

*Test-related terms are listed in the left-hand column and descriptions of the terms in the right-hand column. To answer these questions, place the letter that corresponds to the testing term in the blank. No answer may be used twice. Some may not be used at all.*

<u>TERM</u>	<u>DESCRIPTION</u>
1. _____ Standard score	B. A 6th-grade student with a high IQ tends to be above average in reading.
2. _____ Scaled score	C. A 5th-grader's score equals his raw score minus the mean divided by the standard deviation.
3. _____ Correlation	D. A 4th-grader's score is like a 7th-grader taking the same test.
4. _____ Grade equivalent	E. A 3rd-grader's performance on different forms or different levels of achievement tests can be compared.
	F. None of these.

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5. Which of these terms has a meaning that include judging desirability?

- A. Assessment
- B. Evaluation
- C. Measurement
- D. Test

6. Which of these terms is narrowest in scope?

- A. Assessment
- B. Evaluation
- C. Measurement
- D. Test

7. Which definition best represents the definition of test norms?

- A. A relative performance standard for a desired group
- B. A representative performance for a selected group
- C. Typical performance based on specified criteria
- D. An estimated performance by an inclusive group

8. Grade equivalent scores are

- A. criterion-referenced scores.
- B. developmental level scores.
- C. relative position status scores.

The Nelson Biology Test, an achievement test emphasizing understanding of concepts and application of principles, has been used in the Mason Schools for external evaluation of the sophomore biology program since 1983. Mason adopted different textual materials in 1993, but both old and new materials were originally included in the Nelson.

9. Use of local percentile norms build on 1983-1987 data with the 1994 data will

- A. not radically alter score interpretation.
- B. make score interpretation difficult but possible.
- C. be inappropriate since base populations differ.
- D. be acceptable if the norms and scores are first converted to standard score form.

10. Test norms developed from responses of University of Minnesota undergraduates can be applied with meaningfulness to students attending

- A. institutions of higher education with similar admissions policies.
- B. schools of public higher education in the state of Minnesota.
- C. the Big Ten Universities.
- D. University of Minnesota.
- E. All of the above.

11. Which of the following types of scores is NOT a type of criterion-referenced score?

- A. Grade equivalent score
- B. Mastery/nonmastery classification
- C. Percent of items correct

12. The deviation of a score from the mean expressed in standard deviation units is a

- A. mean deviation.
- B. deviation score.
- C. percentile.
- D. standard score.
- E. variance.

13. If scores are normally distributed, the number of people scoring between the fiftieth and sixtieth (50<sup>th</sup> and 60<sup>th</sup>) percentiles will be \_\_\_\_\_ the number of people scoring between the eightieth and ninetieth (80<sup>th</sup> and 90<sup>th</sup>) percentiles.
- A. less than
  - B. equal to
  - C. greater than
14. For what type of score is zero (0) considered average?
- A. normal curve equivalent
  - B. percentile rank
  - C. T-score
  - D. z-score
15. A student scores 36 on a spelling test. The mean for the class is 38 and the standard deviation is 8. The student's z-score is
- A. 0.25.
  - B. 0.20.
  - C. -0.20.
  - D. -0.25.
  - E. -0.30.
16. The mean score on a 70-item test is 49, and the standard deviation of the scores is 6. What z-score should be assigned to a raw score of 40?
- A. -9
  - B. 1.5
  - C. 5
  - D. 35
  - E. None of the above
17. Knowing a student's raw scores on three subtests allows which type of comparison?
- A. interindividual (with others)
  - B. intraindividual (within self)
  - C. Both A and B
  - D. Neither A nor B

The next two items are based on the following partial printout of achievement test results for Domingo, a student at McComb Junior High School.

		Arithmetic	Reading
	Raw Score	36	22
McComb	Percentile Rank	27	79
	T-Score	35	58
National	Percentile Rank	58	95
	T-Score	52	60

18. How does Domingo compare to the national average in arithmetic achievement?

- A. Very far above the national average.
- B. Somewhat above the national average.
- C. Right at the national average.
- D. Somewhat below the national average.
- E. Very far below the national average.

19. How do children in McComb seem to compare with children nationally? McComb children

- A. are representative of children nationally.
- B. overall, do less well than the national average.
- C. do somewhat better than children nationally.
- D. do better in reading but less well in arithmetic than children nationally.
- E. are average in reading but worse in arithmetic, compared with children nationally.

A college class of 200 students was divided at the median into a high and a low group. The students' responses to five four-option multiple-choice items are provided below. Correction options are in brackets.

Item Number	Group	Number of students marking:			
		Option A	Option B	Option C	Option D
1	High	0	1	[99]	0
	Low	1	20	[78]	1
2	High	30	30	0	[40]
	Low	5	55	5	[35]
3	High	20	5	[65]	10
	Low	20	25	[35]	20
4	High	[80]	20	0	0
	Low	[45]	30	20	5
5	High	5	55	5	[35]
	Low	30	30	0	[40]
6	High	[35]	10	10	45
	Low	[55]	20	0	25

20. Which item discriminated best between high and low groups?
21. Which item is the most likely candidate for revision into a true-false item?
22. Which item has the highest index of difficulty?
23. Which item has the best distractors?
24. Which item shows negative discrimination?

## EPSY 5221 Exam I Prep Answers

1. c
2. e
3. b
4. d
5. b
6. d
7. c
8. b
9. c
10. d
11. a
12. d
13. b
14. d
15. d
16. e
17. d
18. b
19. c
20. 4
21. 1
22. 1
23. 3
24. 5, 6