**Unit 11 Intelligence Practice Test**

**Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

\_\_\_\_ 1. Experts would most likely agree that intelligence is

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| a. | an inborn ability to perform well on standard intelligence tests. |
| b. | a mental ability to learn from experience. |
| c. | a general trait that underlies success on nearly any task. |
| d. | a multiple array of completely independent adaptive traits. |
| e. | the unconscious processing that occurs as the first step in problem solving. |

\_\_\_\_ 2. Because intelligence is defined according to the attributes that enable success in a culture, psychologists consider intelligence to be

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| a. | neurologically determined. |
| b. | socially constructed. |
| c. | based on brain structure. |
| d. | a form of neural plasticity. |
| e. | genetically predetermined. |

\_\_\_\_ 3. To assess whether intelligence is a single trait or a collection of several distinct abilities, psychologists have made extensive use of

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| a. | the normal curve. |
| b. | criterion-based validation. |
| c. | standardization. |
| d. | reliability assessment. |
| e. | factor analysis. |

\_\_\_\_ 4. Spearman's *g* factor refers to

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| a. | the internal consistency of an intelligence test. |
| b. | the genetic contribution to intelligence. |
| c. | a general intelligence that underlies successful performance on a wide variety of tasks. |
| d. | a highly developed skill or talent possessed by an otherwise retarded person. |
| e. | the ability to understand and regulate emotions. |

\_\_\_\_ 5. Spearman referred to the general capacity that may underlie all of a person's specific mental abilities as

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| a. | IQ. |
| b. | heritability. |
| c. | the *g* factor. |
| d. | factor analysis. |
| e. | emotional intelligence. |

\_\_\_\_ 6. People's scores on the general intelligence factor are most highly correlated with their ability to solve \_\_\_\_\_\_\_\_ problems.

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| a. | emotional |
| b. | cultural |
| c. | social |
| d. | novel |
| e. | moral |

\_\_\_\_ 7. In 8 to 10 seconds, memory whiz Kim Peek can read and remember the contents of a book page. Yet, he has little capacity for understanding abstract concepts. Kim's mental capacities best illustrate

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| a. | autism. |
| b. | Down syndrome. |
| c. | emotional intelligence. |
| d. | savant syndrome. |
| e. | stereotype threat. |

\_\_\_\_ 8. Which of the following persons best illustrates Sternberg's concept of practical intelligence?

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| a. | Jamal, a student who quickly recognizes the correct answers to multiple-choice test questions |
| b. | Gareth, a graduate student who generates many creative ideas |
| c. | Shelley, a newspaper reporter who has established a large network of information sources |
| d. | Cindy, a young mother who prefers cleaning her house to supervising her children |
| e. | Lola, who can instantly recognize and adapt to the emotional states of others |

\_\_\_\_ 9. The Sternberg-Wagner test measures writing skills, skill in motivating others, and ability to effectively delegate tasks. This test measures which of the intelligences described by Sternberg's triarchic theory of intelligence?

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| a. | emotional intelligence |
| b. | creative intelligence |
| c. | analytical intelligence |
| d. | intrapersonal intelligence |
| e. | practical intelligence |

\_\_\_\_ 10. Emotional intelligence is a critical component of

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| --- | --- |
| a. | creativity. |
| b. | social intelligence. |
| c. | analytical intelligence. |
| d. | convergent thinking. |
| e. | factor analysis. |

\_\_\_\_ 11. When Mrs. McGuire asks her students to answer questions in class, she can quickly tell from their facial expressions whether they are happy to participate. Mrs. McGuire's perceptual skill best illustrates

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| a. | analytical intelligence. |
| b. | reliability. |
| c. | emotional intelligence. |
| d. | factor analysis. |
| e. | validity. |

\_\_\_\_ 12. The lower region of the \_\_\_\_\_\_\_\_ lobe is a center for processing mathematical and spatial information.

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| a. | frontal |
| b. | parietal |
| c. | occipital |
| d. | temporal |
| e. | ventral |

\_\_\_\_ 13. Postmortem brain analyses reveal that highly educated people have \_\_\_\_\_\_\_\_ when they die than do their less educated counterparts.

