1. If Jane's intelligence quotient is 100, we know that she has a

|  |  |
| --- | --- |
| a. | perfect score on a set of age-related tests. |
| b. | test performance superior to 90% of other children the same age who took the test. |
| c. | mental age typical of children who have the same chronological age. |
| d. | mental age below those of children with the same chronological age. |
|  |  |

 2. \_\_\_\_\_\_\_\_\_\_ involve(s) an ability to manage your own thinking and problem solving.

|  |  |
| --- | --- |
| a. | Metacognitive skills |
| b. | Experiential intelligence |
| c. | Speed of processing |
| d. | Frames of mind |
|  |  |

 3. The intelligence test scores of identical twins are

|  |  |
| --- | --- |
| a. | lower when they are raised together than when they are raised apart. |
| b. | greater than that for fraternal twins raised together. |
| c. | lower than that for any other blood relatives. |
| d. | the same whether they are reared together or apart. |
|  |  |

 4. \_\_\_\_\_\_\_\_\_\_ intelligence tests assess a wide variety of mental abilities.

|  |  |
| --- | --- |
| a. | IQ |
| b. | Special |
| c. | Multiple |
| d. | General |
|  |  |

 5. Which is the most closely related to poverty?

|  |  |
| --- | --- |
| a. | metabolic disorders |
| b. | familial retardation |
| c. | birth injuries |
| d. | fetal damage |
|  |  |

 6. Having 47 chromosomes in each cell instead of 46 is a characteristic of

|  |  |
| --- | --- |
| a. | Down syndrome. |
| b. | cretinism. |
| c. | hydrocephaly. |
| d. | microcephaly. |
|  |  |

 7. Which of the following is part of Wechsler's definition of intelligence?

|  |  |
| --- | --- |
| a. | naturalistic intelligence |
| b. | iconic memory and eidetic imagery |
| c. | ability to deal effectively with the environment |
| d. | spatial and kinesthetic abilities |
|  |  |

 8. In Binet's test of intelligence, items included at each age level were those which

|  |  |
| --- | --- |
| a. | could be answered by an average child of that age. |
| b. | measured rote learning and memory. |
| c. | revealed a child's grade level in school. |
| d. | required creative as well as correct answers. |
|  |  |

 9. Which of the following is an approach to measuring reliability?

|  |  |
| --- | --- |
| a. | negative correlation |
| b. | double-blind |
| c. | content |
| d. | test-retest |
|  |  |

 10. Which of the following statements concerning the relationship between inspection time and IQ is true?

|  |  |
| --- | --- |
| a. | The longer the inspection time, the greater the intelligence. |
| b. | The longer the inspection time, the lower the intelligence. |
| c. | The shorter the inspection time, the lower the intelligence. |
| d. | Inspection time and intelligence are not related. |
|  |  |

11. Terman showed that mentally gifted children

|  |  |
| --- | --- |
| a. | have a greater susceptibility to mental illness in adulthood. |
| b. | score in the average IQ range as adults. |
| c. | are successful during their youth but fail to reach their potential in adulthood. |
| d. | are generally successful in their chosen occupations as adults. |
|  |  |

 12. Which of the following is one of Gardner's types of intelligence?

|  |  |
| --- | --- |
| a. | executive skills |
| b. | ethics |
| c. | music |
| d. | creativity |
|  |  |

 13. Who would be the best norm group for the ACT or SAT college-entrance tests?

|  |  |
| --- | --- |
| a. | lawyers |
| b. | high school seniors |
| c. | college graduates |
| d. | college sophomores |
|  |  |

 14. \_\_\_\_\_\_\_\_\_\_ is the capacity for learning certain and specific abilities.

|  |  |
| --- | --- |
| a. | Achievement |
| b. | Intelligence |
| c. | Aptitude |
| d. | Scholastics |
|  |  |

 15. Mental retardation caused by birth injuries or fetal damage is called \_\_\_\_\_\_\_\_\_\_ retardation.

|  |  |
| --- | --- |
| a. | organic |
| b. | familial |
| c. | incidental |
| d. | medical |
|  |  |

 16. Selective breeding for desirable characteristics is called

|  |  |
| --- | --- |
| a. | cretinism. |
| b. | adaptive behavior. |
| c. | microcephaly. |
| d. | eugenics. |
|  |  |

