

THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF HEALTH SCIENCES
DEPARTMENT OF PSYCHOLOGY & COUNSELLING
ACADEMIC YEAR 2022/2023– SEMESTER II



BSC HONS IN PSYCHOLOGY
PLU6309 – PSYCHOMETRICS - LEVEL 6
CONTINUOUS ASSESSMENT TEST – NBT I
DURATION: 1 ½ HOURS

DATE: 14.06.2023

TIME: 11.00 am-12.30 pm

INDEX NO:

IMPORTANT INSTRUCTIONS/ INFORMATION TO CANDIDATES

- This question paper consists of **09 pages** with **TWO sections**.
- **Section 1: 20 Multiple Choice Questions - (40 Marks)**
- **Section 2: 12 Short Answer Questions - (60 Marks)**
- Write your **INDEX NO** in the space provided.
- **Multiple Choice Questions (Section 1):** Indicate answers in the **ANSWER SHEET** provided by placing a cross (**X**) in **INK** in the relevant cage (answers in pencil will **NOT** be marked)
- **Short Answer Questions (Section 2):** Write the answer within the space provided.
- Do **NOT** remove any page/part of this question paper from the examination hall.
- Do **NOT** keep unauthorized materials, including mobile phones and other electronic equipment, with you during the examination

SECTION 1: Multiple Choice Questions (20 Questions-40 Marks)

- 1.1 To administer an IQ test, the test administrator usually requires a,
- Bachelor's degree in Psychology
 - Master's degree in Psychology
 - Post-graduate professional qualification in Clinical and Educational Psychology
 - Doctor of Philosophy degree in Clinical and Educational Psychology
- 1.2 Which ability test measures the relationship between cognitive ability and mortality?
- Alice Heim Series
 - Raven's Matrices
 - Wechsler Individual Achievement Test
 - Myer's Briggs Test
- 1.3 Which of the following is the term used for a raw score that has been converted from one scale to another scale consisting of a fixed mean and a standard deviation?
- Confidence interval
 - Standard score
 - Percentile rank
 - Raw score
- 1.4 Testing the Depression subscale of the DASS-21 against the Beck Depression Inventory is an example of,
- Convergent validity
 - Discriminant validity
 - Construct validity
 - Incremental validity
- 1.5 What does the multi-trait multi-method matrix explore?
- Construct validity & divergent validity
 - Convergent validity & discriminant validity
 - Discriminant validity & incremental validity
 - Consensual validity & divergent validity
- 1.6 How adequately a test measures a particular behavior of what it is measuring is known as,
- Construct validity
 - Content validity
 - Consensual validity
 - Concurrent validity

- 1.7 Which of the following describes variability in test scores?
- a Standard deviation
 - b Variance
 - c True variance
 - d Error variance
- 1.8 Random differences in test scores are known as,
- a Standard deviation
 - b Variance
 - c True variance
 - d Error variance
- 1.9 Test-retest reliability testing is useful for which of the following scenarios,
- a Pre and post-testing for an education program
 - b Testing an instrument for personality
 - c Testing for acquired knowledge from one grade to another
 - d Depression symptom presentation over time
- 1.10 The objectivity of tests should be the same regardless of who scores them. This can be tested via which of the following methods of reliability?
- a Observer
 - b Parallel-forms
 - c Alternate-forms
 - d Internal consistency
- 1.11 Which of the following is true of, Cronbach's Alpha?
- a It is the mean of all possible split-half correlations
 - b Can be used with tests that provide dichotomous responses
 - c It is not possible to get negative values of alpha
 - d Very high alpha values indicate good test items
- 1.12 To ensure that individual differences are captured, usually, tests are advised to have items that range between the difficulty levels of,
- a 0.2 to 0.8
 - b 0.3 to 0.7
 - c 0.1 to 0.9
 - d 0.2 to 0.9

- 1.13 An assessment has 150 question items, and requests for Yes/No answer options from participants. Which of the following methods of discriminability for test item development is appropriate for this assessment?
- a The extreme group method
 - b The point biserial method
 - c Graphic representation method
 - d Linking uncommon measures method
- 1.14 Examination scores should mean the same over time. This type of testing score standardization can be achieved through which of the following methods,
- a The extreme group method
 - b The point biserial method
 - c Graphic representation method
 - d Linking uncommon measures method
- 1.15 In a question that has eight answer options, the item difficulty level is,
- a 0.6357
 - b 0.5625
 - c 0.7856
 - d 0.9854
- 1.16 According to DeVellis (2003) which of the following statements is true of test development,
- a Items can remain vague as long as they are guided by theory
 - b All items must be chosen from a large set of content
 - c The answer stems should remain lengthy in a given test
 - d Answer items can contain two or more ideas
- 1.17 The modified checklist for Autism in Toddlers (M-CHAT) is an example of a test that has a,
- a Dichotomous format
 - b Polytomous format
 - c Likert format
 - d Category Format
- 1.18 Likert scale response data are,
- a nominal
 - b ordinal
 - c interval
 - d ratio

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- 1.19 Which of the following is an example of absolute zero?
- a Distance from one city to another
 - b Students enrolled in a course
 - c Difference between points in a ruler
 - d A runner at the start of a race
- 1.20 Which of the following statements are true of a psychological assessment,
- a Yields a score or several scores
 - b Requires technical skills in administration and scoring
 - c It is an individualized process
 - d The assessor is not central to the process

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INDEX NO:

ANSWER SHEET FOR SECTION-1

Q. No.	(a)	(b)	(c)	(d)
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				
1.7				
1.8				
1.9				
1.10				
1.11				
1.12				
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1.16				
1.17				
1.18				
1.19				
1.20				

INDEX NO:

SECTION 2: SHORT ANSWER QUESTIONS (60 MARKS)

All Questions are compulsory.

2.1 Describe the 'Flynn effect' of intelligence testing. (5 marks)

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2.2 List five abilities measured by the Wechsler Adult Intelligence Test. (5 marks)

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2.3 According to Fleishman and Quaintance, abilities for testing can be divided into four categories. What are they? (5 marks)

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2.4 Describe with an example, a neuropsychological test battery. (5 marks)

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2.5 Describe what is meant by face validity with an example. (5 marks)

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2.6 Describe what is meant by construct validity with an example. (5 marks)

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2.7 Describe with an example how errors of reliability can arise in test construction. (5 marks)

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2.8 Describe with an example, errors of reliability that can occur in test administration. (5 marks)

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2.9 Describe with an example what is meant by test-retest reliability. (5 marks)

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2.10 Describe two limitations of item analysis. (5 marks)

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2.11 Describe what is meant by 'Discriminability' of test item development with an example. (5 marks)

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2.12 The discrimination index for the two items is 0.87 & 0.12. Interpret these findings in your own words. (5 marks)

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-----END OF QUESTION PAPER-----

