



# THE INTERNATIONAL TEST COMMISSION NEWSLETTER

## FROM THE EDITOR...

Barbara M. Byrne  
University of Ottawa  
**CANADA**

As I write this introduction to the June issue of the **ITC Newsletter**, I am en route to Ottawa after having attended the International Conference on Test Adaptation in Washington, D.C. This conference, the details of which will be presented in the December issue of the **Newsletter**, was enormously successful and a truly wonderful experience! Indeed, I now find myself filled with a sense of both excitement and elation. My excitement stems from having had the opportunity to interact with, and learn from, numerous colleagues from around the world, all of whom share a common interest in the improvement of testing practices. My elation derives from the tremendous enthusiasm shown in the activities of the ITC, coupled with a rapidly growing interest in becoming either an affiliate or full member of the ITC. May I take this opportunity to offer my own personal congratulations to the Program Committee, the sponsors, and, in particular, Drs. Thomas Oakland and Ronald Hambleton, the initial planners, for an exceptionally well-organized and informative conference. In addition, I wish to express my appreciation for having been an invited participant at the conference.

On behalf of the ITC, I now wish to extend a very warm welcome to two new council members, two new full members, and one new affiliate member as follows:

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Finally, on a rather bittersweet note, I wish to advise you that this issue of the **ITC Newsletter** is the last of which I shall be the editor. However, rest assured that I am not leaving the ITC! Rather, I am simply taking on a new role as that of Treasurer. While I have thoroughly enjoyed my four years as editor of the **Newsletter**, I look forward very much to serving the ITC in this new capacity. In the December 1998 issue of the **Newsletter**, I introduced you to my newly appointed assistant editors, Bruno Zumbo and Anita Hubley. We are fortunate, indeed, in having both Bruno and Anita serve now as the new editors of the **ITC Newsletter**. Together, they will be producing the December (1999) issue of the Newsletter and I know that they look forward to receiving any articles which you may wish to have considered for inclusion. May I take this opportunity to wish both Bruno and Anita all the best as the new incoming

editors of the **ITC Newsletter**. I hope they enjoy this position as much I have.

As outgoing editor, I wish to express my deepest appreciation to Kibeza Kasubi and Jeannine Cameron (School of Psychology, University of Ottawa), without whose dedicated assistance over these past four years, the **ITC Newsletter** may never have seen the light of day. No matter how extensive the problem, nor hectic the timing, I knew that Kibeza and Jeannine would ALWAYS find a way. I am indebted, also, to the many other secretarial staff who contributed their efforts, over the years, in ensuring that the **Newsletter** mailing coincided with my *absolute* deadline date. Thank you all so very much; I am truly grateful!

#### **PRESIDENT'S LETTER**

Thomas Oakland  
University of Florida  
USA

This is an exciting time to serve as your president. Events occur monthly that strengthen your ITC and serve member needs. Some of the more recent events are summarized below.

#### New Newsletter Editors

The **ITC Newsletter** soon will have Bruno Zumbo and Anita Hubley as the new editors. They will carry on the excellent traditions Barbara Byrne established as **Newsletter** editor. The scope of our **Newsletter** is expected to expand to include a

broader array of information, including descriptions of model preparation programs, efforts to impact test use through legislation and professional standards, and test reviews. Persons willing to volunteer as associate editors are encouraged to contact Bruno or Anita.

#### New Treasurer

Jac Zaal, ITC treasurer, has resigned effective July, 1999. Barbara Byrne has been appointed interim treasurer, a post she will assume fully in July. We express our appreciation to Jac for his years of service to the ITC and are delighted Barbara will take on this important duty.

#### ITC Bulletin

Bruce Bracken and Fons de Vijver are developing plans that may lead to our publishing the **ITC Bulletin** as an independent journal. Our intentions are to promote an exchange of scholarship at a high level, to provide visibility to ITC and minimize costs.

#### ITC Directory

Jacques Gregoire, ITC's secretary, mailed copies of the ITC Directory to members and affiliate members. Please inform Jacques if members and affiliate members have not obtained their copy.

