College Admission

Introduction-to-Educational-Psychology
CLEP Introduction to Educational Psychology Exam (College Level Examination Program)

Questions And Answers PDF Format:

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Question: 1

According to Piaget's theory of cognitive development, when assessing a developmentally normal four-year-old, which of these tasks would be most appropriate?

A. Liquid conservation
B. Object permanence
C. Pretend play games
D. Oral logic questions
E. Any of these would be equally appropriate

Answer: C

Explanation:
Pretend play games would be most appropriate for a four-year-old. Children 2-7 years old are in Piaget's Preoperational stage. A hallmark of this stage is a developing ability to use symbolic thought, i.e. mental representations of absent objects, as evidenced in the "pretend" play of early childhood. The principles of conservation (a) are understood by the stage of Concrete Operations, from 7-11. Cent ration, focusing on one aspect of a situation to the exclusion of others, is common in preoperational children. For example, a preoperational child shown liquid poured from a short wide container into a tall thin container believes the taller container holds more. This stage has not developed the logic to recognize the amount is the same, only transferred to a differently shaped container. Preoperational children have achieved object permanence (b) but this answer is not as appropriate as pretend play, which emerges in the preoperational stage. Object permanence is achieved in the Sensorimotor stage, often beginning between the ages of 8 and 12 months. The ability to think logically requires abstract thought, which is reached in the stage of Formal Operations, beginning around I I years; solving logic problems orally (d) isn't appropriate for a four-year-old.

Question: 2

According to the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999), what is not one of the most important criteria for high technical quality of assessments?

A. Validity
B. Reliability
C. Lack of bias
D. All of these
E. None of these

Answer: D

Explanation:
These all are the most important criteria for high technical quality of assessments. A test should be valid it measures what it is meant to measure. It should be reliable (b): its results are consistent indices of the skills tested when repeated over time, across different raters, across different items or tasks measuring the same skills. A test should be free from bias (c); any conditions that give unfair advantages or disadvantages to some students over others. Since (d) is correct, answer (e), none of these, is incorrect.

Question: 3

Which of the following is not one of the categories of evidence that can be used to verify test validity?

A. How much the content of the assessment aligns with standards
B. How much consistency exists among different raters of the test
C. How the assessment is related to other measures of proficiency
D. How much accurate results are ensured in the response process
E. How much statistically proven reliability, validity, balance exist

Answer: B

Explanation:
Rater consistency is not a category of evidence used to confirm test validity, but one of several measures of test reliability. How closely the tests contents match up with the standards (a) supports test validity, as is the relationship of the instrument to other measurements proven to indicate accurately the student's ability or knowledge (c). The degree to which variables that could cause inaccuracy in test results have been reduced during the student response process (d), and how much test reliability, validity, and balance of the assessment among skills, content tested, and breadth and depth of knowledge have been confirmed via the application of statistical methods (e) are also categories concerned with test validity.

Question: 4

Test reliability is compromised by error in an assessment instrument. Which of these is not a main source of error in testing?

A. Factors in the test that is given
B. Factors in students being tested
C. Factors in the scoring of the test
D. These are all main error sources
E. None of these is a source of error

Answer: D

Explanation:
These are all main error sources that affect test reliability. Factors within the particular test being administered (a) such as a lack of consistency across items that test the same skills can cause

variation in results, making the test less reliable. Factors in the particular students taking a given test (b) can have an impact on reliability if results vary among students, for example, due to linguistic or cultural differences or disabilities. Factors in scoring (c) can affect test reliability if responses to items are not internally consistent, if there is not consistency among forms of the test, or if there is inconsistency among raters doing the scoring. Since (d) is correct, answer (e), none of these, is incorrect.

Question: 5

Test results can be less accurate and/or less valid when bias is present. Two common sources of bias are race or ethnicity and cultural differences. Which of these is not another source of bias in testing?

A. Gender
B. Disability
C. Language
D. Geography
E. They all are

Answer: E

Explanation:
These are all sources of bias in testing. Gender (a) can become a source of bias if test questions emphasize skills in which either girls or boys have less experience. Disability (b) will bias test results if test items do not give all students equal opportunities to demonstrate their proficiency, or if students with disabilities have lacked sufficient accessibility to learn the skills being tested. Language (c) is a source of test bias if the same test and administration are used with students whose competence in the language used varies (e.g„ ESL or ELL students taking tests in English along with students whose first language is English). Geography (d) can introduce bias when there are local or regional variations in schools, student knowledge, traditional practices, or material covered by the test.

Question: 6

Which of these is not a meaning included in the term impassive (assessment, measurement, or scoring)?

A. These are all meanings included among definitions of the term "impassive"
B. Comparing a student's current score to the same student's previous score
C. Comparing scoring of different subtests within the same test instrument
D. Comparing a student's scores on different scales, equating score variance
E. Assessment by means of forced choices as opposed to Likert-type scales

Answer: A

Explanation:
These are all meanings for which the term "impassive" (literally "of the self') is used.
Comparing a new score with scores from previous administrations of the same test (b) is impassive

measurement. Comparing subtests of one test (c), is also impassive, and can reveal whether the students abilities are consistent or inconsistent across various skill sets. Another type of impassive measurement is a statistical comparison of student scores on different scales and equating the score variance (d), called ipsatization. In this method, the average of all scores across scales is subtracted from each individual scale score, removing one degree of freedom and equalizing profiles by locating them around the same middle point. Impassive measurement can also be done via forced-choice test items as in a Likert type of scale (e). With forced choices, the student may find that neither choice quite represents what the student thinks or feels, but s/he is forced to choose the one that is closest to what the student thinks.

Question: 7

Joseph Renzulli (2005) has proposed that IQ score alone is insufficient to define giftedness. In his "three-ring conception of giftedness," all except which of the following is included?

A. Ability
B. Creativity
C. Versatility
D. Task commitment
E. None of these

Answer: C

Explanation:
Versatility is not included in Renault's three-ring conception of giftedness. In fact, Renzulli conception explains lesser degrees of versatility in gifted students in that they can vary their levels of each attribute. This also explains why students are often not gifted across the entire range of academic areas. Renault's suggests giftedness is found in the intersection of the three rings of ability (a), most often measured by IQ scores—in Renault's theory, gifted students will likely have scores above average, but not necessarily extremely high; creativity (b) —many students may have high IQ scores but are not creative, which can be assessed by measures of divergent thinking, fluid intelligence, etc.: and task commitment, in that a student may have the ability to solve a difficult problem but not the commitment to reaching a solution.

Question: 8

Using standardized IQ tests, these students had the following results: Johnny's score was below 20. Jill's score was 102. Jackie's score was 67. Albert's score was 123. Gail's score was 154. Based on these scores, which of these statements is not correct?

A. Johnny has profound intellectual disability
B. Jackie has moderate intellectual disability
C. Jill's intelligence is considered average
D. Albert's IQ is considered above average
E. Gail's score is considered highly gifted

Explanation:

The incorrect statement is (b). Jackie does not have moderate intellectual disability based on an IQ score of 67. Moderate intellectual disability is associated with IQ scores between 40 and 55, while mild intellectual disability is associated with scores between 55 and 70. Severe intellectual disability is associated with scores between 25 and 40; Johnny is profoundly intellectually disabled (a). Jill's score of 102 places her in the average range of intelligence (c), between 85 and 115. Albert's score of 123 defines his IQ as above average (d), between 115 and 130. While scores of 130-145 are classified as moderately gifted, Gail's score of 154 places her as highly gifted (e), between 145 and 160.

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