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| a. | less neural plasticity |
| b. | more synapses |
| c. | less gray matter |
| d. | more reification |
| e. | larger neurons |

\_\_\_\_ 14. Precocious 12- to 14-year-old college students with unusually high levels of verbal intelligence are most likely to

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| a. | retrieve information from memory at an unusually rapid speed. |
| b. | perform at only an average level on tests of mathematical aptitude. |
| c. | experience less loneliness and achieve happier marriages than the average college student. |
| d. | demonstrate unusually high levels of the practical managerial intelligence common to successful business executives. |
| e. | exhibit high levels of both creative and analytical intelligence. |

\_\_\_\_ 15. The nineteenth-century English scientist Sir Francis Galton believed that

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| a. | mental abilities cannot be measured. |
| b. | superior intelligence is biologically inherited. |
| c. | academic aptitude is detectable through factor analysis. |
| d. | intelligence test performance depends on motivation rather than ability. |
| e. | emotional intelligence correlated with intrapersonal intelligence. |

\_\_\_\_ 16. Lewis Terman's widely used American revision of Binet's original intelligence test was the

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| a. | WISC. |
| b. | WAIS. |
| c. | Stanford-Binet. |
| d. | Scholastic Assessment Test. |
| e. | American College Testing Exam. |

\_\_\_\_ 17. Five-year-old Benjy has an IQ of 120 on the original version of the Stanford-Binet. His mental age is

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| --- | --- |
| a. | 4 |
| b. | 6 |
| c. | 8 |
| d. | 9 |
| e. | 12 |

\_\_\_\_ 18. Twelve-year-old Norman has an IQ of 75 on the original version of the Stanford-Binet. His mental age is

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| a. | 8 |
| b. | 9 |
| c. | 10 |
| d. | 12 |
| e. | 16 |

\_\_\_\_ 19. A survey of the history of intelligence testing reinforces the important lesson that

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| a. | although science strives for objectivity, scientists can be influenced by their personal biases. |
| b. | the experiment is the most powerful tool available for examining cause-effect relationships. |
| c. | different theoretical perspectives on behavior may be complementary rather than competing. |
| d. | scientists are more concerned with the development of theory than with its practical application. |
| e. | some theories are untestable but may still be scientifically valid. |

\_\_\_\_ 20. The Stanford-Binet, WAIS, and WISC tests are all types of

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| --- | --- |
| a. | personality tests. |
| b. | factor analysis tests. |
| c. | achievement tests. |
| d. | multiple intelligence tests. |
| e. | general intelligence tests. |

\_\_\_\_ 21. Molly has just taken a test of her capacity to learn to be a computer programmer. This is an example of a(n) \_\_\_\_\_\_\_\_ test.

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| --- | --- |
| a. | validity |
| b. | achievement |
| c. | interest |
| d. | aptitude |
| e. | factor analysis |

\_\_\_\_ 22. When Brandon was told that he correctly answered 80 percent of the items on a math achievement test, he asked how his performance compared with that of the average test-taker. Brandon's concern was directly related to the issue of

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| a. | standardization. |
| b. | predictive validity. |
| c. | reliability. |
| d. | content validity. |
| e. | factor analysis. |

\_\_\_\_ 23. The normal curve would represent the distribution of

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| a. | the American population in terms of gender. |
| b. | American schoolchildren in terms of their ages. |
| c. | American women in terms of their physical heights. |
| d. | the American population in terms of their birth dates. |
| e. | American historical dates in terms of importance. |

\_\_\_\_ 24. If a test yields consistent results every time it is used, it has a high degree of

|  |  |
| --- | --- |
| a. | standardization. |
| b. | predictive validity. |
| c. | reliability. |
| d. | content validity. |
| e. | heritability. |

\_\_\_\_ 25. A test is reliable if it

|  |  |
| --- | --- |
| a. | measures what it claims to measure or predicts what it is supposed to predict. |
| b. | yields dependably consistent scores. |
| c. | has been standardized on a representative sample of all those who are likely to take the test. |
| d. | samples the behavior that is being assessed. |
| e. | produces a normal distribution of scores. |

