



THE INTERNATIONAL TEST COMMISSION NEWSLETTER

PRESIDENT

Professor Thomas Oakland
P.O. Box 117047
University of Florida
Gainesville, FL 32611-7047
U.S.A.

PRESIDENT-ELECT

Professor David Bartram
SHL Group PLC
3 AC Court
Thames Ditton, Surrey KT7 0SR
United Kingdom

SECRETARY

Professor Jacques Grégoire
Université Catholique de Louvain
Faculté de Psychologie
Place du Cardinal Mercier, 10
1348-Louvain-la-Neuve
Belgium

TREASURER

Professor Em. Barbara Byrne
24025 Redfish Cove
Punta Gorda, FL 33955
U.S.A.

PAST-PRESIDENT

Professor Em. John Keats
Department of Psychology
University of Newcastle
Newcastle, NSW 2308, Australia

COUNCIL MEMBERS

Professor Bruce Bracken
Mr. Eugene Burke
Professor Barry McGaw
Professor J. Muñiz
Dr. Jac Zaal

REPRESENTATIVES

Professor John Adair (IUPsyS)
Prof. Ronald K. Hambleton (IAAP)

EDITORS

ITC Bulletin
Professor Fons van de Vijver
Tilburg University
P.O. Box 90153
5000 LE Tilburg
The Netherlands

ITC Newsletter

Dr. Anita M. Hubley and
Professor Bruno D. Zumbo
Department of Psychology
University of Northern British Columbia
Prince George, B.C.
Canada V2N 4Z9

FROM THE EDITORS...

Anita M. Hubley and
Bruno D. Zumbo
University of Northern
British Columbia
CANADA

Welcome to the first issue of the *ITC Newsletter* under our joint editorship and the last issue of the *ITC Newsletter* of the 20th Century.

When we accepted the Council's invitation to edit the *Newsletter*, we also accepted the task of giving the newsletter a new look and feel. We accepted this challenge knowing that Professor Byrne has done an extraordinary job as the most recent editor. We have watched, from our northern perches, the evolution of the *ITC* and this *Newsletter*, in particular, into an important source of information on testing.

This newsletter issue will mostly maintain the same format as recent issues. This seems fitting given that it is the second issue of the ninth volume. Starting with the tenth volume (June 2000) we will introduce some new sections to the *Newsletter*. At present, we are preparing new features on Exemplary Graduate and Undergraduate Programs and Internships in Psychometrics and Testing, Short Reviews

and Descriptions of New Books and Tests, and a Focus on ITC Leaders. We look forward to seeing how these sections evolve. If you have any feedback or suggestions for topics you would like to see in the *Newsletter*, please write to us via e-mail or the post (see the last page for our address).

One of our first new initiatives is to make the *ITC Newsletter* available on the world wide web. This issue of the Newsletter is available at:

<http://quarles.unbc.ca/psyc/itc/>

We would like to thank the Department of Psychology at the University of Northern British Columbia for making space available on the website.

Please feel free to duplicate copies of the *ITC Newsletter* and let others know that it is available on the web.

Finally, please note that the last page of this issue of the *Newsletter* contains an application form for the Advanced Research and Training Seminars (ARTS) program sponsored by the ITC and the IUPsyS. Importantly, information is also provided on the last page for submitting nominations for President-Elect for the ITC.

PRESIDENT'S LETTER

Thomas Oakland
University of Florida
USA

Dear Members and Affiliate Members,

I am pleased to report on some important activities in which the International Test Commission (ITC) is engaged in light of its three main missions. As noted below, the ITC is engaged in many exciting and professionally-enhancing activities.

Exchange of Information Among Members, Affiliate Members, and Others

The ITC Newsletter provides our main method of information exchange. Professors Bruno Zumbo and Anita Hubley, both affiliated with the University of Northern British Columbia in Canada, have been appointed co-editors. Their plans include expanding the newsletter's scope and appointing others to address specific features (e.g., descriptions of some of our best professional preparation programs).

