
1. A definition which includes instructions for assigning values to categories of a variable, and other information related to measuring a concept is called a(n)
   a. real definition  
   b. nominal definition  
   c. operational definition  
   d. none of the above

2. The process of assigning numerical values to objects or events according to specified rules is called
   a. ruling  
   b. measurement  
   c. conceptualization  
   d. creating variables

3. A(n) ________ measure measures what it purports to measure.
   a. unidimensional  
   b. reliable  
   c. valid  
   d. operational

4. Reliability assessment is a matter of checking for ________, while validity assessment is a matter of checking for ________.
   a. consistency; accuracy  
   b. accuracy; consistency  
   c. similarity; dissimilarity  
   d. similarity; consistency

5. If a researcher checks the correspondence between a concept and the indicators which are purportedly measuring it, he or she is primarily concerned with
   a. reliability  
   b. measurement  
   c. validity  
   d. all of the above

6. Any particular measure may be
   a. valid but not reliable  
   b. reliable but not valid  
   c. reliable, but only if it has content validity  
   d. all of the above  
   e. both a and b
7. A researcher checks to see how well scores on the Bar exam correspond to a measure of lawyers’ competency. This researcher is concerned with
   a. criterion-related validity
   b. construct validity
   c. measurement error
   d. both a and b

8. Imagine if your professor for this course told you he was going to give an exam on everything covered this quarter. On the day of the test, he gave you an exam covering only the first four weeks worth of material. As a measure of how much you learned this quarter, the exam would be lacking
   a. reliability
   b. construct validity
   c. criterion-related validity
   d. content validity
   e. none of the above

9. A measure, when applied repeatedly under similar conditions, yields stable, consistent outcomes. This measure is said to be
   a. valid
   b. reliable
   c. free of measurement error
   d. mutually exclusive

10. In testing your newly developed scale for measuring anti-Semitism, you get highly similar results when you administer your scale twice to the same group. You also get a high correlation between your anti-Semitism scale and another scale designed to measure the tendency of people to give socially desirable responses. According to this evidence, your scale is
    a. valid but not reliable
    b. reliable but not valid
    c. neither reliable nor valid
    d. both reliable and valid

11. Once your anti-Semitism scale is completed, you decide to check the correlation between two items from this scale. You are concerned with which test of reliability?
    a. test of absolute reliability
    b. test of stability
    c. test-retest reliability
    d. test of equivalence
    e. none of the above

12. Which level of measurement has a “true” zero point?
    a. nominal
    b. ordinal
    c. interval
    d. ratio
13. Suppose you use these categories for recording a respondent's religious affiliation: Catholic, Jewish, Muslim, Christian, none, Other. This set of categories is

a. exhaustive but not mutually exclusive
b. mutually exclusive but not exhaustive
c. both mutually exclusive and exhaustive
d. neither mutually exclusive nor exhaustive

**Classify each of the following according to its level of measurement (Nominal, Ordinal, Interval, or Ratio).**

14. Race __________
15. Place of Residence (Urban, Suburban, Rural, Farm) __________
16. Income (measured in dollars earned per year) __________
17. Social Class (Upper, Middle, Lower) __________
18. City Size (measured in number of residents) __________
19. Age (measured in years) __________
20. SAT Score __________
21. Political Party Affiliation (Democrat, Republican, Independent, Other, None) __________
22. Degree of Happiness (Very Happy, Somewhat Happy, Not Very Happy, Very Unhappy) __________

**PART TWO -- Based on Sarah F. Berk and Donileen R. Loseke, "'Handling' Family Violence: Situational Determinants of Police Arrest in Domestic Disturbances".**

23. Describe how Berk and Loseke go about operationalizing the following concepts:

A. Domestic

B. Disturbance
24. For this question, refer to Table 2, which reports the results of the multiple regression analysis used to assess the effects of each independent variable on the dependent variable. Thus, this table shows the effects of each independent variable on the dependent variable ("Likelihood of Police Arrest"), while simultaneously controlling the effects of all other independent variables on the dependent variable. The OLS (Ordinary Least Squares) regression coefficients (furthest column of numbers to the left) indicate how much the dependent variable increases or decreases per one unit change in any particular independent variable.

For example, look at the variable "Both Principles Present X [and] Male Drinking". The regression coefficient for this variable is .204, which means that for a one unit increase in this variable, there is a .204 unit increase (because sign is positive) in "Likelihood of Police Arrest".

Use Table 2 to answer the following questions:

A. What is the effect of the variable "Citizen’s Arrest Signed or Promised" on the dependent variable? That is, what happens to the probability of police arrest when a woman signs or promises to sign for a citizen's arrest? Explain why you answered as you did.

B. What is the effect of the variable "Female Calls Police" on the dependent variable? When a woman calls the police, in what way does the probability of arrest change? Explain why you answered as you did.
C. Interpret any two additional coefficients from Table 2, stating the way in which the dependent variable is affected by the particular independent variable

PART THREE -- Based on Noah E. Friedkin's "Information Flow Through Strong and Weak Ties in Intraorganizational Social Networks."

25. What is the unit of analysis in Friedkin's study?

26. What percentage of University of Chicago and Columbia University faculty members returned Friedkin's mailed questionnaire? How might the faculty who returned the questionnaires systematically differ from those who did not respond?
27. How did Friedkin operationalize the concept of *tie strength*?

28. Indicate the level of measurement of *tie strength*. Explain why you answered as you did.

29. In two or three sentences summarize the results of Friedkin's study.