

Guided Reading Activity 13-3

Measuring Achievement, Abilities, and Interests

For use with textbook pages 359-362

Directions: Outlining Locate the heading in your textbook. Then use the information under the heading to help you write each answer.

I. Measuring Achievement, Abilities, and Interests

A. Introduction

1. Name three types of tests that measure special abilities other than intelligence.

aptitude - discover a person's talents and predict skill learning
achievement - measures how much a person learns
interest - measures preferences, attitudes, interests

B. Aptitude Tests

1. What makes a good aptitude test? predictive ability

2. If you took the GATB, what would the results tell you?
- whether you show promise for each of a large # of occupations

3. What is the SAT designed to predict? a student's success in college

General Aptitude Test Battery

C. Achievement Tests

1. How are achievement tests validated? content validity (how well they measure students' mastery of a set of knowledge)

2. How are achievement and aptitude tests usually distinguished from each other?
aptitude = predict future ability
achievement = assess what a person already knows

3. What is the purpose of "adaptive" or "tailored" testing? ability by finding the difficulty in which you correctly answer most, but not all of the problems

Unit Tests

D. Interest Tests

1. How are the questions on interest tests fundamentally different from those on intelligence tests?
intelligence tests have right or wrong answers; interest tests do not

2. How does an interest test predict that you will enjoy a particular occupation?
they compare your response to those of people in occupation
Similar Response = More likely to enjoy occupation

Nursing Boards

Computer changes questions based on responses

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Approaches To Reducing Test Anxiety

<u>Approach</u>	<u>Focus</u>	<u>Solution</u>
Biological	Physiological Arousal (sweaty palms, etc.)	Reduce anxiety through stress-reducing activities
Cognitive	Thinking / Excessive Worrying	Channel worry into studying
Behavioral	Actual Behaviors	Increase study time by selecting a good place to study, rewarding yourself for studying, keeping a record of your study time, establishing priorities, specifying time for specific tasks
Psychoanalytic	Personality problems that underlie bad study habits	Work to change personality characteristics, such as procrastination
Humanistic	Conscious beliefs and perceptions	Teachers work with students so that students develop feelings of competence and reach their full potential
Sociocultural	Influence of culture and ethnicity	Students from different cultures have different values and resources: work to understand differences and similarities