The ITC has signed a contract with Lawrence Erlbaum Associates, Inc., Publishers that leads to the publication of the International Journal of Testing (IJT). This new ITC journal enables us to greatly expand our commitment to scholarship and provides an additional revenue source. Professor Norbert Tanzer has been appointed editor. He, together with Professors Fons van de Vijver and Bruce Bracken, were instrumental in the IJT's creation.

You and other members should have received a copy of the ITC Directory, revised last November by ITC's secretary, Professor Jacques Gregoire. Please contact him if you need additional copies.

Further the Cooperation Among Members on Problems Related to the Construction, Distribution, and Use of Psychological Tests

The International Conference on Adapting Tests for Use in Multiple Languages and Cultures, co-

sponsored by the ITC, The College Board, and Educational Testing Service, was held last May in Washington DC. Its 166 participants from sixteen countries heard seven invited speakers and attended eight workshops. The conference was an outgrowth of the outstanding work of Professor Ron Hambleton and others who are providing leadership on this important topic. Important financial support also was received from the following Affiliate Members: American Guidance Services, National Institute for Educational Measurement in the Netherlands (CITO), Riverside Publishing, and The Psychological Corporation. Many participants described the conference as being the best they ever attended and requested one or more follow-up conferences on this important topic.

A conference on Cultural Diversity and European Integration, held at the University of Graz, Austria in late June, also featured issues associated with test adaptations. The ITC co-sponsored this pan-European event, and many of its officers participated. Professors Norbert Tanzer and Catherine Sim are to be commended for their leadership on this successful event. The annual meeting of the ITC Council was held following this conference.

The ITC will hold a specialized two-day conference next July in Stockholm on Psychological Test Adaptations to Diverse Cultures in conjunction with the International Union of Psychological Sciences' Advanced Research and Training Seminars (ARTS). Approximately twenty applicants will be selected to work with conference presenters Professors Byrne, Hambleton, Tanzer, and van de Vijver

International Guidelines for Test Use have been approved by the ITC. David Bartram, ITC President-elect, has led this important effort to establish international guidelines to help identify professional abilities needed by those who use tests. Dr. Bartram presented a workshop on these guidelines last July at the Sixth European Congress of Psychology in Rome. The International Guidelines for Test Use will be launched officially during the forthcoming

International Congress of Psychology in Stockholm in July.

Promote Professional Preparation, Academic Resources, Test Development and Use: An Emphasis on Developing Countries

As I noted in my last letter to you, the ITC has had a long-standing commitment to assist professionals in developing countries in their efforts to establish infrastructures that promote test development and use. This work occurred in the Baltic States, Brazil, China, Eastern Europe, the Middle East, and Russia. Our work needs to expand to include other areas requesting assistance, including Mexico and Central America, South America, and Sub-Sahara Africa. ITC's leadership on issues important to adapting tests for use in multiple languages and cultures reflects this on-going commitment. Efforts to involve colleagues from developing countries were clearly evident in the conferences held in Washington DC and Austria. The forthcoming ARTS conference will focus exclusively on the needs of our colleagues from developing countries.

I am delighted to report the Australian Council for Education Research (ACER) has established an internship for a student from a developing country. Patricia Genat provided leadership for this pioneering offer. We strongly encourage other organizations to follow ACER's commendable lead.

Membership

ITC membership is strong and increasing. The ITC Council will recommend at our July 2000 meeting that we expand our membership base to include individual and associate members and encourage our Affiliate Members to have a greater role in ITC governance.

ITC Leadership

Professor Barbara Byrne was appointed ITC Treasurer following Dr. Jac Zaal's resignation. Additions to the Council include Professor Bruce

Bracken, Barry McGaw, John Adair, Ron Hambleton, and Mr. Eugene Burke. Members will be asked to elect a President-elect during our July meeting.

Finances

Council approved a deficit budget for the 2000 fiscal year, given an expected income of \$8760 (US) and expenditures of \$9500. The ITC has approximately \$20,000 in reserve.