 17. It can be argued that standardized testing (such as the SAT) is beneficial because

|  |  |
| --- | --- |
| a. | it can help label people as genius and gifted. |
| b. | there is a perfect correlation between standardized tests and academic performance. |
| c. | they predict future occupational success. |
| d. | they are fairer and more objective than admission officers' judgments. |
|  |  |

 18. The fact that fraternal twins are more similar in intelligence than ordinary siblings suggests the importance of

|  |  |
| --- | --- |
| a. | common hereditary factors. |
| b. | common environmental factors. |
| c. | genetic effects. |
| d. | effects of intrauterine environment. |
|  |  |

 19. A school curriculum built on Howard Gardner's theory of intelligence would provide

|  |  |
| --- | --- |
| a. | neuromuscular training because such skills underlie general intelligence. |
| b. | training in logic, rhetoric, philosophy and math to strengthen the general factor in intelligence. |
| c. | emphasis on creative, artistic abilities rather than the traditional emphasis on cognitive abilities. |
| d. | a diverse curriculum with education in skills not traditionally associated with IQ. |
|  |  |

 20. Standardization includes formalizing testing procedures and establishing

|  |  |
| --- | --- |
| a. | goals. |
| b. | plans. |
| c. | norms. |
| d. | forms. |
|  |  |

 21. Which of the following is a factor that influences success for the gifted?

|  |  |
| --- | --- |
| a. | extrinsic motivation |
| b. | level of adjustment |
| c. | persistence |
| d. | sibling rivalry |
|  |  |

 22. The person responsible for the development and design of the first useful individual test of intelligence is

|  |  |
| --- | --- |
| a. | Freud. |
| b. | Terman. |
| c. | Binet. |
| d. | Wechsler. |
|  |  |

 23. The items actually selected for an intelligence test provide a(n) \_\_\_\_\_\_\_\_\_\_ definition of intelligence.

|  |  |
| --- | --- |
| a. | functional |
| b. | valid |
| c. | reliable |
| d. | operational |
|  |  |

 24. Speed of processing has been measured by which of the following techniques?

|  |  |
| --- | --- |
| a. | the number of mistakes a person makes |
| b. | the amount of time a person needs to clap their hands when instructed |
| c. | the brain activity that follows exposure to a stimulus |
| d. | how quickly a person can blink their eyes after being told to do so |
|  |  |

 25. The distribution of IQ scores

|  |  |
| --- | --- |
| a. | is approximately normal or bell-shaped. |
| b. | shows that most people score between 80 and 100. |
| c. | reveals a difference in the average for men and women. |
| d. | falls off abruptly above 100. |
|  |  |

 26. When the same procedures are used in giving a test to all people, the test has been

|  |  |
| --- | --- |
| a. | validated. |
| b. | normalized. |
| c. | operationalized. |
| d. | standardized. |
|  |  |

27. The term "g-factor," written about by Neisser, refers to

|  |  |
| --- | --- |
| a. | generation factors. |
| b. | general abilities. |
| c. | Gardner factors. |
| d. | group factors. |
|  |  |

 28. The best summary statement regarding the role of heredity on human intelligence is that

|  |  |
| --- | --- |
| a. | heredity may impose upper limits on intelligence. |
| b. | heredity may impose lower limits on intelligence. |
| c. | intelligence is almost completely related to genetic inheritance. |
| d. | the similarity in IQ scores among maternal relatives is greater than that among paternal relatives. |
|  |  |

 29. A psychologist administers an intelligence test to 100 fourth graders. One month later the psychologist returns and readministers the test. The psychologist is probably interested in

|  |  |
| --- | --- |
| a. | the validity of the test. |
| b. | an operational definition of "intelligence." |
| c. | the creation of a "culture fair" test. |
| d. | the reliability of the test. |
|  |  |

 30. Howard Gardner has theorized all of the following types of intelligence EXCEPT

|  |  |
| --- | --- |
| a. | language. |
| b. | creativity. |
| c. | interpersonal skills. |
| d. | intrapersonal skills. |
|  |  |

