

NCE RESEARCH AND PROGRAM EVALUATION PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. What is the term for the selection of a part of the population for study purposes?**
 - A. Sampling
 - B. Population
 - C. Census
 - D. Extrapolation
- 2. Which type of data allows for the ordering of values from high to low?**
 - A. Nominal
 - B. Ordinal
 - C. Interval
 - D. Ratio
- 3. What do analysts desire to determine when utilizing confidence intervals in testing?**
 - A. How they would have scored without errors
 - B. The effectiveness of treatments
 - C. The average population score
 - D. The variability among sample means
- 4. Which procedure ensures that both the researcher and participants are unaware of the treatment conditions?**
 - A. Single Blind Procedure
 - B. Double Blind Procedure
 - C. Control Group Procedure
 - D. Random Assignment Procedure
- 5. What does a single blind procedure imply about the subject's knowledge in a study?**
 - A. The subject knows the hypothesis
 - B. The subject knows the treatment condition
 - C. The subject does not know if he/she is receiving treatment or placebo
 - D. The subject is fully informed about the study

- 6. What analysis is appropriate for assessing the effectiveness of a part of a program?**
- A. Descriptive Analysis
 - B. Formative Analysis
 - C. Summative Analysis
 - D. Relative Analysis
- 7. What type of hypothesis indicates that one group's score will be significantly different from another group's score?**
- A. Alternative Directional Hypothesis
 - B. Null Hypothesis
 - C. Alternative Nondirectional Hypothesis
 - D. Non-Directional Hypothesis
- 8. What type of bias occurs when a researcher unintentionally influences the responses of subjects in a study?**
- A. Experimenter bias
 - B. Instrumentation
 - C. Hawthorne Effect
 - D. Statistical regression
- 9. In the context of nonparametric tests, what does the Mann-Whitney U Test assess?**
- A. The means of two independent samples
 - B. The medians of two independent samples
 - C. The variances of two independent samples
 - D. The standard deviations of two independent samples
- 10. What term refers to the variance that two or more tests share in common?**
- A. Covariance
 - B. Variance
 - C. Standard Deviation
 - D. Reliability

Answers

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1. A
2. B
3. A
4. B
5. C
6. B
7. A
8. A
9. B
10. A

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Explanations

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1. What is the term for the selection of a part of the population for study purposes?

- A. Sampling**
- B. Population
- C. Census
- D. Extrapolation

The selected term refers to the process of choosing a segment of a larger group to analyze, which is fundamental in research and evaluation practices. Sampling enables researchers to draw conclusions about an entire population without needing to study every single individual, which can be impractical or impossible due to time or resource constraints. This method allows researchers to gather data, test hypotheses, and make inferences about the wider population based on the insights gleaned from the sampled subset. Effective sampling techniques help ensure that the selected group is representative of the larger population, thereby enhancing the validity of the study's findings. Other options such as "population" refer to the total number of individuals or items from which a sample may be drawn, "census" indicates a comprehensive data collection from every member of the population, and "extrapolation" pertains to making predictions or generalizations about a population based on sample data. However, the focus of the question is specifically on the act of selecting a part of the population, making "sampling" the correct and most relevant term.

2. Which type of data allows for the ordering of values from high to low?

- A. Nominal
- B. Ordinal**
- C. Interval
- D. Ratio

The correct choice is ordinal data, which is characterized by the ability to order values or categories in a meaningful way from high to low or low to high. Ordinal data reflects a rank order among the categories, indicating relative positions without a specific numerical distance between them. For instance, in a survey asking respondents to rate satisfaction on a scale of "very satisfied," "satisfied," "neutral," "dissatisfied," and "very dissatisfied," one can discern that "very satisfied" represents a higher level of satisfaction than "satisfied." This ordering feature is crucial in many research contexts, as it helps in understanding trends, preferences, and relative comparisons between different groups or conditions. In contrast, nominal data lacks any inherent order; it merely labels categories without a ranking system. Interval data involves numerical values with meaningful intervals but without a true zero point, making it inappropriate for simply ordering values since it doesn't provide information about the order. Ratio data is similar to interval data but includes a true zero, which allows for the measurement of ratios between values. However, while both interval and ratio data allow for more sophisticated analyses, it is the ordinal data that explicitly captures the ordered relationship among categories.