July 2000 Meetings

A General Meeting for all members is held on even numbered years. The 2000 meeting will be held on Monday, July 24th from 5 to 7 p.m. Please consult the program for the location. The ITC Council will meet the day before and the day after the General Meeting.

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 projects, and recommending projects you believe we should jointly undertake. I and other officers look forward to hearing from you as to ways we can continue to improve and strengthen the ITC and realize our mutual goals. I and other ITC Council members also look forward to seeing you on July 24th at our General Meeting.

Continued best wishes,
Thomas Oakland
President

UPDATE ON ITC PUBLICATIONS AND PROJECTS

THE ITC BULLETIN Fons van de Vijver Tilburg University THE NETHERLANDS

The third 1999 issue of the *ITC Bulletin* contains four contributions. The first three involve an evaluation of the ITC Guidelines for adapting tests. The fourth is a reaction to the Canadian Psychological Association's position statement on the Test of English as a Foreign Language (TOEFL).

1. Field Test of the ITC Guidelines for Adapting Educational and Psychological Tests. By Ronald K. Hambleton (University of Massachusetts at Amherst, USA), Jiayuan Yu (Nanjing Normal University, China), & Sharon C. Slater (University of Massachusetts at Amherst, USA)

Summary. In 1994, the International Test Commission (ITC) and seven other international organizations published a draft set of guidelines for adapting educational and psychological tests from one language and culture to other languages and cultures. The purposes of the research described in this paper were to (1) field test the ITC guidelines in an actual test adaptation project, and (2) suggest any necessary revisions to the guidelines. The field test involved the adaptation of a 69 item grade 8 mathematics test from English to Chinese. The results were informative because they highlighted the sorts of problems that arise in test adaptation projects. Also, as the first formal evaluation of the ITC test adaptation guidelines, this work was useful to the ITC in suggesting revisions and clarifications. The findings should also be interesting to psychologists interested in cross-cultural research because the guidelines are being widely adopted for use around the world and evidence of their validity is important.

2. Translating Tests with the International Test Commission's Guidelines: Keeping Validity in Mind. By Chantale Jeanrie & Richard Bertrand (Université Laval, Québec, Canada)

Summary. Translation of psychological tests developed and normed in other lands appears to be a common practice in countries, like Canada, recognizing more than one official language or having, among their population, considerable cultural groups whose mother-tongue is not the official language. In these situations, rigorous assessment of the equivalence of the original and translated versions of the test is essential, in particular when translated test versions are scored using original test norms. This article, based upon a research project aimed toward establishment of double (for French and English Canadians) Canadian norms of the CPI-434 (Gough, 1996), describes how the Guidelines for adapting tests, developed by the International Test Commission, allow one to consider the process of equivalence assessment of a translated test as being similar in nature to the collection of construct validity evidence of a test. From this perspective, and in line with the Guidelines, a translation method focused on the judgmental assessment of conceptual and linguistic equivalence of translated tests is proposed and discussed.

3. Adapting Instruments for Use in Multiple Languages and Cultures: A Review of the ITC Guidelines for Test Adaptations. By Norbert K. Tanzer (University of Graz, Austria) & Catherine Q. E. Sim (Thunderbird, Phoenix, USA)

Summary. To facilitate the development of valid multicultural/multilingual tests, the International Test Commission (ITC) prepared the ITC Guidelines on Test Adaptations. This paper reviewed the latest version (cf. Van de Vijver & Hambleton, 1996), which consists of 22 guidelines on recommended practices pertaining to context, development, administration, documentation, and test score interpretation, by identifying key principles in test adaptations and

comparing them to a content analysis of the ITC Guidelines. The content analysis revealed a number of inconsistencies and ambiguities in a few guidelines, and proposals for reformulating them are given. A checklist to supplement the more narrative guidelines will be helpful. Nevertheless, the review clearly demonstrated that the ITC Guidelines on Test Adaptations address key principles in test adaptations and will constitute a significant standard or "code of conduct" in this field.

