

## CHAPTER 2

### DEFINING AND MEASURING PSYCHOLOGICAL ATTRIBUTES

1. Adult intelligence is an example of a \_\_\_\_\_ attribute. Moods are examples of \_\_\_\_\_ attributes.
  - \* a) stable; fluid
  - b) fluid; stable
  - c) steady; fluid
  - d) fluid; steady
2. \_\_\_\_\_ are most likely to be relevant for making long-term decisions about individuals.
  - a) fluid attributes
  - b) steady attributes
  - \* c) stable attributes
  - d) unstable attributes
3. The three domains that are most relevant to decision making are
  - a) ability, interest, mood
  - b) interest, mood, personality
  - c) ability, mood, personality
  - \* d) ability, personality, interest
4. The primary scientific basis for asserting that general intelligence exists is that
  - a) there are clear differences in the way people are labeled intelligent or retarded
  - b) the influence of intelligence on behavior shows up in novel or complex situations
  - \* c) reliable cognitive tests correlate positively with other reliable cognitive tests
  - d) both a and c
5. The theory that scores on cognitive tests are influenced by general intelligence, error and specific factors was presented by
  - \* a) Spearman
  - b) Thurstone
  - c) Vernon
  - d) Binet

6. General intellectual factor, g, is the most critical component in
  - a) group factor theory
  - b) hierarchical modeling
  - \* c) two factor theory
  - d) Theory X
7. The most important implication of Spearman's Two Factor Theory is that
  - a) individual differences in intelligence level do exist
  - b) a good intelligence test will maximize error
  - c) specific factors are the same as general intelligence
  - \* d) a good measure of general intelligence will successfully predict all cognitive performance
8. The theory that there are group factors related to, but not identical to, general intelligence factors was proposed by
  - a) Spearman
  - \* b) Thurstone
  - c) Vernon
  - d) Binet
9. Thurstone proposed that there were
  - \* a) seven primary mental abilities
  - b) five primary mental abilities; two secondary mental abilities
  - c) two types of intelligence
  - d) over 120 different abilities
10. According to Cattell, the ability to see relationships, such as in analogies, requires
  - \* a) fluid intelligence
  - b) general intelligence
  - c) stable intelligence
  - d) crystallized intelligence
11. Cattell (1963) defined the size of one's store of factual knowledge as
  - a) fluid intelligence
  - b) general intelligence
  - c) stable intelligence
  - \* d) crystallized intelligence

12. The theory that both a general intelligence factor as well as some major group factors exist is part of
- a) Two-factor theory
  - b) the Spearman-Thurstone model
  - \* c) hierarchical models of intelligence
  - d) the Structure of Intellect model
13. Hierarchical models of intelligence, such as those of Vernon or Carroll, imply that
- a) tests that measure g are the only acceptable tests
  - b) tests that measure specific aspects of intelligence are the only acceptable tests
  - \* c) tests that measure both g and specific aspects of intelligence are acceptable
  - d) intelligence is not measurable
14. Operations, Contents, and Products are elements of
- a) Two-factor theory
  - b) group Factor theory
  - c) the hierarchical model
  - \* d) the Structure of Intellect model
15. From the debate over the importance of the general intelligence factor "g", one can conclude that
- a) g has little pragmatic utility
  - b) g has pragmatic utility
  - c) considering only g may obscure key questions such as why a person is intelligent
  - \* d) both b and c
16. Early developments in intelligence tests and theories occurred in
- \* a) England and France
  - b) Spain and Italy
  - c) Japan and Russia
  - d) the United States and Canada

17. Several of the basic procedures used in the analysis of individual differences were developed by English biologist
- \* a) Sir Francis Galton  
b) James McKeen  
c) Sir Francis Drake  
d) Lord Winston Churchill
18. The first scale to provide a practical and reasonably valid measure of intelligence was developed by
- a) Stanford and Binet  
b) Binet and Swallow  
c) Galton and Cattell  
\* d) Binet and Simon
19. Intelligence quotients based on mental age have been criticized because
- \* a) one's mental age may be lower than one's chronological age  
b) mental age does not increase once people reach adulthood, penalizing older people  
c) chronological age is not a reliable mental indicator  
d) mental age increases faster than chronological age
20. The real impetus for the development of group tests was
- a) the French Ministry's concern with children's education  
b) the Great Depression  
\* c) World War I  
d) the passage of the 16th Amendment
21. The construct "emotional intelligence"
- \* a) is not yet well defined  
b) is more important than general cognitive ability  
c) is highly correlated with other types of intelligence  
d) provides an better alternative to cognitive ability testing
22. A response of liking is a(n)
- a) aptitude  
b) trait  
\* c) interest  
d) ability

23. Personality inventories have roots in

- \* a) studies of psychopathology
- b) World War II
- c) studies of neurology
- d) studies of interest indices

24. The "big five" refer to

- \* a) five personality factors found in most personality inventories
- b) the five major personality taxonomies
- c) the five forms personality measurement may take
- d) five major criticisms of personality testing