

## Chapter 1

### Multiple Choice

1. What is assessment?
  - a. Formalized testing
  - b. Mental health diagnosis
  - \*c. Gathering of information to form a holistic view of clients
  - d. A type of treatment approach
  
2. Which of the following organizations is NOT one that worked together to produce a document known as the *Standards for Educational and Psychological Testing*?
  - a. American Psychological Association
  - \*b. Society for Research in Child Development
  - c. National Council on Measurement in Education
  - d. American Educational Research Association
  
3. What are the *Standards for Educational and Psychological Testing*?
  - a. Ethical standards for administration and interpretation of tests
  - b. Legal standards for use of tests in counseling
  - \*c. Best practices that describe appropriate use of tests and how tests should be developed
  - d. All of the above
  
4. How many revisions have the *Standards for Educational and Psychological Testing* had since the original publication date?
  - a. Five
  - b. Four
  - c. Three
  - \*d. Two
  
5. Compared to appraisal and evaluation, assessment is considered a(n) \_\_\_\_\_ activity.
  - \*a. Objective
  - b. Subjective
  - c. Complex
  - d. Valued
  
6. When does a counselor begin to assess a client?
  - a. After the therapeutic relationship has been established
  - \*b. During the first session with the client
  - c. During the last session with the client
  - d. It is only conducted when a client's symptoms are significantly impairing
  
7. What is the purpose of a counselor conducting an assessment of their client?
  - a. To screen and provide a diagnosis
  - b. Plan treatment goals
  - c. Evaluate progress

\*d. All of the above

8. Where was the first recorded use of assessment practice?

- \*a. China
- b. Greece
- c. United States
- d. Spain

9. In ancient times, who was a strong believer that matching skill and aptitude with career choice was essential in building a strong and reliable workforce?

- a. Huarte
- b. Galton
- c. The Chinese
- \*d. Plato

10. Who examined variations in human ability, concluded that mental abilities and personality were largely hereditary, and developed statistical concepts such as the normal curve and correlational analyses?

- a. Huarte
- \*b. Galton
- c. Wundt
- d. Plato

11. Wundt's emphasis on rigorous control of experimental conditions in his psychological laboratory eventually led to the development of what modern day assessment practice?

- a. Correlation analyses
- b. Intelligence testing
- \*c. Standardization
- d. Norm-reference

12. What is an intelligence quotient?

- \*a. Ratio of a person's mental age and chronological age
- b. Ratio of a person's developmental age and chronological age
- c. Ratio of mental age and academic achievement grade level
- d. Ratio of a person's chronological age and academic achievement grade level

13. What individual in the modern era (1890's – 1910's) conducted many statistical analyses and normative studies on the original Binet-Simon intelligence scale and is the reason the scale is now referred to as the Stanford-Binet Test of Intelligence?

- a. Wundt
- b. Yerkes
- c. Stanford
- \*d. Terman

14. The Army \_\_\_\_\_ was a nonverbal test used to evaluate aptitude of illiterate, unschooled, or non-English speaking recruits, whereas the Army \_\_\_\_\_ measured verbal ability, numerical ability, ability to follow directions, and knowledge of information.

- a. Alpha; Beta
- \*b. Beta; Alpha
- c. Binet; Simon
- d. Terman; Binet

15. Who developed the Army Alpha and Army Beta tests?

- a. Parsons and Davis
- b. Binet and Simon
- \*c. Yerkes and APA
- d. Binet

16. What does the Rorschach Inkblot Test measure?

- \*a. Personality
- b. Vocation
- c. Intelligence
- d. Academic achievement

17. One of the most widely used personality assessments by counselors and other mental health clinicians is the \_\_\_\_\_.

- a. The Stanford-Binet
- b. Rorschach Inkblot Test
- c. Thematic Apperception Test
- \*d. Minnesota Multiphasic Personality Test-II

18. The \_\_\_\_\_ gave parents and children (over the age of 18) access to their own records and specified topics that could and could not be assessed without parental consent, or for students over 18, student consent.