International Conference on  
Adapting Tests For Use In  
Multiple Languages And  
Cultures

Ron Hambleton and I have been busy planning for the International Conference on Adapting Tests For Use In Multiple Languages And Cultures that was held at the end of May in Washington DC. We will report on the conference's success in our next newsletter.

Regional Conference on  
Cultural Diversity and  
European Integration

Norbert Tanzer and Catherine Sim serve as co-chairs of the above-named conference that will be held in Graz, Austria June 29th to July 2nd. The conference is sponsored by the International Association of Cross-cultural Psychology and the ITC. Contact Norbert at the following email for additional information: congress99.psychology@kfunigraz.ac.at

Membership

David Bartram, ITC President-elect, has been very successful in his efforts to increase ITC membership. Jose Muniz has assisted him importantly in these efforts. Membership from developing countries is increasing, consistent with our goals. David also is making plans for a workshop in Stockholm in 2000 that will feature the international guidelines for test-user performance being developed under his leadership.

ITC-IUPsyS Joint Program

We are working with the International Union of Psychological Sciences to offer a series of workshops that will assist professionals in Eastern Europe to develop tests and other assessment methods. Our goal is to offer these in July, 2000.

Paid Internship

The Australian Council for Education Research (ACER) has created a funded internship that supports a student from a developing country. Other organizations are strongly encouraged to follow ACER's commendable lead.

We Appreciate Your Strong  
Support

The ITC is your organization and thus depends on your continued support. Your support comes in various forms: continuing your membership, encouraging others to apply for membership, participating in the completion of on-going programs and project, and recommending projects you believe we should jointly undertake.

I look forward to hearing from you.

Thomas Oakland  
President

**UPDATE ON ITC  
PUBLICATIONS  
AND PROJECTS**

**THE ITC BULLETIN**

Fons van de Vijver  
Tilburg University  
**THE NETHERLANDS**

The first 1999 issue of the ITC Bulletin contains two contributions on projective testing, as well as three overviews of testing practices in Europe and Latin America.

**CONTEMPORARY  
PERSPECTIVES ON  
RORSCHACH  
ASSESSMENT**

Irving B. Weiner  
University of South Florida  
**USA**

In the last 20 years, the advent of the Comprehensive System has developed the Rorschach Inkblot Method (RIM) into a standardized and psychometrically sound personality assessment instrument with numerous indices that can be reliably coded, show considerable test-retest stability, and have abundant valid corollaries. Rorschach assessment has demonstrated utility in contributing to clinical diagnosis of psychopathology, providing guidelines for treatment planning and outcome evaluation, and identifying adaptive and maladaptive features of how people attend to their experience, use ideation,

modulate affect, manage stress, view themselves, and relate to others. The RIM can also be effectively integrated with more structured self-report inventories in a complementary way that describes personality functioning in greater depth than would otherwise be possible. The RIM remains at present a widely used and extensively researched measure in many parts of the world. Although the inkblot method is essentially a culture-free instrument with universal applicability, further research is needed to establish cross-cultural normative data concerning its variables.

### **TWO FOUNDATIONS OF RORSCHACH ASSESSMENT REVISITED**

Raymond M. Costello  
University Of Texas Health  
Science Center  
USA

The Rorschach has been approached from two philosophical traditions: the hermeneutic and the scientific. The dialectical tension between these diverse traditions has led to considerable argument about the professional status of the Rorschach. Literature emanating from these traditions is reviewed and conclusions reached about the reliability and validity of the instrument from both approaches. Arguments as to whether the approaches are mutually exclusive and whether the approaches can be mixed are examined. A research program is recommended that follows Meehl's (1990) discussion of a Lakatosian approach to scientific theory testing.