\_\_\_\_ 26. A test has a high degree of validity if it

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| --- | --- |
| a. | measures or predicts what it is supposed to measure or predict. |
| b. | yields consistent results every time it is used. |
| c. | produces a normal distribution of scores. |
| d. | has been standardized on a representative sample of all those who are likely to take the test. |
| e. | assesses aptitude and achievement accurately. |

\_\_\_\_ 27. Fluid intelligence refers most directly to a person's

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| --- | --- |
| a. | accumulated knowledge. |
| b. | ability to reason speedily and abstractly. |
| c. | ability to assume the perspective of others. |
| d. | ability to utilize diffuse brain regions for storing memories. |
| e. | ability to recall facts and concepts. |

\_\_\_\_ 28. The ability to learn a new computer software program is to \_\_\_\_\_\_\_\_ as knowledge of state capitals is to \_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | concrete operations; formal operations |
| b. | formal operations; concrete operations |
| c. | crystallized intelligence; fluid intelligence |
| d. | fluid intelligence; crystallized intelligence |
| e. | sensorimotor operations; fluid intelligence |

\_\_\_\_ 29. Over the past 50 or so years, children with an intellectual disability have increasingly been likely to

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| a. | have difficulty adapting to the normal demands of independent living. |
| b. | be diagnosed as having a chromosomal abnormality. |
| c. | demonstrate symptoms of savant syndrome. |
| d. | be mainstreamed into regular school classrooms. |
| e. | receive medications to compensate for learning disabilities. |

\_\_\_\_ 30. Sorting children into “gifted child” education programs is most likely to be criticized for

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| --- | --- |
| a. | overemphasizing the genetic determinants of giftedness. |
| b. | widening the achievement gap between higher- and lower-ability groups. |
| c. | claiming that intelligence test scores can predict children's academic success. |
| d. | underestimating the extent to which a *g* factor underlies success in a wide variety of tasks. |
| e. | overindividualizing instruction for rare kinds of learners. |

\_\_\_\_ 31. Which of the following observations provides the best evidence that intelligence test scores are influenced by environment?

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| --- | --- |
| a. | Fraternal twins are more similar in their intelligence scores than are ordinary siblings. |
| b. | The intelligence scores of children are positively correlated with those of their parents. |
| c. | Identical twins are more similar in their intelligence scores than are fraternal twins. |
| d. | The intelligence scores of siblings reared together are positively correlated. |
| e. | Different national groups have different average intelligence scores. |

\_\_\_\_ 32. The intelligence test scores of adopted children are LEAST likely to be positively correlated with the scores of their adoptive siblings during

|  |  |
| --- | --- |
| a. | early childhood. |
| b. | middle childhood. |
| c. | early adolescence. |
| d. | middle adolescence. |
| e. | early adulthood. |

\_\_\_\_ 33. The “Mozart effect” refers to the now-discounted finding that cognitive ability is boosted by

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| a. | hybrid vigor. |
| b. | nutritional supplements. |
| c. | Head Start programs. |
| d. | listening to classical music. |
| e. | studying a second language. |

\_\_\_\_ 34. Interventions that promote intelligence teach early teens that the brain is like a muscle that strengthens with use. This idea is designed to encourage the teens to view intelligence as

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| --- | --- |
| a. | a reflection of the *g* factor. |
| b. | a biologically determined capacity. |
| c. | changeable over time. |
| d. | distributed in a bell-shaped pattern. |
| e. | an inborn trait with strengths and weaknesses. |

\_\_\_\_ 35. Girls are most likely to outperform boys in a

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| --- | --- |
| a. | spelling bee. |
| b. | mathematical reasoning test. |
| c. | computer programming contest. |
| d. | chess tournament. |
| e. | logical reasoning test. |

\_\_\_\_ 36. Exposure to high levels of male sex hormones during prenatal development is most likely to facilitate the subsequent development of

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| --- | --- |
| a. | the *g* factor. |
| b. | savant syndrome. |
| c. | spatial abilities. |
| d. | Down syndrome. |
| e. | emotional intelligence. |