4. Reply to the Universities' Reaction to the Canadian Psychological Association's Position Statement on the Test of English as a Foreign Language. By Marvin L. Simner (Chair, Canadian Psychological Association Professional Affairs Committee Working Group on Test Publishing Industry Safeguards)

Summary. The Canadian Psychological Association recently issued a position statement on the Test of English as a Foreign Language (TOEFL). The purpose of the statement was to alert university officials to serious shortcomings in the use of the TOEFL as an admissions screening device for non-native English speaking applicants. The present report, written in response to reactions from several universities, contains a detailed critique of the evidence cited by the Educational Testing Service in favor of the TOEFL and therefore provides further reason for exercising considerable caution when making admission decisions based primarily on TOEFL scores.

Announcement

The new millennium will bring a change of editorship. Norbert Tanzer (University of Graz, Austria) is the incoming editor. I wish him good luck in this interesting job and would like to thank contributors, ITC members, and Board members for their cooperation over the years.

PROJECT ON THE DEVELOPMENT OF INTERNATIONAL GUIDELINES ON TEST USE: Progress report #8.

Dave Bartram & Iain Coyne
United Kingdom

The proposal outlining this project was put to the ITC Council in the summer of 1995. Just four years later the International Guidelines on Test Use were formally endorsed by the ITC Council at its June 1999 meeting in Graz, Austria. During this time, the Guidelines have evolved from an initial framework document, through a series of workshops and consultation exercises into their present form. A report on the last consultation was presented in the previous edition of this newsletter. The present report focuses on the outcomes of the first Workshop we have held to consider how the Guidelines should be applied and disseminated.

The 1999 ITC Workshop (Rome)

The ITC International Guidelines for Test Use workshop took place at the VI European Congress of Psychology in Rome on 9th July 1999. Delegates representing national psychological associations, test publishers and academic institutions from countries worldwide contributed to a successful and useful event. The workshop organisers would like to thank all of the delegates who took part in the session and helped to make it a successful event.

As the Guidelines had gone through an extensive process of development, consultation and revision, the aim of the workshop was not to revisit the content of the Guidelines further. Rather, the focus was on how the ITC could support the use of the Guidelines and how the Guidelines could be disseminated to reach a wider audience.

Presentations were given by Berit Sander (Denmark), Bertil Mardberg (Sweden) and Cheryl Foxcroft (South Africa) illustrating the ways in which the Guidelines have been used and built upon in their countries. These presentations

provided clear examples of how the international Guidelines could be used in national settings.

Delegates worked in small groups on the two central aims of the workshop:

1. How can the ITC support the use of the Guidelines?
2. How can the Guidelines be best disseminated?

How can the ITC support the use of the Guidelines?

Delegates were asked to consider a number of issues related to this question:

- How might professional associations use them?
- How might test publishers use them?
- Is there a need for a shortened version – an Executive Summary?
- How can the ITC ensure that adaptations are faithful to the original Guidelines?

a) Use by professional associations

There was consensus that the Guidelines could act as a supplement to existing ethical codes of conduct where testing is well regulated. In addition, they could be used as a template against which to measure or compare existing national standards. Where testing is not well regulated, the Guidelines could be used as a basis to customise a code of practice for the country.

More importantly, it was felt that national professional associations should be responsible for ensuring that a translated version of the Guidelines is faithful to the original ITC ones.

b) Use by test publishers

One of the key applications of the Guidelines for test publishers was considered to be incorporation into their test user training programmes. Test publishers could use the Guidelines as a basis for training users in good assessment practices. Further, test publishers could be encouraged to form ‘good practice’

networks with other publishers through which they could promote common codes of practice that conform to the ITC Guidelines.

It was also felt that test publishers could publish their support for the Guidelines in their test manuals or other promotional material.

c) The need for a shortened version

There was unanimous agreement that a shortened version of the Guidelines was required. This ‘Executive Summary’ should be presented in more everyday language and focus on the purpose of the Guidelines. However, it was also strongly felt that such a shortened version should not sample from the Guidelines. It was felt that omitting some Guidelines could imply that the omitted ones were not important. [A draft Executive Summary is available on the ITC Website (see below).]

d) How can the ITC ensure that adaptations are faithful to the Guidelines?