The second issue of 1999 is not a thematic issue and contains three free papers:

### **EMERGING STANDARDS FOR TEST APPLICATION IN FRENCH-SPEAKING EUROPEAN COUNTRIES, Jacques Gregoire University of Louvain BELGIUM**

In June 1968, during the General Meeting of the Swiss Psychological Society, Jean Cardinet stimulated a debate about the application of ethical standards in testing. This debate was the start of the International Test Commission. At that time, Switzerland and France were at the forefront of the battle for the development of standards for test design, marketing, and use. Thirty years later, what is the situation on this topic in the French-speaking European countries (Switzerland, France, and Belgium)? The aim of this paper is to describe the current situation in the regulation of testing practices in these three countries. Unfortunately, since Jean Cardinet's initiative, the situation has deteriorated. This stagnation relates to a lack of interest about tests among psychologists during the 70's and the 80's. During this period, a very small number of tests were developed and the use of tests was on the decline. For the last ten years, a renewed interest about tests has been related to the development of cognitive psychology. It has stimulated a new reflection about quality control on tests and on competencies required for a correct use of tests. But there is

still a long way to go for an effective regulation of testing practice in European French-speaking countries.

### **TEST USE IN SPAIN, PORTUGAL AND LATIN AMERICAN COUNTRIES**

José Muniz  
University of Oviedo  
SPAIN  
Gerardo Prieto  
University of Salamanca  
SPAIN  
Leandro Almeida  
University of Minho  
PORTUGAL  
and  
Dave Bartram  
SHL Group  
ENGLAND

The two main sources of errors in educational and psychological evaluation are the lack of adequate technical and psychometric characteristics of the tests, and especially the failure to properly implement the testing process. The main goal of the present research is to study the situation of test construction and test use in the Spanish (Spain and Latin American countries) and Portuguese (Portugal and Brazil) speaking countries. The data were collected using a questionnaire constructed by the European Federation of Professional Psychologists Association (EFPPA) Task Force on Tests and Testing, under the direction of D. Bartram. In addition to the questionnaire, other ad hoc data were gathered. Four main areas of psychological testing were investigated: Educational, Clinical, Forensic and Work.

Key persons were identified in each country in order to provide reliable information. The main results are presented, and some measures that could be taken in order to improve the current testing practices in the countries surveyed are discussed. As most of the tests used in these countries were originally developed in other cultures, a problem that appears to be especially relevant is the translation and adaptation of tests.

**BIAS RESEARCH IN THE NETHERLANDS: REVIEW AND IMPLICATIONS**

Jan te Nijenhuis

University of Amsterdam

and

Henk van der Flier

Free University

**THE NETHERLANDS**

A comprehensive review of the research on test bias against immigrant children and job applicants in the Netherlands from 1984 to 1999 is provided. Immigrants are mainly from Surinam, the Netherlands Antilles, Morocco, and Turkey. The emphasis is on empirical studies, using tests of intelligence, personality, and elementary cognitive tasks. The data show that tests can be used within culturally homogeneous groups and can be used rather well for comparisons between immigrants and majority group members; analyses of internal bias show that tests strongly measure the same dimensions and that the proportion of biased items is small; analyses of prediction bias show only little differential prediction. So, there

is test bias, but its effects are not strong. Theoretical and practical implications are discussed.

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**PROJECT ON THE DEVELOPMENT OF INTERNATIONAL GUIDELINES ON CORE STANDARDS FOR TEST USE:**

**Progress report #7**

Dave Bartram

SHL Group

and

Iain Coyne

University of Hull

**UNITED KINGDOM**

Following the receipt of comments from the first Consultation Exercise (Version 3. 1), the draft Guidelines were revised during the summer of 1998. The draft second consultation version was prepared and submitted to the ITC Council in July 1998 when it met prior to the 1998 San Francisco IAAP Congress. At that Congress and the APA Congress that followed it, a number of papers were presented concerning the Guidelines project. Papers have also been presented in a number of conferences and meetings in Europe, including England, Norway, Sweden and Denmark.

After some further amendments, the second consultation version (Version 4.1) was sent out following the 1998 San Francisco IAAP Congress. As before, this was distributed to a wider range of international experts and interested parties in

the area of testing and test use. The consultation paper was designed to seek comments on the form, structure, and content of the guidelines following the changes made to Version 3.1 consultation. Copies of the Guidelines were also made available through the ITC website.