\_\_\_\_ 37. Research on racial differences in intelligence indicates that

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| --- | --- |
| a. | Black Americans typically receive higher scores than White Americans on nonverbal intelligence test questions. |
| b. | there is currently no difference in the average academic aptitude test scores received by Black and White Americans. |
| c. | on average, Black Americans perform less well than White Americans on intelligence tests. |
| d. | among Black Americans, those with the most African ancestry receive the highest intelligence scores. |
| e. | stereotype threat affects students of all races equally. |

\_\_\_\_ 38. The intelligence test scores of today's better-fed population \_\_\_\_\_\_\_\_ the scores of the 1930s population.

|  |  |
| --- | --- |
| a. | are higher than |
| b. | are lower than |
| c. | are equal to |
| d. | can't be compared with |
| e. | are more variable than |

\_\_\_\_ 39. Blacks have been found to score lower on tests of verbal aptitude when tested by Whites than when tested by Blacks. This best illustrates the impact of

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| --- | --- |
| a. | standardization. |
| b. | savant syndrome. |
| c. | emotional intelligence. |
| d. | stereotype threat. |
| e. | the Flynn effect. |

\_\_\_\_ 40. Experts who defend intelligence tests against accusations of racial bias note that racial differences in intelligence test scores

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| --- | --- |
| a. | have increased in the past decade despite the introduction of less culturally biased test items. |
| b. | occur on nonverbal as well as verbal intelligence test subscales. |
| c. | are a clear indication that the heritability of intelligence approaches 100 percent. |
| d. | are just as significant as intelligence differences among members of a single race. |
| e. | are directly related to chromosomal differences discovered between races. |

**Unit 11 Intelligence Practice Test**

**Answer Section**

**MULTIPLE CHOICE**

 1. ANS: B PTS: 1 DIF: Medium OBJ: Unit XI | 60-1

TOP: How is intelligence defined? SKL: Factual/Definitional

 2. ANS: B PTS: 1 DIF: Medium OBJ: Unit XI | 60-1

TOP: How is intelligence defined? SKL: Factual/Definitional

 3. ANS: E PTS: 1 DIF: Medium OBJ: Unit XI | 60-2

TOP: Is intelligence one general ability or several specific abilities?

SKL: Factual/Definitional

 4. ANS: C PTS: 1 DIF: Easy OBJ: Unit XI | 60-2

TOP: Is intelligence one general ability or several specific abilities?

SKL: Factual/Definitional

 5. ANS: C PTS: 1 DIF: Easy OBJ: Unit XI | 60-2

TOP: Is intelligence one general ability or several specific abilities?

SKL: Factual/Definitional

 6. ANS: D PTS: 1 DIF: Difficult OBJ: Unit XI | 60-2

TOP: Is intelligence one general ability or several specific abilities?