It was suggested that the ITC needed some kind of verification process for those countries that wished to adapt the Guidelines and obtain a formal ITC endorsement. However, it was also noted that it could be problematic to submit adaptations to the ITC for approval as there would be language difficulties and difficulties relating to knowledge of specific country contexts.

It was agreed that each national professional psychological association that was a Full Member of the ITC would have delegated authority to carry out and approve their local national translation of the Guidelines. Such translations should be submitted to the ITC through the ITC representative. These ‘verified’ adaptations should be added to an ITC database and possibly posted on the web site.

How can the Guidelines be best disseminated?

Delegates were asked to consider a number of ways that have already been suggested in a previous consultation process of how the ITC

Guidelines could be disseminated and to come up with a dissemination plan. Overall, it was considered that the ITC needs to be proactive in getting the Guidelines into the 'public domain'. Specifically, the ITC should engage in developing information packets aimed at all stakeholders (professional associations, test publishers, media, large organisations, unions etc.) Within this packets there should also be some information on the ITC itself.

At the XXVII International Congress of Psychology (Stockholm 2000), it was agreed that there is a need to hold a press conference regarding the launch of the ITC Guidelines. Further, it was felt that presentation of the Guidelines should not just be restricted to psychological conferences, but it should extend to other professional conferences.

The web and other computer resources were also suggested as ways to disseminate the Guidelines. A computerised version of the Guidelines either on the web or on a CD-ROM would allow the Guidelines to be disseminated to a larger audience. Also, any web site should have links to ITC full member professional associations and affiliate members as well as other country's versions of the Guidelines.

Other suggestions included:

- Increased media coverage
- Direct mailing to unions, large organisations and other organisations representing employees
- An appealing brochure which conformed to an ITC master layout
- ISO 9000 type award for test practice.

Progress Since the Rome Workshop: Translations

A number of countries are in the process of translating the Guidelines. Please note the earlier section regarding approval. Translations of the Guidelines should be sent to the ITC (through Dave.Bartram@shlgroup.com) for formal approval. Please accompany the translated

version with a short description (in English) describing how the translation was carried out and confirmation that it has been approved by the local national psychological association.

We plan to provide a progress report at the Stockholm congress on which countries have produced translations.

Dissemination

As with translation, the ITC would be grateful for any information you can provide on how you plan to use and disseminate the Guidelines within your country. Please forward such information to Dave.Bartram@shlgroup.com (or by post to the address given below). Before the Stockholm Congress, we plan to produce some leaflets and other materials that provide the international view from the ITC. Countries will be welcome to use or adapt these materials for their own use.

Obtaining a Copy of the Guidelines

Copies of the approved Guidelines (Version 2000) and the Executive Summary version are available from the ITC website: http://cwis.kub.nl/~fsw_1/itc/.

Alternatively, you may request a copy from me by fax or email.

Email: Dave.Bartram@shlgroup.com

Fax: +44 (208) 335 7000

WHAT'S NEW IN TESTING?

Qualities That Influence Test Performance

Thomas Oakland
University of Florida
USA

Testing is a process in which skilled psychologists carefully observe and record the actual performance of persons under standardized conditions. This process utilizes both science and art. Science provides the rules that generally govern the collection, recording,

and interpretation of data. The art of testing arises from psychologists' sensitivity to important test-related behaviors together with their experiences working with clients -- qualities that allow them to make important decisions when testing and interpreting data.

Testing Involves Science and Art

Clinical observations are critical to both the science and art of testing. Psychologists' observations enable them to accurately record behavior, understand the manner in which children arrive at their answers, and identify cognitive, temperament, and other personal strengths and weaknesses, thus facilitating interpretations.