Initially, 199 copies of the Guidelines together with consultation feedback forms were mailed or E-mailed to the people on our database, comprising test users, test publishers, psychologists in higher education, practitioners and members of professional psychological associations. Of these only 4 were returned because of an unknown address.

**Sample**

To date 18 forms (approximately 10%) have been returned completed, covering 10 different countries (Canada, Columbia, Denmark, France, Mexico, South Africa, Spain, Sweden, UK, USA). All of the respondents were psychologists, although there was a mix between academic, professional association, and commercial. Four of the sample were test users and three were test publishers. In most cases, it was clear that the feedback was submitted as a corporate rather than an individual response (e.g. APA, NCME, BPS, Swedish Psychological Association, etc.).

We were particularly grateful for the comprehensive feedback on the guidelines we received from the APA's Committee on

Psychological Tests and Assessments and the NCME Standards and Test Use Committee.

In addition to these 18 formal responses, other people have responded by email or in meetings to say that they had seen the revisions and are content with them. Thus, the following data only represents those who felt they had some substantive comments or suggestions to make and who completed the consultation proforma (or who sent detailed written comments).

## Results

The results of the consultation fall into two main categories. First, the ratings of the quality of the Guidelines, and second, suggestions for implementation and use. The ratings given for Version 4.1 can be directly compared with those given for the first consultation (Version 3.1), as this section of the consultation questionnaire was kept the same for both rounds.

In general, how well do the current draft ITC guidelines meet the need for international guidelines?

Participants were asked to rate on a scale of '1 = Not at all well' to '4 = Very well' how well they thought the current draft ITC guidelines meet the need for a set of internationally agreed guidelines relating to test use. As can be seen from table 2 below, respondents thought that the draft ITC guidelines meet the need for international guidelines very well. In addition, it is also apparent that the recommendations adopted after feedback on version 3.1 have improved the guidelines from an average rating of "Well" to one of "Very Well".

*Table 1: Means and SD's for ratings for how well the ITC guidelines meet the need for international guidelines (Current and previous versions)*

VERSION 4.1		VERSION 3.1	
MEAN	SD	MEAN	SD
3.73	0.46	3.21	0.68

How adequate is each section of the Guidelines?

Participants were asked to rate each of the sections in the guidelines using the following categories:

*Inadequate.* This section is incomplete or contains inappropriate or misleading content. It is unclear or ambiguous and likely to confuse the reader. Radical revision and further work is essential.

*Adequate.* The section could be improved, but is essentially correct in terms of content and coverage. Clarity could be improved, and areas of possible confusion need to be dealt with. Some further work is necessary.

*Good.* The section is clear, contains the right material and provides the right level of detail. Further work could improve it, but is not necessary.

*Excellent.* The section captures the essence of what is required of a competent test user clearly and succinctly. All the essential issues are covered clearly and unambiguously.

Table 2 shows the mean and standard deviation of ratings for each of the sections within the Guidelines. As can be seen all sections of the Guidelines are perceived to be 'excellent', with the exception of the section on Scope, which is rated as being 'good'. It would seem that from this sample there is a view that each section of the Guidelines is clear, contains the right materials and provides the right level of detail.

In all cases, mean ratings are higher for the current Version 4.1 than they were for the earlier Version 3.1. This shows that the recommendations received from the initial consultation and incorporated into Version 4.1 have served to strengthen the Guidelines.