SKL: Conceptual

 7. ANS: D PTS: 1 DIF: Medium OBJ: Unit XI | 60-3

TOP: Theories of multiple intelligences SKL: Factual/Definitional

 8. ANS: C PTS: 1 DIF: Difficult OBJ: Unit XI | 60-3

TOP: Theories of multiple intelligences SKL: Conceptual/Application

 9. ANS: E PTS: 1 DIF: Easy OBJ: Unit XI | 60-3

TOP: Theories of multiple intelligences SKL: Factual/Definitional

 10. ANS: B PTS: 1 DIF: Medium OBJ: Unit XI | 60-4

TOP: emotional intelligence SKL: Factual/Definitional

 11. ANS: C PTS: 1 DIF: Medium OBJ: Unit XI | 60-4

TOP: Emotional intelligence SKL: Conceptual/Application

 12. ANS: B PTS: 1 DIF: Medium OBJ: Unit XI | 60-5

TOP: Brain size and complexity SKL: Factual/Definitional

 13. ANS: B PTS: 1 DIF: Medium OBJ: Unit XI | 60-6

TOP: Brain function SKL: Factual/Definitional

 14. ANS: A PTS: 1 DIF: Easy OBJ: Unit XI | 60-6

TOP: Brain function SKL: Factual/Definitional

 15. ANS: B PTS: 1 DIF: Medium OBJ: Unit XI | 61-1

TOP: The origins of intelligence testing SKL: Factual/Definitional

 16. ANS: C PTS: 1 DIF: Easy OBJ: Unit XI | 61-1

TOP: The origins of intelligence testing SKL: Factual/Definitional

 17. ANS: B PTS: 1 DIF: Difficult OBJ: Unit XI | 61-1

TOP: The origins of intelligence testing SKL: Conceptual/Application

 18. ANS: B PTS: 1 DIF: Difficult OBJ: Unit XI | 61-1

TOP: The origins of intelligence testing SKL: Conceptual/Application

 19. ANS: A PTS: 1 DIF: Medium OBJ: Unit XI | 61-1

TOP: The origins of intelligence testing SKL: Factual/Definitional

 20. ANS: E PTS: 1 DIF: Easy OBJ: Unit XI | 61-2

TOP: Modern tests of mental abilities SKL: Factual/Definitional

 21. ANS: D PTS: 1 DIF: Medium OBJ: Unit XI | 61-2

TOP: Modern tests of mental abilities SKL: Conceptual/Application

 22. ANS: A PTS: 1 DIF: Medium OBJ: Unit XI | 61-3

TOP: Standardization SKL: Conceptual/Application

 23. ANS: C PTS: 1 DIF: Difficult OBJ: Unit XI | 61-3

TOP: Standardization SKL: Conceptual/Application

 24. ANS: C PTS: 1 DIF: Medium OBJ: Unit XI | 61-4

TOP: Reliability SKL: Factual/Definitional

 25. ANS: B PTS: 1 DIF: Easy OBJ: Unit XI | 61-4

TOP: Reliability SKL: Factual/Definitional

 26. ANS: A PTS: 1 DIF: Easy OBJ: Unit XI | 61-4

TOP: Validity SKL: Factual/Definitional

 27. ANS: B PTS: 1 DIF: Easy OBJ: Unit XI | 62-1

TOP: The dynamics of intelligence: stability or change? SKL: Factual/Definitional

 28. ANS: D PTS: 1 DIF: Difficult OBJ: Unit XI | 62-1

TOP: The dynamics of intelligence: stability or change? SKL: Conceptual/Application

 29. ANS: D PTS: 1 DIF: Medium OBJ: Unit XI | 62-2

TOP: Extremes of intelligence SKL: Factual/Definitional

 30. ANS: B PTS: 1 DIF: Difficult OBJ: Unit XI | 62-2

TOP: Extremes of intelligence SKL: Factual/Definitional

 31. ANS: A PTS: 1 DIF: Difficult OBJ: Unit XI | 63-1

TOP: Twin and adoption studies SKL: Factual/Definitional

 32. ANS: E PTS: 1 DIF: Difficult OBJ: Unit XI | 63-1

TOP: Twin and adoption studies SKL: Factual/Definitional

 33. ANS: D PTS: 1 DIF: Easy OBJ: Unit XI | 63-2

TOP: Early environmental influences SKL: Factual/Definitional

 34. ANS: C PTS: 1 DIF: Medium OBJ: Unit XI | 63-2

TOP: Schooling and intelligence SKL: Factual/Definitional

 35. ANS: A PTS: 1 DIF: Easy OBJ: Unit XI | 64-1

TOP: Gender similarities and differences SKL: Factual/Definitional

 36. ANS: C PTS: 1 DIF: Medium OBJ: Unit XI | 64-1

TOP: Gender similarities and differences SKL: Factual/Definitional

 37. ANS: C PTS: 1 DIF: Medium OBJ: Unit XI | 64-2

TOP: Racial and ethnic similarities and differences SKL: Factual/Definitional

 38. ANS: A PTS: 1 DIF: Medium OBJ: Unit XI | 64-2

TOP: Racial and ethnic similarities and differences SKL: Factual/Definitional

 39. ANS: D PTS: 1 DIF: Easy OBJ: Unit XI | 64-3

TOP: The question of bias SKL: Factual/Definitional

 40. ANS: B PTS: 1 DIF: Medium OBJ: Unit XI | 64-3

TOP: The question of bias SKL: Factual/Definitional