

Understanding Your Test Record and Profile Chart for the  
**PSB-Nursing School Aptitude Examination (RN)**

This data sheet has been prepared to help you understand the meaning of the scores you earned on the **PSB-Nursing School Aptitude Examination(RN)** as reported on your **Test Record and Profile Chart**. Immediately beneath the lines containing your name, the name of the school, and the test date, you will find the following:

<b>Percentile Scores</b>	<b>Academic Aptitude</b> V, A, NV, Total	<b>Spelling</b>	<b>Reading Comprehension</b>	<b>Natural Sciences</b>	<b>Vocational Adjustment</b>
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The **PSB-Nursing School Aptitude Examination (RN)** is comprised of five tests and three subtests. These tests and subtests are as follows:

- Academic Aptitude-Part I**
  - Verbal - V
  - Arithmetic - A
  - Nonverbal - NV
- Spelling-Part II**
- Reading Comprehension-Part III**
- Information in the Natural Sciences-Part IV**
- Vocational Adjustment Index-Part V**

An explanation of what is measured by each of these tests and subtests is included.

The **Academic Aptitude Total** consists of the scores earned on each of the subtests combined into a separate distribution of the three combined scores. Your percentile rank on the **Academic Aptitude** test is established from this separate distribution of raw scores. It is statistically unsound to average percentile ranks.

Your testing results are reported in two ways, as raw scores and as percentile ranks. Each raw score represents the number of questions answered correctly in one particular part of the examination. For example, the test **Spelling-Part II** consists of 50 test questions. If you respond correctly to 40 of these test questions, your raw score is 40.

To be meaningful, the raw score is translated into a percentile rank. Percentile rank comes from the concept of percent. The percentile rank is used to describe the relative standing of an individual with respect to other individuals. If you, for example, earned a raw score on the **PSB-Nursing School Aptitude Examination (RN)'s Academic Aptitude Total** test that translated into a percentile rank of 60, it would indicate that your score is better than the scores of 60 percent of persons in a specific comparison group, but not as good as that of 40 percent of persons in that specific comparison group. In the case of the **PSB-Nursing School Aptitude Examination (RN)**, the specific comparison group is that of individuals applying for admission to schools of professional nursing throughout the United States and Canada, with particular emphasis on associate degree and diploma programs.

The lines on your **Test Record and Profile Chart** provide a graphic record of the scores (percentile ranks) you earned on each of the five tests and three subtests. You will also find verbal ratings, ranging from "very low" to "superior" in the left margin of the **Test Record and Profile Chart**. You can find your verbal rating category for each of the five tests plus the three subtests by looking to the left from the apex of each of the eight connecting lines on your profile chart.

In assessing your performance on the **PSB-Nursing School Aptitude Examination (RN)**, you will need to consider your results from each and all of the five tests and three subtests. These results will reflect your strengths and weaknesses as measured by the examination and as compared with other applicants for admission.

Acceptance to or rejection from a nurse preparation program is based upon many factors. Test results are only one of these factors. If, however, you meet all other criteria and have good test results, you can have confidence that you possess the potential for satisfactorily completing the preparation program . . . provided you have the interest, motivation, and willingness to work hard. If your scores were low or marginal on the PSB-Nursing School Aptitude Examination (RN), you are not as likely to be able to handle the academic work and study required to successfully complete an arduous nurse preparation program. While the immediate failure to realize your goal is disappointing, it is not the end of satisfying and rewarding opportunities for you. There are, most assuredly, many other kinds of training for which you are better suited. The testing is in your best interests as it will enhance your understanding of your abilities and aid in bringing to your attention areas of strength and areas of needed improvement.

## **PSB-Nursing School Aptitude Examination (RN)**

### **Academic Aptitude-Part I**

#### Verbal Subtest

The verbal aspect consists of 30 vocabulary-related test questions. Empirical evidence has shown this type of test item to be highly related to academic success.

#### Arithmetic Subtest

The numerical aspect consists of 30 items drawing largely from arithmetic. To some degree, it involves skill with arithmetical concepts along with computational speed. The content of the numerical items is that to which practically all eighth grade students have been exposed.

#### Nonverbal Subtest

The nonverbal aspect consists of 30 test items calling for comprehension of form relationships. The measurement is in terms of the ability to manipulate shapes mentally, to reason out differences in pictured objects, and to deal with concrete materials through visualization. Recognition of relationships and of differences between shapes has been shown by research to be basic to learning aptitude.