Section of the Guidelines	Mean	SD	Mean	SD
The definition of Key Purpose	3.57	0.5	3.44	0.58
The definition of Scope	3.43	0.5	3.15	0.83
1.1 Act in a professional and ethical manner	3.63	0.48	3.17	0.8
1.2 Ensure they have the competence to use tests	3.5	0.5	2.97	0.73
1.3 Take responsibility for their use of tests	3.57	0.5	3.21	0.73
1.4 Ensure that test materials are kept securely	3.7	0.59	3.55	0.57
1.5 Ensure that test results are treated confidentially	3.7	0.46	3.43	0.63
2.1 Evaluate the potential utility of testing in an assessment situation	3.7	0.46	3.21	0.68
2.2 Choose technically sound tests appropriate for the situation	3.57	0.5	3.38	0.78
2.3 Give due consideration to issues of fairness in testing	3.57	0.62	3.39	0.79
2.4 Make necessary preparations for the testing session	3.57	0.5	3.24	0.64
2.5 Administer the tests properly	3.7	0.46	3.45	0.63
2.6 Score and analyse test results accurately	3.7	0.46	3.36	0.87
2.7 Interpret results appropriately	3.57	0.5	3.14	0.8
2.8 Communicate the results clearly and accurately to relevant others	3.77	0.56	3.38	0.73
2.9 Review the appropriateness of the test and its use	3.7	0.46	3.25	0.59
Appendix A: Guidelines for an outline policy on testing	3.5	0.5	3.41	0.64
Appendix B: Guidelines for developing contracts between parties involved in the testing process	3.63	0.48	3.25	0.65
Appendix C: Points to consider when making arrangements for testing people with disabilities or impairments	3.5	0.63	3.25	0.84

### Suggestions for implementation and use

A wide range of suggestions was given. These will be explored further later this year during a one-day Workshop on the Guidelines that will be held during the European Congress of Psychology in Rome this summer.

Suggestions included using the Guidelines: as a guide for designing training or college curricula; as a check of competence/professionalism of the test user; as a basis for the development of national/international assessment practices; to help in the development of company testing policies; as a basis for developing publisher registration procedures; to provide general information on testing to users and test takers.

Proposals for dissemination included: through academic journals, conferences and conventions; through National Psychological Associations and other bodies with an interest in testing and test use; by secondary distribution through publishers' mailing lists, government departments and so on; directly through the ITC.

### **Conclusions**

The very positive feedback we have received confirms the view that there is no need for a further round of consultation before the Guidelines are finalised by the ITC. The feedback from the recent second consultation will be used to make some final refinements to the Guidelines prior to submission to the ITC Council in June this year. This version will be used as the basis for a one-day workshop, which is being run as part of the VIth European Congress of Psychology, Rome 4-9 July. I would be grateful if any readers who would like to attend this Workshop would let me know by email or fax.

The formal launch of the Guidelines, together with supporting documentation, is still scheduled for the XXVII International Congress of Psychology in Stockholm in July 2000.

### **Obtaining the draft Guidelines**

Copies of the current draft Guidelines (Version 4.1) remain available from the ITC  
Website: <http://cwis.kub.nl/~fsw1/itc/>. Alternatively, you may request a copy by fax or email to me.

Email:

Dave.Bartram@shlgroup.com

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## **WHAT'S NEW IN TESTING?**

### **International Testing Matters: The Universal Nonverbal Intelligence Test (UNIT)**

Bruce A. Bracken  
University of Memphis  
and  
R. Steve McCallum  
University of Tennessee -  
Knoxville  
USA

This article addresses issues related to international testing and describes the development of one test designed to meet the needs of an increasingly diverse U.S. and world population - -

the Universal Nonverbal Intelligence Test (Bracken & McCallum, 1998). Because of this diversity of international testing matters, in this article we describe the rationale for the UNIT and the concerted effort made by the authors to ensure that the UNIT would be as fair as possible for a wide variety of linguistically and culturally different populations.

Assessing the cognitive abilities of individuals who lack the manifest language to demonstrate their latent knowledge has been problematic for psychologists and educators for as long as professionals have been involved in the assessment of children's intelligence. French clinicians were among the first to attempt the assessment and remediation of children's intellectual abilities (e.g., Alfred Binet). The French also were among the first to assess the intelligence of children with limited or no apparent language. In the well-known clinical case, Jean Itard sought to assess the abilities of Victor, the Wild Boy of Aveyron, to determine whether the boy could acquire functional language (Carrey, 1995; Itard, 1932). In addition to Itard's well-publicized efforts, other historical figures also addressed the problem of assessing the intellectual abilities of children who could not or would not speak (e.g., Seguin, 1907). Seguin is noteworthy because of his development of one of the earliest nonverbal ability tests, the Seguin Form Board.