3. What do analysts desire to determine when utilizing confidence intervals in testing?

A. How they would have scored without errors

B. The effectiveness of treatments

C. The average population score

D. The variability among sample means

When analysts utilize confidence intervals in testing, their primary objective is often to estimate a parameter for a population based on sample data, notably the average population score. Confidence intervals provide a range within which we can expect the true population parameter to lie with a certain level of confidence, typically 95% or 99%. This understanding helps analysts assess the likely values of population characteristics, enabling better decision-making based on the data derived from samples. The focus is not on postulating how individuals would have scored without errors, nor is it specifically about assessing treatment effectiveness or examining variability among sample means. Instead, the goal is to gain a clearer and statistically-backed estimate of the average score across the entire population based on the sample data at hand. The interpretation of confidence intervals is key in conveying the level of uncertainty around these estimates, enhancing the robustness of analysis.

4. Which procedure ensures that both the researcher and participants are unaware of the treatment conditions?

A. Single Blind Procedure

B. Double Blind Procedure

C. Control Group Procedure

D. Random Assignment Procedure

The double-blind procedure is a research method where both the participants and the researchers are unaware of the specific treatment conditions administered during the study. This approach enhances the integrity of the research by minimizing biases that could influence the outcomes from either party. For participants, remaining unaware of whether they are receiving a treatment or a placebo helps to reduce expectations that could affect their responses and overall performance. For researchers, being unaware of which participants are in the control or treatment groups prevents them from inadvertently influencing the participants through their interactions, data collection, or interpretation of results. Thus, this method is particularly effective in maintaining objectivity and ensuring that the findings are due to the treatment itself rather than to any biases or preconceptions of the individuals involved in the study. The single-blind procedure, in contrast, only protects participants from being aware of their treatment group, leaving researchers privy to this information, which could still lead to unintentional biases. The control group procedure does involve comparison of treatment effects but does not specifically address the knowledge of researchers or participants regarding group assignments. Lastly, the random assignment procedure is focused on how participants are allocated to different treatment groups but does not itself ensure that those involved in the study remain unaware of their respective conditions. Therefore, the

5. What does a single blind procedure imply about the subject's knowledge in a study?

- A. The subject knows the hypothesis
- B. The subject knows the treatment condition
- C. The subject does not know if he/she is receiving treatment or placebo**
- D. The subject is fully informed about the study

A single blind procedure is designed to prevent bias by ensuring that the participants in a study do not have certain knowledge that could influence their behavior or responses. In this context, the correct understanding of a single blind procedure is that the subject is not aware of whether they are receiving the treatment or a placebo. This lack of knowledge helps to eliminate the placebo effect and allows the researchers to measure the true impact of the treatment without the subjects' expectations influencing the outcomes. The other options refer to varying levels of knowledge the subject might have regarding the study. If the subject knows the hypothesis or the specific treatment condition, it could skew their reactions and outcomes in unpredictable ways, hence undermining the integrity of the results. Similarly, being fully informed about the study would negate the purpose of the blinding, as the subject would be aware of what they are receiving. Therefore, option C is correct as it accurately captures the essence of a single blind procedure, which is to keep subjects unaware of their treatment assignment to maintain the study's validity.

6. What analysis is appropriate for assessing the effectiveness of a part of a program?

- A. Descriptive Analysis
- B. Formative Analysis**
- C. Summative Analysis
- D. Relative Analysis

Formative analysis is particularly effective when evaluating specific components of a program during its development or implementation phase. This type of analysis focuses on understanding how well a certain part of a program is functioning in real time, allowing evaluators to make adjustments and improvements as necessary. It provides insight into the processes, participant engagement, and immediate outcomes associated with that particular component, facilitating ongoing enhancement. By gathering information on participant experiences, feedback, and procedural fidelity, formative analysis enables program developers to identify strengths and weaknesses and to adapt the program accordingly. It's vital for ensuring that the component aligns with the overall goals and objectives of the program. In contrast, other types of analysis such as summative analysis are more concerned with measuring the overall effectiveness and outcomes of a program after it has been fully implemented. Descriptive analysis provides a snapshot of data without assessing effectiveness in relation to program goals. Relative analysis typically compares two or more elements within a certain context but does not directly assess the effectiveness of a single program component. Thus, formative analysis is the most appropriate choice for evaluating a specific part of a program as it promotes continuous improvement and responsiveness to participant needs.

