Chapter 10: Intelligence

Key Terms

1. **Intelligence tests** measure people's mental aptitudes and compare them with those of others, using numerical scores. (p. 406)

2. Most experts define intelligence as a mental quality consisting of the ability to learn from experience, solve problems, and use knowledge to adapt to new situations. (p. 406)

3. **General intelligence** (g), according to Spearman and others, is a general intelligence factor that underlies each of the more specific mental abilities identified through factor analysis. (p. 406)

4. **Factor analysis** is a statistical procedure that identifies factors or clusters of related items that seem to define a common ability. Using this procedure, psychologists have identified several clusters, including verbal intelligence, spatial ability, and reasoning ability factors. (p. 406)

5. A person with savant syndrome has a very low intelligence score, yet possesses one exceptional ability, for example, in music or drawing. (p. 407)

6. Most experts agree that **creativity** refers to an ability to produce novel and valuable ideas. People with high IQs may or may not be creative, which indicates that intelligence is only one component of creativity. (p. 410)

7. **Emotional intelligence** is the ability to perceive, manage, understand, and use emotions. (p. 412)

8. A concept introduced by Binet, **mental age** is the chronological age that most typically corresponds to a given level of performance. (p. 416)

9. The **Stanford-Binet** is Lewis Terman's widely used revision of Binet's original intelligence test. (p. 417)

10. The **intelligence quotient (IQ)** was defined originally as the ratio of mental age to chronological age multiplied by 100. Contemporary tests of intelligence assign a score of 100 to the average performance for a given age and define other scores as deviations from this average. (p. 417)

11. **Achievement tests** measure a person's current knowledge. (p. 418)

12. **Aptitude tests** are designed to predict future performance. They measure your capacity to learn new information, rather than measuring what you already know. (p. 418)

13. The **Wechsler Adult Intelligence Scale (WAIS)** is the most widely used intelligence test. It is individually administered, contains 11 subtests, and yields separate verbal and performance intelligence scores, as well as an overall intelligence score. (p. 418)

14. **Standardization** is the process of defining meaningful scores by comparison with a pretested standardization group. (p. 419)

15. The **normal curve** is a bell-shaped curve that represents the distribution (frequency of occurrence) of many physical and psychological attributes. The curve is symmetrical, with most scores near the average and fewer near the extremes. (p. 419)

16. **Reliability** is the extent to which a test produces consistent results. (p. 421)

17. **Validity** is the degree to which a test measures or predicts what it is supposed to. (p. 421)

18. The **content validity** of a test is the extent to which it samples the behavior that is of interest. (p. 421)

19. **Predictive validity** is the extent to which a test predicts the behavior it is designed to predict; also called criterion-related validity. (p. 421)

20. The two criteria that designate **mental retardation** are an IQ below 70 and difficulty adapting to the normal demands of independent living; also called **intellectual disability**. (p. 425)

21. A common cause of severe retardation and associated physical disorders, **Down syndrome** is usually the result of an extra chromosome in the person's genetic makeup. (p. 425)

22. **Stereotype threat** is the phenomenon in which a person's concern that he or she will be evaluated based on a negative stereotype (as on an aptitude test, for example) is actually followed by lower performance. (p. 433)