productive work behaviors.

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Short Answer

Question	Explanation
1.	<p>Decisions based on psychological tests can be classified along two dimensions. The first dimension is individual-versus-institutional decisions. An example of an individual decision is a test taker's decision to apply or not apply to a specific school based on his or her test results. In contrast, an institutional decision involves another entity making a decision concerning the test taker. For example, based on test results, a school may decide to accept or not accept a test taker.</p> <p>The second dimension is comparative-versus-absolute decisions. A comparative decision involves comparing a test taker's score to other people who have taken the test. For example, an employer may offer jobs to the top five scoring individuals with the understanding that they are the best applicants for the job. On the other hand, an absolute decision involves only looking at an individual's specific score and its relation to some set standard. For example, if a test taker achieves a certain score, he or she may become certified in an area of professional practice. This indicates the test taker has a level of knowledge at or above what has been identified as the minimum required amount for the profession.</p>
2.	<p>The textbook includes discussion of test uses in three different settings: educational, clinical, and organizational. In educational settings, test users can be administrators, teachers, school psychologists, and career counselors. They use test results for a variety of reasons, including to award scholarships, measure learning, identify problems, and identify career interests. In clinical settings, test users can be clinical psychologists, psychiatrists, social workers, and counselors. They use test results to diagnose disorders, plan treatment, assess treatment, and counsel others. In organizational settings, test users can be human resource professionals and industrial-organizational psychologists. They use test results to make hiring decisions, determine training needs, and evaluate performance.</p>
3.	<p>There are three primary settings where professionals use psychological tests: educational, clinical, and organizational settings. Some examples of educational settings are primary schools, secondary schools, and colleges. Clinical settings may include private practices, surgical centers, public health clinics, or residential programs. Organizational settings may include organizations, consulting practices, and consulting companies.</p>
4.	<p>The Wonderlic Personnel Test is a highly regarded psychological test that is commonly administered in the NFL. It includes 50 questions and takes about 10 min to complete. The purpose is for football executives to measure potential NFL players' cognitive intelligence. Scores have historically varied widely with the average score being around 20; however, officials consider scores below 10–12 to be a “serious red flag” for the potential NFL player. There is controversy around the use of the Wonderlic due to bias against players who scored exceptionally well on the Wonderlic. The theory is that the higher the score, the greater the IQ and the less likely the individual would be aggressive enough on the field. However, no empirical evidence has shown a correlation.</p>
5.	<p>There are many ways that both individuals and organizations might use test results. For example, a high school student may take a vocational assessment helping him or her decide on career options. Organizations may also give the same vocational assessment when deciding on what type of job to put an employee into.</p>

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Question	Explanation
6.	There are many ways that both individuals and organizations might use test results. For example, a high school student may take a vocational assessment helping him or her decide on career options. Organizations may also give the same vocational assessment when deciding on what type of job to put an employee into.
7.	The nature (heredity or innate) component refers to natural intellectual abilities, whereas nurture (learned experiences) refers to what an individual learns through cultural and environmental influence. The nature-versus-nurture controversy applies to psychological testing in that the test questions need to be developed without cultural or group biases. A good example provided in the textbook is that of the Army Alpha and Beta tests. They were found to be biased against African American men and foreign-born recruits.
8.	Comparative and absolute decisions are methods institutions commonly use to make decisions using test scores. Comparative decisions involve comparing a person's performance relative to others who have taken the test, while absolute decisions involve comparing a person's performance in relation to some set standard. Although they are different decision-making methods, they can sometimes be used together. For example, an employer may decide to set a minimum test score to establish basic proficiency. Any applicant who scored higher would be considered employable. This is an absolute decision. Then a comparative decision might be made, and jobs offered to the two highest scores (above the minimum cut score). If no one scores above the cut score, then the job is offered to no one.
9.	Many of the past controversies over testing are quite similar to current controversies and involve bias and discrimination. For example, the first large-scale testing effort during WWI, the Army Alpha test, had language and cultural issues. As a result, a second test, the Army Beta test, was developed, and this kicked off a nature-versus-nurture debate concerning intelligence. This debate has continued with Arthur Jensen's 1969 article, where Jensen stated that 80% of group differences in intelligence are a result of genetic factors. And the concern continued into the 1990s with the publication of the Bell curve where the authors stated that intelligence is between 40% and 80% heritable. An American Psychological Association task force publication, <i>Intelligence: Knowns and Unknowns</i> , did not necessarily disagree with the Bell curve, but stated that there is no support to conclude that the difference is due to genetics.