#### Academic Aptitude Total

The Academic Aptitude test, as measured by the Total, might be thought of as the ability to learn. The test content is specifically adapted for appraising the combination of native and acquired abilities that are needed for work of an academic nature. The Academic Aptitude test emphasizes familiar experiences and concepts while requiring careful reasoning and ability to comprehend and draw conclusions.

### **Spelling-Part II**

The Spelling test measures skill with a tool essential to written expression or communication. To some extent the test also reflects the background of educational achievement in at least one of the basic tools of learning.

### **Reading Comprehension-Part III**

The Reading Comprehension test measures ability to understand direct statements, to interpret passages, to grasp the intent of the authors, to observe organization of ideas, and to extract information from passages with respect to ideas and purposes . . . to read and to understand what is read.

### **Information in the Natural Sciences-Part IV**

Measurement with this test concerns accumulation of information in the natural sciences, e.g., biology, chemistry, health and safety, etc., at an elementary level. The relationship of knowledge in the area of the natural sciences to the course of study of the professional nurse is an obvious one.

### **Vocational Adjustment Index-Part V**

An individual's characteristic life style is reflected in his or her educational and occupational adjustment. Feelings, attitudes, personality characteristics, and behavioral traits, which may be quite acceptable in many situations, may not be those desirable for the prospective nurse as a student and as a practitioner.

# Specimen Questions

for the

## PSB-Nursing School Aptitude Examination

### Why specimen questions?

Specimen questions are provided to familiarize you with the format of the examination; the directions for completing each examination part; the types of questions contained in the examination; and the content areas measured by the test questions. These specimen questions will not be found in the examination. Your important reaction is to be concerned enough to do some review study using various resources such as a dictionary, 8<sup>th</sup> grade arithmetic textbook, high school science textbooks, a GED study guide, SAT study guide or the ARCO Nursing School and Allied Health Entrance Exams study guide.

### Academic Aptitude - Part I

Directions: Part I measures how well you think and learn. The following sample exercises demonstrate the types of questions you will be expected to answer in this part of the examination.









Sample A. a. Bad b. Evil c. Wicked d. Good e. Naughty

In the above set of words, which word is most different in meaning from the other words? Good is the correct answer. The letter d. should be chosen in the answer row for sample question A.

Sample B. You have \$10 and give \$3 to your mother. How much money do you have remaining?

a. \$1 b. \$2 c. \$4 d. \$5 e. \$7




























Ten dollars minus three dollars is seven dollars, so the letter e. should be chosen in the answer row for sample question B.

Sample C.  is to  as  is to? a.  b.  c.  d.  e. 

b. is the correct answer. A large circle is to a smaller circle as a large square is to a smaller square. You should choose the letter b. in the answer row for sample question C.

**This is the way you mark all of your answers for the questions that follow.**

\*\*Remember that in the sets of words that follow in Part I always select the word that is most different in meaning.\*\*

- |  |  |
|--|--|
| 1. a. acquired b. original c. inherent d. inborn e. innate   |  |
| 2. If 15 apples cost 18¢, what would be the cost of 10 apples?<br>a. 6¢ b. 8¢ c. 10¢ d. 12¢ e. 14¢   | 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 3.    is to  as   is to? 3. a.  b.  c.  d.  e.  | 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 4. a. typical b. constant c. unknown d. uniform e. usual   | 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 5. On a quiz, Robin got 26 out of 40 test questions correct. What percent of Robin's answers were wrong answers?   | 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| a. 14% b. 28% c. 35% d. 48% e. 65%   | 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 6.  is to  as  is to? a.  b.  c.  d.  e.   | 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 7. a. natural b. affected c. candid d. sincere e. frank  | 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 8. A yearly salary is \$34,254.00. What would be the monthly salary?<br>a. \$2854.00 b. \$2854.25 c. \$2854.50 d. \$2855.50 e. \$2855.75   | 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 9.  is to  as  is to? a.  b.  c.  d.  e.   | 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

# Specimen Questions

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### Spelling - Part II

Directions: Part II measures how well you can spell and what you know about the various rules of grammar as they are reflected in the spelling of certain words. Each line below contains a word with three different spellings. Select the word from each line that is spelled correctly.

Sample A. a. acheive b. achieve c. achive

The answer with the correct spelling is b. achieve. In the answer row to the right the letter b. should be marked.

