

Intelligence Quiz

Multiple Choice

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

- _____ 1. The ability to learn from experience, solve problems, and use knowledge to adapt to new situations is known as
- divergent thinking.
 - neural plasticity.
 - intelligence.
 - validation.
 - aptitude.
- _____ 2. Spearman's *g* factor refers to
- the internal consistency of an intelligence test.
 - the genetic contribution to intelligence.
 - a general intelligence that is the foundation for successful performance on a wide variety of tasks.
 - a highly developed skill or talent possessed by an otherwise retarded person.
 - the ability to understand and regulate emotions.
- _____ 3. People's scores on the general intelligence factor are most highly correlated with their ability to solve _____ problems.
- emotional
 - cultural
 - social
 - novel
 - moral
- _____ 4. 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?
- emotional intelligence
 - creative intelligence
 - analytical intelligence
 - intrapersonal intelligence
 - practical intelligence
- _____ 5. The concept of emotional intelligence is most likely to be criticized for
- lacking definitional clarity.
 - being indistinguishable from analytical intelligence.
 - being difficult to measure reliably.
 - extending the definition of intelligence to an overly broad range of skills.
 - sacrificing content validity for predictive validity.

- _____ 6. Five-year-old Wilbur performs on an intelligence test at a level characteristic of an average 4-year-old. Wilbur's mental age is
- 4
 - 4.5
 - 5
 - 80
 - 125
- _____ 7. Achievement tests are designed to
- measure the desire and potential capacity to successfully meet challenges.
 - assess ability to produce novel and valuable ideas.
 - compare an individual's personality with those of highly successful people.
 - assess learned knowledge or skills.
 - measure capacity to learn.
- _____ 8. A bell-shaped curve that characterizes a large sample of intelligence test scores is a graphic representation of a
- factor analysis.
 - normal distribution.
 - heritability estimate.
 - savant syndrome.
 - g factor.
- _____ 9. A test that measures or predicts what it is supposed to is said to have a high degree of
- validity.
 - standardization.
 - reliability.
 - the g factor.
 - factor analysis.
- _____ 10. Research on the determinants of intelligence indicates that
- concern over the nature-nurture issue has declined significantly during the past 10 years.
 - both genes and environment have some influence on intelligence scores.
 - there are no scientific methods for answering the nature-nurture question for a particular range of individuals or situations.
 - there is no relationship between people's position on the nature-nurture issue and their social or political attitudes.
 - environmental influences outweigh any genetic influence there may be on intelligence levels.

Name: _____

ID: A

- _____ 11. Twin and adoption studies are helpful for assessing the _____ of intelligence.
- a. predictive validity
 - b. reliability
 - c. heritability
 - d. standardization
 - e. content validity
- _____ 12. Everyone would agree that intelligence tests are “biased” in the sense that
- a. test performance is influenced by cultural experiences.
 - b. the reliability of intelligence tests is close to zero.
 - c. the heritability of intelligence is very high.
 - d. numerical scores of intelligence serve to dehumanize individuals.
 - e. reliability may be low but the content validity of IQ tests is high.

Intelligence Quiz Answer Section

MULTIPLE CHOICE

1. ANS: C PTS: 1 DIF: Easy OBJ: Unit XI | 60-1
TOP: How is intelligence defined? SKL: Factual/Definitional
2. ANS: C PTS: 1 DIF: Easy OBJ: Unit XI | 60-2
TOP: Is intelligence one general ability or several specific abilities?
SKL: Factual/Definitional
3. ANS: D PTS: 1 DIF: Difficult OBJ: Unit XI | 60-2
TOP: Is intelligence one general ability or several specific abilities?
SKL: Conceptual
4. ANS: E PTS: 1 DIF: Easy OBJ: Unit XI | 60-3
TOP: Theories of multiple intelligences SKL: Factual/Definitional
5. ANS: D PTS: 1 DIF: Medium OBJ: Unit XI | 60-4
TOP: Emotional intelligence SKL: Factual/Definitional
6. ANS: A PTS: 1 DIF: Easy OBJ: Unit XI | 61-1
TOP: The origins of intelligence testing SKL: Conceptual/Application
7. ANS: D PTS: 1 DIF: Medium OBJ: Unit XI | 61-2
TOP: Modern tests of mental abilities SKL: Factual/Definitional
8. ANS: B PTS: 1 DIF: Easy OBJ: Unit XI | 61-3
TOP: Standardization SKL: Factual/Definitional
9. ANS: A PTS: 1 DIF: Easy OBJ: Unit XI | 61-4
TOP: Validity SKL: Factual/Definitional
10. ANS: B PTS: 1 DIF: Easy OBJ: Unit XI | 63-1
TOP: Twin and adoption studies SKL: Factual/Definitional
11. ANS: C PTS: 1 DIF: Easy OBJ: Unit XI | 63-1
TOP: Twin and adoption studies SKL: Conceptual
12. ANS: A PTS: 1 DIF: Easy OBJ: Unit XI | 64-3
TOP: The question of bias SKL: Factual/Definitional