

1. Which is not an approach to examining personality?
a. Biological b. Learning c. Psychoanalytic d. all are approaches
2. The Psychoanalytic theory of personality is characterized by its emphasis on
a. physiological processes. c. unconscious mental processes.
b. behavior. d. achieving full human potential.
3. The Id operates on the _____ principle.
a. Behavior b. Reality c. Morality d. Clarity e. Pleasure
4. The Ego operates on the _____ principle.
a. Behavior b. Reality c. Morality d. Clarity e. Pleasure
5. Smoking would be an example of a person stuck in the _____ stage.
a. Oral b. Anal c. Phallic d. latency
6. The Genital stage of development is characterized by _____.
a. Control b. Identification with parents c. Sexual Maturity d. none of these.
7. The person who contends that society labels the "Mentally ill"?
a. Erickson b. Schmidt c. Szazz d. Keplinger e. Freud
8. Which is NOT a model of abnormal behavior?
a. the statistical model c. the psychoanalytical model
b. the biological model d. all of these are models
9. Biological models of abnormal behavior contend that
a. Abnormal behavior is learned.
b. Abnormal behavior is caused by a disease.
c. Abnormal behavior is caused by unconscious processes.
d. All are correct
10. Jung's model of personality is characterized by its emphasis on the _____
a. Id. b. superego. c. collective unconscious. d. none of these.
11. A person with Schizophrenia usually does not have:
a. irrational thoughts. c. a deterioration in functioning.
b. distorted perception. d. depression.
12. The major symptom associated with attention-deficit hyperactivity is
a. impulsiveness b. vandalism c. lying d. all of these
13. Recurrent, unwished-for and persistent thoughts are called:
a. panic attacks b. fugue c. obsessions d. phobias

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**Frank Goldhammer, Ronny
Scherer, Samuel Greiff**

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Handbook of Test Development Thomas M. Haladyna, Steven M. Downing, 2011-04-26 Despite the fact that test development is a growth industry that cuts across all levels of education and all the professions there has never been a comprehensive research oriented Handbook to which everyone developers and consumers can turn for guidance. That is the mission of this book. The Handbook of Test Development brings together well known scholars and test development practitioners to present chapters on all aspects of test development. Each chapter contributor is not only a recognized expert with an academic and research background in their designated topic each one has also had hands on experience in various aspects of test development. This thirty two chapter volume is organized into six sections: foundations, content item development, test design, test production and administration, and post test activities. The Handbook provides extensive treatment of such important but unrecognized topics as contracting for testing services, item banking, designing tests for small testing programs, and writing technical reports. The Handbook is based on the Standards for Educational and Psychological Testing which serve as the foundation for sound test development practice. These chapters also suggest best test development practices and highlight methods to improve test validity evidence. This book is appropriate for graduate courses and seminars that deal with test development and usage, professional testing services and credentialing agencies, state and local boards of education and academic libraries serving these groups.

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Thomas M. Haladyna, Michael C. Rodriguez, 2013-07-18 Since test items are the building blocks of any test learning how to develop and validate test items has always been critical to the teaching learning process. As they grow in importance and use testing programs increasingly supplement the use of selected response multiple choice items with constructed response formats. This trend is expected to continue. As a result a new item writing book is needed one that provides comprehensive coverage of both types of items and of the validity theory underlying them. This book is an outgrowth of the author's previous book *Developing and Validating Multiple Choice Test Items* 3e Haladyna 2004. That book achieved distinction as the leading source of guidance on creating and validating selected response test items. Like its predecessor the content of this new book is based on both an extensive review of the literature and on its author's long experience in the testing field. It is very timely in this era of burgeoning testing programs especially when these items are delivered in a computer based environment. Key features include Comprehensive and Flexible. No other book so thoroughly covers the field of test item development and its various applications. Focus on Validity. Validity the most important consideration in testing is stressed throughout and is based on the Standards for Educational and Psychological Testing currently under revision by AERA, APA and NCME. Illustrative Examples. The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items. Strategies for training item writers and developing large numbers of items using algorithms and other item generating methods are also presented. Based on Theory and Research A

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1834 was a way to raise money for the society's work

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web people who wanted liberty or freedom for enslaved people gave the bell its name in 1839 the liberty bell is mostly copper and tin it is 3 feet 91 centimeters high and 12 feet 3 7 meters around at the bottom it weighs about 2 080 pounds 943

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