Testing for Maximum or Typical Performance

The testing process is adjusted in light of whether its goal is to obtain maximum or typical performance. Psychologists generally are committed to creating conditions that allow children to do their very best when assessing achievement, intelligence, and perceptual qualities. They attempt to determine children's maximum abilities and capabilities, not merely their typical performance. In contrast, the standard of typical performance emphasizes the importance of acquiring an understanding of qualities as they normally appear, not at their best. This standard commonly is employed when assessing social and personality qualities.

Eight Qualities that Impact Test Performance

The following eight qualities may impact a child's test performance: testing room conditions (e.g., rooms should be free of distractions), language qualities (e.g., a child's receptive and expressive language skills must be sufficiently developed to serve as a reliable link between the examiner and child), health-related conditions (e.g., the child's performance should not be attenuated by pain, disease, or illness), rapport (e.g., interpersonal relationships between the examiner and child must be conducive to test performance), readiness for testing (e.g., self-confidence,

willingness to be tested), motivation (e.g., to engage and sustain involvement in the testing activity), temperament (e.g., children who are extroverted are more likely to express their ideas and to talk to themselves while being tested), and severity of one's handicapping condition (e.g., more modifications typically are needed when assessing a child with severe to profound mental disabilities).

Three Standards for Evaluating Test Performance: Perfection, Potential, and Par

Given a desire to create conditions that allow children to do their very best, psychologists make judgments as to whether these conditions were sufficiently suitable to enable children to do their best. Psychologists use one of three standards in making this judgment: perfection, potential, or par.

Perfection refers to whether the testing conditions and the child's test behaviors were impeccable. This rarely occurs. Moreover, psychologists are likely to differ in their descriptions of this standard. Thus, decisions based on this standard are likely to be unreliable.

Potential refers to whether the testing conditions and the child's test behaviors were as good as could be expected. This standard also is difficult to describe and thus to use reliably.

Par, or the use of a normative standard, relies on data derived from nationally- standardized and well-validated measures designed specifically to assess test-taking behaviors. The use of this standard does not preclude the secondary use of the above two standards.

Problems Associated with Sole Reliance on Clinical Observations

Psychologists typically rely solely on their clinical observations to form judgments about the quality of a child's test-taking behaviors. This reliance has a number of disadvantages. Seven are identified below.

1. The qualities identified may be irrelevant. Clinicians differ in the behaviors they believe most importantly impact test performance.
2. The qualities may emanate from folklore. Clinicians may accept commonly-held beliefs and incorporate them into their practice. For example, there is little support for the commonly-held assumption that personality-related behaviors observed while testing reflect enduring personality traits.
3. Age-related differences may be overlooked. Psychologists may be insensitive to subtle yet important age-related differences in test-taking behaviors.
4. Observations are unstructured. Psychologists generally are unreliable as to what test-taking behaviors are recorded and where they are recorded.
5. Psychologists typically are unable to justify their test-behavior conclusions based on recorded evidence. Legal and ethical mandates to fully document behaviors rarely are followed in reference to test-taking behaviors. Thus, psychologists' ability to justify their conclusions and face cross-examination is compromised.
6. Psychologists do not have the benefit of utilizing norm-referenced interpretations. This constitutes the greatest limitation when relying only on clinical observations.
7. Behaviors thought to impact test performance rarely are derived from research evidence. In fact, until recently, research on test-taking qualities associated with individually-administered measures has been meager.

Research on Test-taking Behaviors: Construct Validity

Three sets of test-taking factors seemingly influence test performance (Oakland & Glutting, 1998): avoidance, uncooperative mood, and inattentiveness. Each is described below.

Avoidance refers to one's tendency to avoid tasks and express fear. Examples include showing marked disinterest in test activities and hesitating when giving answers.

Uncooperative mood refers to a child's improper adjustment to testing, lack of cooperation, and need for praise and encouragement. Examples include deteriorating performance toward the end of testing and asking when the test will be finished.

Inattentiveness refers to inadequate impulse-control and attention. Examples include failure to listen attentively to directions and test items as well as attempts to answer before questions are completed.

