

Testing and Intelligence

Name _____

Hour: _____ DL Site: _____

<http://www.learner.org/discoveringpsychology/16/e16expand.html>

"I am somehow less interested in the weight and convolutions of Einstein's brain than in the near certainty that people of equal talent have lived and died in cotton fields and sweatshops."

Stephen Jay Gould

Answer the questions as you watch the video segment

1. *Sir Francis Galton was one of the first men to develop mental measurements.*

He:

- a. tried to demonstrate the hereditary basis of intelligence.
- b. tried to measure the multiple talents of individuals
- c.

2. *What was Alfred Binet's aim in developing a measure of intelligence?*

- a. to rank children
- b. to identify children needing extra help
- c. to develop the IQ test

3. *How were the results of Binet's test expressed?*

- a. as a percentile score
- b. as an IQ score
- c. as a mental age related to a norm

4. *In 1916 Lewis Terman of Stanford University took a different approach to testing and developed the Stanford-Binet test. What formula did he create to express intelligence?*

(Write it down from the screen)

_____ * _____ =

5. *What did Lewis Terman believe about the intelligence quotient (IQ)?*

- a. it was of little value in predicting performance in life
- b. it depended almost entirely on the environmental influences
- c. it measured an inner unchanging quality that was largely hereditary

6. *David Wechsler, in 1939, designed a new test. Which is false?*

- a. He developed new, non verbal sections for intelligence tests
- b. his Adult intelligence scale is used to test millions of Americans
- c. Big business has been unable to take advantage of his ideas

7. *William Curtis Banks says that when a test for prospective police officers has been shown to predict success on the job the test would be:*

- a. valid
- b. unbiased
- c. reliable
- d. standardized

8. *Banks says that when a test measures in the same way each time it is used it is:*

- a. valid
- b. standardized
- c. reliable
- d. unbiased

9. *According to Banks, why do educators worry about "teaching to the test"?*

- a. students would only be able to do well on the material on the test and not anything else

- b. students have difficulty learning from this teaching strategy

10. According to Claude Steele stereotype threat is:

- a. the anxiety that influences members of a group worried that their performance on a test will conform to a negative stereotype.
- b. the notion that if one group scores better than another on a standardized test, the test results for both groups are inaccurate

11. What perspective does Howard Gardner bring to the study of measuring intelligence?

- a. we should define it as a single trait
- b. we should redefine it as practical intelligence
- c. we should expand it to include multiple intelligences

12. According to Gardner, the IQ, and other kinds of achievement tests, will:

- a. become increasingly important for teaching and learning
- b. become less important; we need to move to a broader view of intelligence

13. Yale Univ. Psychologist, Robert Sternberg studies “practical” intelligence. What relationship did he find between traditional tests and his practical intelligence tests?

- a. Not much of a relationship
- b. They correlate very closely

14. How does Sternberg view or define intelligence?

- a. being able to figure out an environment
- b. being able to shape an environment
- c. being able select a new environment
- d. All of these

15. According to Sternberg, how well do standard intelligence tests predict how you will do in life?

- a. Very well
- b. Very poorly



16. Neuroscientists bypass mind and environment. They study brain wave frequencies. The P 300 waves are studied for interruptions.

These scientists predict that:

- a. smarter persons will have smaller P 300 waves because they absorb new information more readily
- b. less intelligent individuals will have smaller P 300 waves as they show less activity to outside stimuli