7. What type of hypothesis indicates that one group's score will be significantly different from another group's score?

- A. Alternative Directional Hypothesis**
- B. Null Hypothesis
- C. Alternative Nondirectional Hypothesis
- D. Non-Directional Hypothesis

The concept of a hypothesis is fundamental in research, particularly in the context of testing statistical differences between groups. An alternative directional hypothesis specifically asserts that there will be a significant difference in a particular direction between two groups. For instance, it posits that one group will have a higher or lower score than the other. This type of hypothesis is often based on prior research or theory that suggests a specific outcome is expected. In contrast, the alternative nondirectional hypothesis simply states that there will be a difference between the groups but does not specify the direction of that difference (i.e., it doesn't indicate whether one group will score higher or lower than the other). The null hypothesis serves as a baseline assumption that there is no significant difference between groups. Lastly, the term "non-directional hypothesis" is synonymous with the alternative nondirectional hypothesis and indicates that the researcher is open to finding a significant difference in either direction. Thus, the alternative directional hypothesis is the most precise choice when indicating an expectation of a specific difference in scores between two groups, making it the correct answer.

8. What type of bias occurs when a researcher unintentionally influences the responses of subjects in a study?

- A. Experimenter bias**
- B. Instrumentation
- C. Hawthorne Effect
- D. Statistical regression

The correct answer, which identifies the type of bias that occurs when a researcher unintentionally influences the responses of subjects, is experimenter bias. This bias arises when the researcher's expectations, beliefs, or behaviors inadvertently affect the outcome of a study. For instance, if a researcher demonstrates subtle cues, body language, or leading questions, they might alter how participants respond, leading to results that reflect the researcher's unintended influence rather than the participants' true opinions or behaviors. Understanding this concept is crucial in ensuring the integrity of research findings. To minimize experimenter bias, researchers often implement blinding techniques where either the participants or the experimenters, or both, are unaware of critical aspects of the study, thereby fostering a more objective measurement of the dependent variables. The other options represent different scenarios related to research but do not pertain specifically to the researcher's influence over subjects. Instrumentation relates to the reliability and validity of measurement tools, the Hawthorne effect concerns changes in behavior when participants know they are being observed, and statistical regression deals with the phenomenon where values tend to move towards the mean over time during repeated measures.

9. In the context of nonparametric tests, what does the Mann-Whitney U Test assess?

- A. The means of two independent samples
- B. The medians of two independent samples**
- C. The variances of two independent samples
- D. The standard deviations of two independent samples

The Mann-Whitney U Test is used to assess whether there is a difference in the distributions of two independent samples, particularly focusing on the medians of those samples. This nonparametric test does not assume a normal distribution of the data, making it suitable for ordinal data or when the sample sizes are small. By ranking all the data points from both samples together and comparing the sum of the ranks for each group, the test effectively evaluates whether one sample tends to have larger values than the other. While the test is related to the concept of medians due to its ranking method, it is important to note that it provides insights into the entire distribution rather than just comparing means or variances. This characteristic is what differentiates it from parametric tests that specifically target those statistical measures, emphasizing the adaptability of the Mann-Whitney U Test in analyzing data that may not meet parametric test assumptions.

10. What term refers to the variance that two or more tests share in common?

- A. Covariance**
- B. Variance
- C. Standard Deviation
- D. Reliability

The term that refers to the variance that two or more tests share in common is covariance. Covariance measures how much two random variables vary together. In the context of tests, it indicates the degree to which the scores on the two tests change in relation to each other. A positive covariance means that as scores on one test increase, scores on the other test tend to increase as well, while a negative covariance suggests the opposite relationship. Understanding covariance is crucial in research and program evaluation, particularly when assessing the relationship between different assessment tools or tests. It helps researchers identify if the tests are measuring similar constructs and contributes to the examination of reliability and validity in psychometric evaluations. In contrast, variance denotes the extent to which scores vary within a single test, standard deviation is the square root of variance and represents data dispersion in the same unit as the original data, and reliability refers to the consistency of a test in measuring what it aims to measure. Each of these terms has distinct meanings and applications in research and evaluation methodologies.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://nceresearchprogrameval.examzify.com>

We wish you the very best on your exam journey. You've got this!

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