Midterm Exam

[Name of the Writer]

[Name of the Institution]

Midterm Exam

The midterm exam consists of 35 questions, including multiple choice and short essay questions. For the short essays, you must include a minimum of two substantial (5 sentences minimum) paragraphs in order to receive full credit. Students often lose points on the essay questions because they do not provide enough depth to their responses. Please highlight the answers to each multiple choice question.

**Question 1**

In addition to tests, professionals may also gather client information from:

Interviews

Observations

Collateral Sources

All of the above

**Question 2**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an assessment method that involves watching and recording the behavior of an individual in a particular environment

Testing

Observing

Interviewing

Reviewing Records

**Question 3**

Karen is a mental health counseling student who is working on a research project with one of her professors. As part of this research, she is required to interview prospective participants. Karen has a list of fifteen specific questions that she must ask in the same order with each participant. What type of interview is Karen most likely using?

Open-ended

Unstructured

Semi-Structured

Structured

**Question 4**

A test that measures an individual's verbal ability, abstract reasoning, and memory would be best described as a(n):

Personality Test

Achievement Test

Intelligence Test

Aptitude Test

**Question 5**

Sue, a school counselor is observing a student’s behavior in the classroom. She is monitoring how often the student gets out of his seat while working on a class activity. In order to record this behavior, Sue makes a check mark on a tally sheet and counts how many times the student got out of his seat. Which observation recording method is Sue using?

Time Sampling

Duration Recording

Event Recording

Self-Monitoring

**Question 6**

While selecting a test to use in his private practice, Kent discovered that a particular test was not very consistent or stable over time. In other words, a test taker's score varied each time he or she took it. Kent can most likely infer that:

The test is biased

The test has poor evidence of reliability

The test has poor evidence of validity



The test makers did not use an appropriate norming sample

**Question 7**

All of the following are forms of collateral sources of information *except:*

Self-monitoring

Rating scale completed by a parent

School records

Interview with a teacher

**Question 8**

When looking at a list of students’ test scores, the teacher notices that one test score is extremely lower than the majority of the scores. This is known as a(an):

Outer point

Median

Range

Outlier

**Question 9**

A researcher determines that there is a positive correlation between sleep and test scores. This means as the amount of sleep is increased then test scores:

Decrease

Remain the same

Increase

Cannot be determined

**Question 10**

Raw scores:

Contain standards with which scores can be compared

Represent the original test results that describe the number of correctly answered questions

Have a standard deviation of 1 and a mean of 60

Are also described as derived scores, which are crucial to test score interpretation

**Question 11**

The group scores to which each individual is compared are referred to as:

Criteria

Standards

Modes

Norms

**Question 12**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can help clinicians in the verbal or written communication of test results

Qualitative descriptions of test scores

Norm-referenced interpretation

Percentile ranks

Criterion-referenced interpretation

**Question 13**

A type of standard score with a mean of 100 and a standard deviation of 15 is:

Deviation IQs

T Scores

Z Scores

Percentiles

**Question 14**

When interviewing test takers who had an achievement test on three different occasions, participants reported that they had remembered some of the answers from the previous test administration. This is known as:

Content effect

Test-retest effect

Carryover effect

Practice effect

**Question 15**

As compared to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is typically easier to perform, less time-consuming, requires scorers with less training, and produces fewer scoring errors.

hand-scoring, self-scoring

hand-scoring, computer scoring

computer scoring, hand-scoring

self-scoring, individual scoring

**Question 16**

A source of assessment instrument information that may present a biased picture of the instrument is the:

Mental Measurements Yearbook

Test Manual

Test publishers website or catalog

Research Literature

**Question 17**

An instrument is considered \_\_\_\_\_\_\_\_\_\_\_\_ if differences in results are attributable to demographic variables (e.g., gender, race, ethnicity, culture, age, language, geographic region, etc.) rather than to the construct being measured.

