CHAPTER 11

**Intelligence**

51. Binet and Simon designed a test of intellectual abilities in order to:

a. provide a quantitative estimate of inherited intellectual potential.

b. distinguish between academic and practical intelligence.

c. identify children likely to have difficulty learning in school.

d. assess general capacity for goal‑directed adaptive behavior.

52. To assess mental age, Binet and Simon measured children’s:

a. head size.

b. reasoning skills.

c. muscular power.

d. sensory acuity.

e. all of the above.

53. Five‑year‑old Jaime performs on an intelligence test at a level characteristic of an average 4‑year‑old. Jaime’s mental age is:

a. 4.

b. 4.5.

c. 5.

d. 80.

e. 125.

54. For the original version of the Stanford‑Binet, IQ was defined as:

a. mental age multiplied by 100.

b. chronological age subtracted from mental age and multiplied by 100.

c. chronological age divided by mental age and multiplied by 100.

d. mental age divided by chronological age and multiplied by 100.

55. A 12‑year‑old who responded to the original Stanford‑Binet with the proficiency typical of an average 9‑year‑old was said to have an IQ of:

a. 75.

b. 85.

c. 115.

d. 125.

e. 133.

56. Twelve‑year‑old Jerry has an IQ of 75 on the original version of the Stanford‑Binet. His mental age is:

a. 8.

b. 9.

c. 10.

d. 12.

e. 16.

57. The eugenics movement would have been most likely to encourage:

a. selective breeding of highly intelligent people.

b. creation of special education programs for intellectually inferior children.

c. construction of culturally and racially unbiased tests of intelligence.

d. use of factor analysis for identification of various types of intelligence.

58. Factor analysis is a statistical procedure used to:

a. derive IQ scores by comparing mental age with chronological age.

b. evaluate how accurately test items predict a criterion behavior.

c. extract test norms from a standardization sample.

d. identify clusters of closely related test items.

e. provide a quantitative estimate of heritability.

59. Spearman’s *g* factor refers to:

a. the internal consistency of an intelligence test.

b. the genetic contribution to intelligence.

c. a general intelligence that underlies success 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.

60. Twenty‑five‑year‑old Carmella is mentally handicapped and can neither read nor write. However, after hearing lengthy, unfamiliar, and complex musical selections just once, she can reproduce them precisely on the piano. It is likely that Carmella is:

a. gifted with a high level of Spearman’s *g* factor.

b. gifted with a high level of creativity.

c. suffering from Down syndrome.

d. someone with savant syndrome.

61. The ability to control one’s impulses and delay immediate pleasures in pursuit of long-term goals is most clearly a characteristic of:

a. emotional intelligence.

b. heritability.

c. mental age.

d. savant syndrome.

e. the *g* factor.

62. Precocious college students with unusually high levels of verbal intelligence are most likely to:

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.

63. Tests designed to predict ability to learn new skills are called \_\_\_\_\_\_\_\_ tests.

a. achievement

b. interest

c. reliability

d. standardized

e. aptitude

64. Achievement tests are designed to:

a. measure desire and potential capacity to successfully meet challenges.

b. assess ability to produce novel and valuable ideas.

c. compare an individual’s personality with those of highly successful people.

d. assess learned knowledge or skills.

65. The written exam for a driver’s license would most likely be considered a(n) \_\_\_\_\_\_\_\_ test.

a. achievement

b. reliability

c. interest

d. aptitude

e. intelligence

66. Aptitude tests are to \_\_\_\_\_\_\_\_ as achievement tests are to \_\_\_\_\_\_\_\_.

a. current interests; past competence

b. past competence; current interests

c. current competence; future performance

d. future performance; current competence

67. Object assembly, picture arrangement, and block design are three subtests of the:

a. WAIS.

b. SAT.

c. Stanford‑Binet.

d. GRE.

68. If a test is standardized, this means that:

a. it accurately measures what it is intended to measure.

b. a person’s test performance can be compared with that of a pretested group.

c. most test scores will cluster near the average.

d. the test will yield consistent results when administered on different occasions.

69. The bell‑shaped pattern that represents the frequency of occurrence of intelligence test scores in the general population is called a:

a. standardization sample.

b. reliability coefficient.

c. factor analysis.

d. normal curve.

e. savant syndrome.

70. About \_\_\_\_\_\_\_\_ percent of WAIS scores fall between 85 and 115.

a. 30

b. 50

c. 68

d. 96

71. Comparing the average performance of the initial WAIS standardization sample with the average performance of the most recent WAIS standardization sample provides convincing evidence of:

a. heritability.

b. the *g* factor.

c. the Flynn factor.

d. emotional intelligence.

e. savant syndrome.

72. It would be most reasonable to suggest that the Flynn effect is due in part to:

a. the deteriorating quality of parental involvement in children’s education.

b. increasingly improved childhood health and nutrition.

c. the decreasing reliance on a single test score as an index of mental aptitudes.

d. the failure to restandardize existing intelligence tests.

73. 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.

74. Validity is to reliability as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.

a. causation; correlation

b. accuracy; consistency

c. stability; change

d. aptitude; achievement

e. academic intelligence; emotional intelligence

75. A test that measures or predicts what it is supposed to is said to have a high degree of:

a. validity.

b. standardization.

c. reliability.

d. normality.

76. Individuals with Down syndrome are:

a. unlikely to have difficulty in regular school classes.

b. mentally retarded due to neglect during infancy.

c. mentally retarded, except for one specific ability in which they excel.

d. born with an extra chromosome.

77. Intrinsic motivation is an important component of:

a. the intelligence quotient.

b. creativity.

c. the Flynn effect.

d. savant syndrome.

e. the *g* factor.

78. The similarity between the intelligence test scores of identical twins raised apart is:

a. less than that between children and their biological parents.

b. equal to that between identical twins reared together.

c. equal to that between fraternal twins reared together.

d. greater than that between ordinary siblings reared together.

79. a. the eugenics movement.

b. the Flynn effect.

c. the normal curve.

d. savant syndrome.

80. The heritability of intelligence refers to:

a. the extent to which an individual’s intelligence is attributable to genetic factors.

b. the percentage of variation in intelligence within a group that is attributable to genetic factors.

c. the extent to which a group’s intelligence is attributable to genetic factors.

d. a general underlying intelligence factor that is measured by every task on an intelligence test.

81. Girls are most likely to outperform boys in a(n):

a. spelling bee.

b. math test.

c. computer programming contest.

d. chess tournament.

82. Boys are most likely to outnumber girls in a class designed for students gifted in:

a. reading.

b. speech.

c. mathematics.

d. a foreign language.

83. When completing a verbal aptitude test, members of an ethnic minority group are particularly likely to perform below their true ability levels if they believe that the test:

a. is a measure of emotional intelligence as well as academic intelligence.

b. assesses their interests as well as their abilities.

c. is biased against members of their own ethnic group.

d. results in a distribution of scores that form a bell-shaped curve.

84. Before becoming attorneys, law students must pass a special licensing exam, which is an \_\_\_\_\_\_\_\_ test. Before entering college, high school students must take the SAT, which is an \_\_\_\_\_\_\_\_ test.

a. achievement; aptitude

b. aptitude; achievement

c. achievement; achievement

d. aptitude; aptitude

85. Reported racial gaps in average intelligence scores are most likely attributable to:

a. the use of biased tests of intelligence.

b. the use of unreliable tests of intelligence.

c. genetic factors.

d. environmental factors.