More recently, nonverbal assessment procedures have become particularly useful because of the rapidly shifting world population and the resettlement of immigrants throughout the world. Within the United States, recent immigration has dramatically changed the demographics of many communities. Communities that once were fairly homogeneous now reflect world population characteristics (e.g., cultural beliefs and practices, religions, customs, and languages).

Chicago has always been an ethnically diverse city, but it truly has become a microcosm of the planet with more than 200 languages spoken by the children who attend the city's public schools (Pasko, 1994). Chicago is second only to Warsaw, Poland in its number of Polish citizens. Similarly, California has a history of being ethnically rich, with nearly 150 languages spoken by the estimated 1.4 million children who speak English as a second language (Puente, 1998). Other U.S. communities also have been greatly affected by the shifting world population. Between 40 and 80 languages reportedly are spoken in cities of Scottsdale (Steele, 1998) and Tempe, Arizona (Ulik, 1997); Broward (Donzelli, 1996) and Cobb Counties (Stepp, 1997), as well as many other cities. For example, Palm Beach, Florida (Fast Fact, 1996), Prince William County, Maryland (O'Hanlon, 1997), and Plano, Texas (Power, 1996) each have more than 40 languages spoken in their public schools. Other

even smaller communities have ethnically and linguistically diverse populations. For example, approximately 30 languages are spoken in a single high school in the relatively small city of Tukwila, Washington (Searcey, 1997).

An historical, but not totally satisfactory approach to the intellectual assessment of linguistically diverse populations has been the use of translated tests. Though quality test translations are feasible and available in limited numbers (e.g., Bracken, 1998; Bracken, Barona, Bauermeister, Howell, Poggioli, & Puente, 1990; Bracken & Fouad, 1987; Munoz-Sandoval, Cummins, Alvarado, & Ruef, 1998), quality test translations and subsequent norming and validation efforts are both costly and time consuming. In most communities throughout the world there is insufficient availability of bilingual psychologists, even if there were translated tests available. Given the very limited number of translated tests and bilingual psychologists available, test translation is not a suitable solution to the problem of cross-cultural assessment. A reasonable alternative to test translation is the use of nonverbal tests of ability.

The UNIT was developed specifically to address the pressing need for a "universally" applicable intelligence test - one that would be appropriate regardless of the language spoken by the examiner or examinee. In addition to being

designed to assess the intelligence of children who are linguistically or culturally different, the UNIT also was intended to be used with children who have sensory limitations (e.g., deaf, hard of hearing), learning disabilities (e.g., expressive language LD, Nonverbal LD), psychiatric disorders (e.g., elective mutism, autism, Aspergers), neurological disorders, and any condition that would preclude a fair assessment on traditional language-loaded intelligence tests. Essentially, the UNIT was intended to be used whenever children's manifest language would interfere with psychologists' attempts to assess their latent cognitive abilities.

The UNIT, which is appropriate for children between the ages of 5-0 and 17-11 years, is a six-subtest battery that assesses working memory, reasoning, symbolic, and nonsymbolic processing in an interlocking two-by-two model. Memory and Reasoning comprise the UNIT's two Primary Scales; Symbolic and Nonsymbolic comprise the two Secondary Scales. There are three subtests on the UNIT's Memory Scale (i.e., Symbolic Memory, Spatial Memory, Object Memory) and three subtests on the Reasoning Scale (i.e., Cube Design, Analogic Reasoning, Mazes). Of the six UNIT subtests, three rely heavily on verbal mediation for effective task solution. These verbally mediated subtests cut across the Memory and Reasoning Scales and contribute to the Symbolic Scale (i.e., Symbolic Memory, Object

Memory, Analogic Reasoning). The three remaining subtests (i.e., Spatial Memory, Cube Design, Mazes) are not greatly influenced by a subvocalized problem-solving approach, and therefore contribute to the Nonsymbolic Scale.