- |  |   |
|--|---|
| 1. a. nucleous b. nuceleous c. nucleus         | 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  |
| 2. a. psysiologic b. physiologic c. phsiologic | 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  |
| 3. a. inmunity b. immunity c. inmunity         | 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  |
| 4. a. hemorrhage b. hemorhage c. hemmorhage    | 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  |
| 5. a. tharapeutic b. tharaputic c. therapeutic | 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  |
| 6. a. molecules b. molleculs c. mollecules     | 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  |
| 7. a. admittance b. admittance c. admittance   | 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  |
| 8. a. caffine b. caffeine c. caffene           | 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  |
| 9. a. convaless b. convelesce c. convalesce    | 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  |
| 10. a. harass b. harras c. haress              | 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |

### Reading Comprehension - Part III

Directions: Part III is a test of your ability to understand what you read. It is a measure of some of the skills and abilities you have been developing ever since you entered school. You will be asked to answer questions based on the material contained in written passages.

Begin by reading each passage carefully. Each of the questions is followed by four suggested answers. You are to decide which one of these answers you should choose based upon the material in the passage.

Answer the questions about one passage before going on to the next. You may look back at the passage while you answer the questions. Work carefully but rapidly.

**Sample A: There are 3 passages and 40 sets of questions.**

In the sample passage above it states that the number of sets of questions is

a. 40 b. 30 c. 25 d. 20

The answer is 40, so the circle with the letter A is the answer.

# Specimen Questions

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Shampoo is advertised as pH balanced. Rainfall with a pH that makes it acid rain. What does pH mean? What types of things have a pH? Almost all liquids can be divided into two groups... acids and bases (alkali). Acids contain many hydrogen atoms. Some acids, like sulfuric and hydrochloric acid, can be very dangerous. However, hydrochloric acid, as a component of stomach acid, is used in digestion. Other acids found in orange juice (citric), vinegar (acetic), and milk (lactic) help keep our bodies healthy. Bases contain a combination of hydrogen and oxygen atoms called hydroxyl groups. Household cleaning agents such as ammonia, borax, lye, and detergents are common examples of bases. Scientists use many different kinds of acids and bases. Since it is necessary for them to know how strong or weak each acid or base is, they developed a measurement called pH. The pH of a liquid tells whether it is an acid or a base and how weak or strong it is. A liquid can have a pH number from 1, the strongest acid, to 14, the strongest base. Any solution with a pH less than 7 is an acid, while a solution with a pH greater than 7 is a base. One of the few substances whose pH is 7 is pure water. A solution with a pH of 7 contains equal numbers of hydrogen atoms and hydroxyl groups, so it is neither acid nor base, but chemically neutral.

1. On the pH scale, the very mild acetic acid would have a pH between  
a. 1 and 2 b. 2 and 3 c. 3 and 4 d. 4 and 5 1.  A  B  C  D
2. Oxalic acid, a strong, bleaching agent, would probably fall between  
a. 1 and 2 pH b. 6 and 7 pH c. 8 and 9 pH d. 13 and 14 pH 2.  A  B  C  D
3. Since pure water is neutral it would have a pH of  
a. 2 b. 5 c. 7 d. 9 3.  A  B  C  D
4. A substance with a pH of 14 indicates a  
a. weak acid b. strong acid c. strong base d. weak base 4.  A  B  C  D
5. One of the following which has a pH of more than 6 is  
a. lemon juice b. vinegar c. orange juice d. ammonia 5.  A  B  C  D
6. Lactic acid is found in  
a. borax b. detergents c. vinegar d. milk 6.  A  B  C  D

### Information in the Natural Sciences - Part IV

Directions: Part IV is concerned with measuring your accumulated knowledge or information in the area of the natural sciences. Below is a sample exercise to show you how to do this part of the examination.

Sample A. Discoveries in the operation of the force of gravity were made by

a. Lamarck b. Fields c. Wells d. Newton e. Bonet

The answer is d. Newton. In the answer row to the right, the  D should be marked.