Biased

Insensitive

Unusable

Unsuitable

**Question 18**

The Minnesota Multiphasic Personality Inventory is considered a(n):

A-Level Instrument

B-Level Instrument

C-Level Instrument

None of the Above

**Question 19**

Unlike individual intelligence tests, group tests of intelligence are:

Often made up of items which require oral responses from the examinee

Required to be administered by specially trained, highly qualified examiners

Used mostly to assess for suspected learning disabilities or cognitive disorders

Useful for assessing many individuals quickly and inexpensively

**Question 20**

The WAIS-IV would be appropriate to assess the cognitive abilities of a:

Preschool child

10 year old child

25 year old

Group of individuals of a wide range of ages

**Question 21**

An individual with a composite score of 118 on the Wechsler scales would have a level of intelligence classified as:

Low Average

Average

High Average

Superior

**Question 22**

Achievement tests are useful in measuring an individual’s:

Current knowledge and skills

Life experiences

Future predictions

Current cognitive abilities

**Question 23**

The primary issue with high-stakes testing is that they are used to:

Diagnose students

Provide negative feedback to teachers and parents

Promote or retain students

Determine funding

**Question 24**

Aptitude tests are assessments used to assess an individual’s:

ability to complete a task

expertise in a specific subject

knowledge in a specific subject

ability to perform in future tasks

**Question 25**

Aptitude tests assessing whether or not children are prepared to attend school are called:

Admissions tests

Readiness tests

Preschool entrance tests

Preschool abilities tests

**Question 26**

The most cost-effective method of administering assessment instruments is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Individual administration

Computer administration

Self administration

Group administration

**Question 27**

Typical errors in scoring assessment instruments include:

Assignment of incorrect score values to individual responses

Incorrectly recording responses

Making calculation errors

All of the above

**Question 28**

Criterion measures that are chosen for the validation process must be:

Relevant

Uncontaminated

Reliable

All of the above

**Question 290.5 pts**

A test should not be used for purposes not specifically recommended by the test developer unless:

other sources of information are taken into consideration in the final recommendations

the norm group of the test is relevant to the test taker

evidence is obtained to support an alternative use

systematic procedures to verify the accuracy of scoring have been implemented.

**Question 30**

Miguel’s score on a reading comprehension test is in the 80th This means that Miguel

scored higher than 20 percent of the students who took the test

scored higher than 80 percent of the students who took the test

achieved a raw score of 40

achieved the cut-off score for competency

**[For](https://nsu.instructure.com/courses/2430278/quizzes/5018933/take) the below questions!! Remember the response must be a minimum of 2 substantial paragraphs to be considered for full credit**

**Question 31**

Discuss some uses for grade equivalents as well as some potential limitations and factors to consider in their interpretation.

A grade equivalent score is a type of assessment method in which description of both status and growth score is described. GE indicates where a test score of a student falls among other students of the same grade. It is expressed in a decimal number (4.8). The left digits to the point represent the grade. The right digits to the point indicate the month. It is used in order to check how the typical student of the grade level earns the score.

They can be used to compare the correct numbers of answers that are given by the children of different grades or ages received on the same day. It can also tell us that a child has been able to answer correctly more questions than her or his peers. Although because of the tendency of the GE scores as misleading to parents, most of the psychologists and educators believe that it should not at all be used. Usually, each level of grade has the unique group of norming for which the calculation is made of the mean score, and different tests are conducted for each grade.

**Question 32**

Why is it necessary to convert raw scores into standard scores? What are the major types of standard scores and how do they relate to the normal curve?

Raw scores are converted into the standard scores because of the easy interpretation of the raw scores. With standard scores in hand, the test taker’s position performance relative to others is apparent readily. There are different systems of the standard scores that exist having the unique in their representation of standard deviation and mean. For example Z-scores, Stanine scale, T-scores, some other scores of standardization.