The six UNIT subtests can be combined to form three distinct batteries; a two-subtest Abbreviated Battery, a four-subtest Standard Battery, and a six-subtest Extended Battery. The Abbreviated Battery requires just 15 minutes to administer and is useful as an intellectual screener (e.g., gifted screening). The Standard Battery requires approximately 30 minutes to administer, and can be used in assessments for students' placement or eligibility determination. The 45 minute Extended Battery also can be used for high-stakes placement or eligibility uses, but it provides additional diagnostically useful information beyond that which is available on the Standard Battery.

The UNIT was standardized in a 100% language-free administration format to a normative sample of 2,100 children and adolescents, ages 5 years through 17 years 11 months. An additional 1,765 students were tested to complete a diverse collection of reliability, validity, and fairness studies. Average internal consistency coefficients for the four UNIT scales range from .86 to .91 across the Standard and Extended Batteries, and the total-sample reliabilities for the

Abbreviated, Standard, and Extended Battery FSIQs were .91, .93, and .93, respectively. Using Kaufman's (1979) criteria for good, fair, and poor 'g'-loadings, five of the six UNIT subtests are rated as 'good' measures of general intelligence. Only Mazes (on the Extended Battery), which has very high subtest specificity (.44), resulted in a rating of 'poor' as a measure of 'g'. Mazes' specificity, however, adds additional diagnostically useful information that may be useful for understanding the unique abilities of examinees.

The UNIT manual addresses the topic of fairness in testing in a very comprehensive manner; however, in short the authors note that a test can be considered fair only to the extent it is free from bias. Bias in testing occurs when construct irrelevant variables (e.g., language facility, psychomotor speed) interfere with the assessment of the target construct (e.g., general intelligence). There are a number of test characteristics that reduce the likelihood that bias will influence a particular test. For example, we suggest that a language-free test is likely less susceptible to bias than a language-loaded test for a culturally different examinee; that a multiple-faceted test is fairer than a unidimensional instrument; that a test that minimizes the influence of previously learned material is fairer than one that does not; that a test that is minimally influenced by psychomotor speed is fairer than one with a

greater emphasis on speed; that a test that uses a variety of stimulus materials and response modes is more motivating and consequently less biased than one that uses a single response mode or stimulus presentation; and a test that is less influenced by educational achievement is fairer than one that contains more educational content. Each of these concepts has a rich theoretical and applied background in the cross-cultural literature (e.g., see Horn & Noll, 1997; Jensen, 1980) and these topics are addressed in some detail in the UNIT Manual's chapter devoted to fairness.

Criteria for reducing test bias in nonverbal tests have been described by various authors (e.g., Brown, Sherbenou, & Johnsen, 1997; Jensen, 1980). Many of these criteria overlap with guidelines identified previously by Bracken and McCallum (1998). However, there are a few differences of opinion about what constitutes or contributes to test bias. For example, unlike Jensen (1980), we do not object to using pencil and paper tasks when the tasks assess novel problem-solving abilities rather than rote knowledge of educational achievement. In addition, Jensen advises against the use of pictures of concrete objects. We condone the use of pictorial representation of concrete objects as long as the pictures depict universal or nearly universal themes, objects, or events. Finally, unlike Jensen, we do not object to the use of items that require short-term recall of concrete objects, as

long as the objects depicted are not unique to educational achievement contexts and are common to most cultures.

The UNIT Examiner's Manual includes a chapter dedicated to "fairness", and the chapter outlines the extensive efforts made by the authors and publisher to ensure that the test was as fair to all populations as was reasonably possible. In the fairness chapter, we delineate the multiple steps we employed to reduce bias and increase fairness in testing. First, we made use of a panel of bias reviewers that was composed of assessment experts from a variety of ethnic and racial groups (e.g., African-Americans, Asian-Pacific Islanders; Hispanics; Native Americans), the deaf and hard of hearing population, and both genders. Each bias reviewer examined every test item and nominated those items that he or she believed might be problematic for particular groups of children and would therefore be in need of revision or elimination. Second, multiple item bias analysis procedures were employed to identify and eliminate items that were statistically biased against one group or another (e.g., Item Response Theory, Mantel-Haenszel techniques). A variety of additional statistical techniques were employed to assess the integrity of the UNIT's construct validity (e.g., analysis of factorial structure, correlational studies to assess concurrent). Also, a variety of other statistical techniques were used to establish the predictive