- a. Education for All Handicapped Children Act of 1975
- \*b. Family Education Rights and Privacy Act
- c. Individuals with Disabilities Education Act
- d. Hobson v. Hansen court ruling

19. The enactment of \_\_\_\_\_ led to increased intelligence and achievement testing in schools.

- \*a. Education for All Handicapped Children Act of 1975
- b. Family Education Rights and Privacy Act
- c. Individuals with Disabilities Education Act
- d. Hobson v. Hansen court ruling

20. According to the textbook, current assessment practices are heavily influenced by:

- a. Diverse samples
- b. Personality tests
- c. Federal law

\*d. Computers and technology

21. What is the American Counseling Association (ACA) *Code of Ethics*?

- a. Legal document outlining professional counselors' responsibilities to the general public
- b. Principles that define ethical behavior
- \*c. Principles that define ethical behavior and best practices in counseling
- d. Guidelines for ethical evaluation, assessment, and interpretation

22. What is the purpose of CACREP?

- \*a. Establish educational standards for students in counselor education programs
- b. Produce assessment competency standards in counseling specialty areas
- c. Monitor ethical behavior of counselors
- d. Regulate use of assessment practices

**Short Answer**

23. When conducting an assessment, data should be collected from \_\_\_\_\_ sources.

\*Multiple

24. \_\_\_\_\_ is an objective, standardized measure of behavior.

\*Psychological testing

25. \_\_\_\_\_ is the current name of the intelligence test that Terman revised.

\*Stanford-Binet Test of Intelligence

26. The Army Alpha and Beta tests used during World War I were designed to assess \_\_\_\_\_ and \_\_\_\_\_ functioning.

\*Intellectual and emotional

27. \_\_\_\_\_ proposed one of the earliest theories of intelligence, including Global (g) and Specific (s) intelligences.

\*Spearman

28. The \_\_\_\_\_, which was first published in 1938, continues to be published every 2 to 3 years and provides a listing of available assessment instruments and an evaluation of their structure and uses.

\*Mental Measurements Yearbook (MMY)

29. The Hobson v. Hansen case in 1967 ruled that tests could no longer be the sole source of data in determining \_\_\_\_\_ in schools.

\*Special education placement

30. \_\_\_\_\_ assessment refers to assessment tasks that tests student abilities by measuring how well students perform in real-life contexts.

\*Authentic

## Essay

31. According to the *Standards*, assessment encompasses much more than testing. List the various assessment activities a counselor can engage in to collect data about a client. Be sure to give specific examples.

\*Data from direct (client) and indirect (family, friends, coworkers) sources, using both formal and informal methods. Can include observations, interviews, screening, and standardized testing.

32. Describe how David Wechsler's advances helped shape our current understanding of intelligence and how it is measured.

\*Wechsler developed the Wechsler-Bellevue Intelligence Scale. Wechsler's tests became extremely popular and led to several revisions

\*Wechsler's tests consisted of several subtests that measured various aspects of mental ability. Combined, these subtests provided a global measure of intelligence.

\*Wechsler introduced the use of deviation IQ score, which allows for comparisons to be made between individuals.

33. Describe the variety of sources that set forth assessment standards that should be reviewed by counselors before engaging in assessment-related activities.

\*American Counseling Association (ACA) *Code of Ethics*, section E is devoted to evaluation, assessment, and interpretation

\*Joint Committee on Testing Practices (JCTP) established by AERA, APA, and NCME published several useful documents related to testing and assessment including: *Code of Fair Testing Practices in Education*, *Responsibilities of Users of Standardized Tests*, *Standards of Qualifications of Test Users*, and *Rights and Responsibilities of Test Takers: Guidelines and Expectations*

\*AARC, a division of ACA, collaborates with other divisions to produce assessment competency standards in various counseling specialty areas

\*CACREP accreditation standards require students to complete eight core curricular areas of study, one of which is assessment