 31. The Stanford-Binet Intelligence Scale

|  |  |
| --- | --- |
| a. | was specifically designed to test adult intelligence. |
| b. | provides separate scores for performance intelligence and verbal intelligence. |
| c. | is completely culturally fair, in that children of different cultures do just as well as children in this culture. |
| d. | assumes that intellectual ability in childhood improves as age increases. |
|  |  |

32. Which form of retardation can be controlled by a special diet?

|  |  |
| --- | --- |
| a. | microcephaly |
| b. | hydrocephaly |
| c. | PKU |
| d. | Down syndrome |
|  |  |

 33. Sandra is below normal intelligence but she is able to tell you the exact day of the week of September 13, 1957. She has \_\_\_\_\_\_\_\_\_\_ syndrome.

|  |  |
| --- | --- |
| a. | genius |
| b. | savant |
| c. | giftedness |
| d. | calendar assessment |
|  |  |

 34. If one psychologist administers a test simultaneously to several people, it must be a \_\_\_\_\_\_\_\_\_\_ test.

|  |  |
| --- | --- |
| a. | reliable |
| b. | individual |
| c. | performance |
| d. | group |
|  |  |

 35. When a person of limited intelligence shows exceptional abilities in art, music, mental arithmetic, or calendar calculations, it is called

|  |  |
| --- | --- |
| a. | genius. |
| b. | giftedness. |
| c. | discalcula. |
| d. | savant syndrome. |
|  |  |

 36. IQ may be defined as

|  |  |
| --- | --- |
| a. | MA/CA  100. |
| b. | CA/MA  100. |
| c. | MA/100  CA. |
| d. | MA x CA  100. |
|  |  |

 37. A genetically-induced lack of an enzyme that is a cause of a type of mental retardation describes

|  |  |
| --- | --- |
| a. | microcephaly. |
| b. | cretinism. |
| c. | hydrocephaly. |
| d. | phenylketonuria. |
|  |  |

 38. The average twelve-year-old child has a mental age equal to

|  |  |
| --- | --- |
| a. | 100. |
| b. | 120. |
| c. | 10. |
| d. | 12. |
|  |  |

 39. Billy has a mental age of 8 and a chronological age of 10. Billy's IQ is

|  |  |
| --- | --- |
| a. | 108. |
| b. | 125. |
| c. | 80. |
| d. | 92. |
|  |  |

 40. Howard Gardner theorizes that there are \_\_\_\_\_\_\_\_\_\_ different kinds of intelligence.

|  |  |
| --- | --- |
| a. | 2 |
| b. | 3 |
| c. | 8 |
| d. | 120 |
|  |  |

 41. Cross-cultural studies during the last thirty years show

|  |  |
| --- | --- |
| a. | virtually no changes in measured intelligence. |
| b. | IQ gains of about 5 points. |
| c. | evidence of genetic drift. |
| d. | IQ gains that are typically 15 points. |
|  |  |

 42. A large number of people were asked to answer only the odd-numbered questions on a test. Later, they are asked to answer only the even-numbered questions. By comparing each person's two scores, a determination of the test's \_\_\_\_\_\_\_\_\_\_ reliability could be made.

|  |  |
| --- | --- |
| a. | split-half |
| b. | equivalent form |
| c. | test-retest |
| d. | alternative form |
|  |  |

 43. A test is said to be reliable if it

|  |  |
| --- | --- |
| a. | measures the skill it claims to test. |
| b. | is unaffected by external factors such as the time of administration. |
| c. | gives about the same score to a person when given on different occasions. |
| d. | allows one to correctly predict who will be successful when placed in a real-life situation. |
|  |  |

 44. Helena took a(n) \_\_\_\_\_\_\_\_\_\_ test which indicated that she could excel in teaching English as a second language.

|  |  |
| --- | --- |
| a. | intelligence |
| b. | special aptitude |
| c. | multiple aptitude |
| d. | achievement |
|  |  |

 45. Which of the following is another word for reliability?

|  |  |
| --- | --- |
| a. | dependence |
| b. | consistency |
| c. | relevance |
| d. | validity |
|  |  |

 46. The correlation of intelligence test scores between identical twins is

|  |  |
| --- | --- |
| a. | higher when they are raised together than when they are raised apart. |
| b. | lower than that for fraternal twins raised together. |
| c. | the same as that for any other blood relatives. |
| d. | the same whether they are reared together or apart. |
|  |  |