validity of the UNIT across diverse populations. To ensure that students understand the task demands prior to being assessed for credit, we included an appropriately large number of example/sample items on every subtest. We also calculated and compared relevant UNIT psychometric properties (e.g., reliabilities) for various populations and that surround important decision-making points for the diagnosis of mental retardation (i.e., IQs between 60 and 80) and the identification of intellectually gifted children (i.e., IQs between 120 and 140). We also examined group mean score differences across scales to compare performance of various populations (e.g., Hispanics/Whites), and report consistently reduced mean score differences as compared to traditional language-loaded tests of intelligence. These criteria, and others mentioned in the UNIT Examiner's Manual are quite comprehensive, but we believed this information was of utmost importance.

Because international testing matters, we not only assessed students who speak English as a second language and recent immigrants, but we conducted one international study to serve as a "test case." A team headed by Dr. John Kranzler from the University of Florida assessed children who live in another country and hemisphere (i.e., Ecuador, South America), who were monolingual Spanish speakers, and whose customs and cultures were not widely shared with U.S. customs and

culture. In this matched sample comparison (matched on age, gender, and parental education), the differences in Full Scale IQs between the Ecuadorian students and the U.S. matched sample were between 3 to 5 points (favoring the U.S. sample) across the Abbreviated, Standard, and Extended Batteries. These independent data provide encouraging evidence that the UNIT represents an important contribution to international testing matters.

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*For information:*

Norbert K. Tanzer

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University of Graz

Universitaetsplatz 2, A-8010

Graz, Austria

**Eleventh Annual Conference of the International Society for Humor Studies**

June 29-July 3, 1999, Oakland, California

*For information:*

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Psychology Department

Holy Names College

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Oakland, CA 94619-1699

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[humor99@academ.hnc.edu](mailto:humor99@academ.hnc.edu)

Website: [http://www.hnc.edu/](http://www.hnc.edu/events/humor99)

[events/humor99](http://www.hnc.edu/events/humor99)

**Twenty-Ninth Annual Meeting of the Behavior Genetics Association**

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Department of Psychology

Indiana University

Bloomington, IN 47405-1301

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**Second World Congress for Psychotherapy: Myth-Dream-Reality**

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**Sixth European Congress of Psychology**

July 4-9, 1999, Rome, Italy

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Congress Organizing

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**Twenty-Eight Annual Gestalt Therapy European Summer Residential Training Program**

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Santa Monica, CA 90401

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Website: <http://www.gatla.org>

**Ninth Biennial Meeting of the International Society for the Study of Individual Differences**

July 5-9, 1999, Vancouver,

British Columbia, Canada

*For information:*

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**Psychology and Law****International Conference**

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the Netherlands

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**International Africa****Congress**

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**Fifty-Seventh Annual****Convention of the****International Council of****Psychologists**

August 15-19, 1999,

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**Fifth European Conference  
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**Fifty-Eighth Annual  
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**Sixteenth Congress of the  
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**CONGRATULATIONS!**

Dr. Bruce A. Bracken, APA representative, has recently been awarded the Arts and Sciences Distinguished Research Award, the University Distinguished Research Award, and the Meritorious Faculty Award by the University of Memphis. Dr. Bracken has subsequently accepted a tenured position at the College of William and Mary in Williamsburg, Virginia.

On behalf of the ITC, may I take this opportunity both to express our very warm and hearty congratulations to Dr. Bracken, and to wish him much success and happiness in his new faculty position!

\*\*\*\*\*

I recently received information from publisher, John Wiley & Sons, regarding a new series of monographs which may be of interest to many readers of the **ITC Newsletter**. The series is entitled "Essentials of Psychological Assessment", and the editors are Alan S. Kaufman and Nadeen L. Kaufman. The publisher suggests that these quick-reference, paperback guides, written by experts in the field, include everything one needs to know in order to administer, interpret, and score some of the major psychological tests.

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