1. A unit of measure of heat or of other forms of energy is the  
a. biome b. calorie c. ampere d. decibel e. erg 1.  A  B  C  D  E
2. The smallest portion of an element that retains all of the properties of the element is the  
a. cell b. kaolin c. liter d. octet e. atom 2.  A  B  C  D  E
3. A base solution (pH 8-14) will turn most litmus paper to the color  
a. pink b. orange c. blue d. yellow e. red 3.  A  B  C  D  E

# Specimen Questions

## for the PSB-Nursing School Aptitude Examination

4. The freezing point of water in degrees on the Celsius temperature scale is  
a. 212 b. 106 c. 100 d. 32 e. 0
5. An African-American scientist who was both a noted botanist and chemist was  
a. Carver b. Abbott c. Lamarck d. Archimedes e. Bell
6. A liquid measure of 0.4732 liter is equivalent to one  
a. ounce b. gill c. gallon d. quart e. pint
7. Alcohol solutions are called  
a. acetys b. tinctures c. glycoyls d. coagulates e. thiols
8. A food whose high protein content is gained via nitrogen-fixing process is  
a. chicken b. beef c. peanuts d. wheat germ e. milk
9. The amount of water vapor in the air is called  
a. humerus b. hummus c. humoral d. humidity e. humus
10. An animal having a backbone and spinal column is a  
a. mollusk b. vertebrate c. pelecypoda d. scyphozoa e. microbe

4.  A  B  C  D  E
5.  A  B  C  D  E
6.  A  B  C  D  E
7.  A  B  C  D  E
8.  A  B  C  D  E
9.  A  B  C  D  E
10.  A  B  C  D  E

### Vocational Adjustment Index - Part V

Directions: In Part V there are statements that concern how you feel about yourself and certain situations in relation to a potential work environment. Part V is not really a test, it is an inventory of feelings, attitudes, and opinions designed to assist in placing you in a work situation where you will find satisfaction and happiness.

There are no right or wrong answers-some feel one way; others feel another way. Agreement or disagreement with the statements that follow simply indicates what you usually think, how you usually feel, or what you usually do about things. If you agree with the statement, select the  A in the correct row. If you disagree, select the  B. Choose the answer that is really true for you, and answer immediately.

WORK RAPIDLY.

1. There is a definite need to plan ahead for the future. 1.  A  B
2. Most teachers are willing to give you extra help. 2.  A  B
3. My friends oppose my choice of vocations. 3.  A  B
4. Illness, including headaches, is a constant problem 4.  A  B
5. Others are constantly taking advantage of us. 5.  A  B
6. Working with old people is not too rewarding. 6.  A  B
7. It is hard to take orders from those in authority. 7.  A  B
8. Helping sick people would be a source of satisfaction 8.  A  B
9. Stressful situations really upset most of us. 9.  A  B
10. Meeting new people makes one very anxious. 10.  A  B

The use of psychological testing in the selection process for this career education program is intended to be constructive and beneficial to both the applicant and the institution to which admission is sought.

Tests are designed to assist in selecting and placing people in situations where assets are maximized. The results obtained from psychological tests may be used as a tool or device to help determine unique individual potential. Acceptance and positive utilization of this information can lead to a happy, productive, and satisfying training and, subsequent, work experience. If a program of study for which one may be reasonably well suited does not make full use of unique qualities and proficiencies, those abilities and talents will not be properly, fully or satisfactorily developed. An individual's education, training and experience may not be congruent with that required by a specific program, but found quite harmonious with many other education programs or vocations.

### General Tips:

1. The lack of adequate rest the night before will affect test-taking efficiency.
2. Relax, too much worry and anxiety is neither necessary nor helpful.
3. Mobilize your self-confidence; be positive, your attitude is important!
4. Take care of any personal needs before the testing begins.
5. Report illness, excessive fatigue, or other conditions that would be a hindrance, to the test administrator prior to beginning the test.

### Specific Tips:

1. Listen carefully to the oral directions that are given to you.
2. Read the General Instructions carefully and follow them exactly.
3. Instructions for each part of the examination must be read and interpreted within given time limits.
4. The directions are simple and should be read quickly but be sure you understand how to proceed within the particular section.
5. Plan for maximum use of the time allotted for each part of the examination.
6. Read the questions carefully. Work rapidly, answer as many questions as possible.
7. Do not waste time puzzling over a difficult question. While the test questions are arranged in approximate order of difficulty, some earlier questions may be more difficult for you than later ones.
8. When you have finished the easier questions, if there is time left, go back to any question you may have skipped in that part of the examination.
9. Indiscriminate guessing does not pay off. An educated, reasoned guess may be worthwhile, however, random guessing is not recommended.
10. If you change an answer to a question, be sure the change is justified.