In Z-score, results that are acquired by the conversion of the raw score into indicating number that shows the standard deviation units of the raw score is distributed above or below the mean of the distribution. Mean is equal to zero while the standard deviation is equal to one. T-scale, on the other hand, is a system of standard score that is composed of a range of scale from 5 below and 5 above the standard deviation above the mean score. The stanine scale is divided into 9 units among which 5 belong to the mean and 2 belong to the standard deviation.

**Question 33**

A counselor is considering using a personality assessment with a client who immigrated to the United States from China four years ago. The test has a low level of validity with this specific population. Discuss the potential consequences of using this test.

There are many consequences that are related to the use of tests that have low validity. First of all the tests are designed to check the need assessment of the individual. Also, the sense of achievement is also evaluated in these types of test. For example, TAT tests in personality assessment, as well as some of the projective techniques, are used in order to evaluate the achievement assessment of the client.

If the tests are of low validity and do not take into account the cultural bias, the results would be troublesome. For example, culture, as well as the societies, have an impact on the need assessment and the sense of achievement is not correctly been assessed. So in such cases, if the hiring is made on the basis of such a test, then the results are also at the fault. Culture although has been defined in many ways that refer to the pattern of behaviors, institutions, symbols, values, and societal human products. So such things cannot be assessed through the use of culturally irrelevant tests.

**Question 34**

Describe the similarities and differences between intelligence tests, achievement tests, and aptitude tests.

First of all the intelligence test is the test that is designed in order to mount the capacity to learn, to make abstractions, and to check the potential of dealing with the novel situation. Achievement test, on the other hand, is used to check the knowledge and judge the skills of a person that is developed during the course of study. While the aptitude test is used to check the potential of getting into any particular field. Intelligence test measures the ability of general cognition whereas the achievement test measures the knowledge acquired during the course of time.

As achievement tests require the previous study so that the grades can be improved further while the requirement of the previous study is not required in the aptitude test and it only assesses the current ability. Also, the Intelligence test is similar in some of the way to the aptitude test that it does not require some of the previous knowledge to judge the intelligence of the subject. The aptitude test helps in making the future decision by diagnosing the potential. While on the other hand, the achievement tests help to check the so far progress that is made. One is used for general evaluation and other for the particular evaluation.

**Question 35**

Mrs. Smith is informed by her 3rd-grade daughter Chelsea, that her class will be taking a high-stakes test in two weeks. Mrs. Smith is concerned that Chelsea is in danger of being retained and as such is hesitant about her taking the test. You are a school counselor and have been confronted by Mrs. Smith about her concerns. Construct a well-defined list for Mrs. Smith as to why Chelsea should take the high-stakes test. Be prepared to defend your responses.

First of all the high-stakes tests are important in judging the students' capability and improvement checking in the particular course. So, first of all, I will tell Mrs. Smith that it is necessary for her child to give the test because it will explore her experience. Secondly, I will ensure that as it is ensured for the betterment of Chelsea and along with her all other students are also giving the tests so they can be sure that it would not have the negative consequence on Chelsea.

Also, a plan would be suggested to Mrs. Smith about how to get her prepared for the test that would engage Chelsea in the classwork through the remaining period. Telling Mrs. Smith how it would make her child ready in her life to confront the problems are remaining vigilant is the most important task that can only be achieved if Chelsea is giving the test.

**References**

Drummond, R. J., & Jones, K. D. (2006). Assessment procedures for counselors and helping professionals. Pearson/Merrill Prentice Hall.

Melchers, M. C., Li, M., Haas, B. W., Reuter, M., Bischoff, L., & Montag, C. (2016). Similar personality patterns are associated with empathy in four different countries. Frontiers in psychology, 7, 290.

Nichols, S. L., Glass, G. V., & Berliner, D. C. (2005). High-Stakes Testing and Student Achievement: Problems for the No Child Left Behind Act. Appendices. Education Policy Research Unit.