These three factors are correlated and thus form a common test-taking factor.

Guide to the Assessment of Test-Session Behavior (GATSB)

Research identifying these three factors lead to the development of the Guide to the Assessment of Test-Session Behavior (GATSB), the first nationally-standardized and norm-referenced measure of test-taking ability. The GATSB was co-normed with the WISC-III and WIAT and thus is intended for children ages 6 through 16. Some research from the GATSB is summarized below.

Construct Validity. Possible construct bias in the GATSB was investigated (Konold, Glutting, Oakland, T., & O'Donnell, 1995) for gender, age, race-ethnicity (Anglo, African-American, and Hispanic) and socioeconomic status (SES; high, middle and low) using the scale's standardization sample. Coefficients of factorial congruence were sufficiently high to conclude that GATSB's three factors are comparable across gender, age, race-ethnicity, and SES. Thus, GATSB's factor structure is similar for boys and girls, for children from ages 6 through 16, and for those who are Anglo, African-American, and Hispanic, and those from different SES levels.

Concurrent Validity. The correlation between GATSB Total Score and the WISC-III Full Scale IQ is substantial: $r = .36$. Thus, approximately 13% of the variance associated with Full Scale Scores may be attributable to their test-taking behaviors.

Among the three factors, Avoidance accounts for the plurality of the variance.

Children who display deficient test-taking behavior generally obtain WISC-III Full Scale IQs 7 to 10 points lower than children with more suitable test-taking behaviors. An effect size this large (i.e., more than one-half of a standard deviation) represents a substantial difference in IQs.

The correlation between the GATSB Total Score and the WIAT Total Composite Score again is substantial: $-.38$. Thus, approximately 14% of the variance associated with achievement may be attributable to their test-taking behaviors. Correlations between the GATSB Total Score and the four WIAT Composites scores are similar.

Racial-Ethnic Correlations. As noted above, the correlation between GATSB Total Scores and the WISC-III Full Scale Scores is $-.36$ for the total group. This correlation is $-.28$ for Anglos, $-.37$ for African Americans, and $-.55$ for Hispanics. Thus, the amount of variances on the WISC-III Full Scale attributable to test-taking behaviors is 14% for African American children and 30% for Hispanic children.

Possible Age and Gender Differences. As expected, older children display better test-taking behaviors than younger children. Thus, age norms should be used when evaluating the suitability of test-taking behaviors. Boys and girls do not differ significantly in their test-taking behaviors.

Reliability. GATSB ratings are stable. A test-retest reliability estimate, based on a sample of 300, is $.87$ for Total Score. An estimate of internal consistency is $.92$ for Total Score.

Summary

These findings underscore the importance of routinely observing test-taking behaviors, judging it by normative standards, and determining whether a child's test performance may

negatively impact the measurement of their intelligence and achievement. Psychologists should be particularly attentive to test-taking behaviors of children from minority groups, given the substantial relationship between their test behaviors and test performance.

Selected References

- Glutting, J., & Oakland, T. (1993). *Guide to the Assessment of Test Session Behaviors for the WISC-III and WIAT*. San Antonio, TX: The Psychological Corporation.
- Glutting, J., Oakland, T., & Konold, R. (1994). Criterion-related bias with the Guide to the Assessment of Test-Session Behavior for the WISC-III and WIAT: Possible race, gender, and SES effects. *Journal of School Psychology, 32*, 355-369.
- Konold, T., Glutting, J., Oakland, T., & O'Donnell, L. (1995). Congruence of test-behavior dimensions among child groups that vary in gender, race-ethnicity, and SES. *Journal of Psychoeducational Assessment, 13*, 111-119.
- Oakland, T., & Glutting, J. J. (1990). Examiner observations of children's WISC-R test-related behaviors: Possible sex, race, and gender effects. *Psychological Assessment: A Journal of Consulting and Clinical Psychology, 2*(1), 86-90.
- Oakland, T., & Glutting, J. (1998). Assessment of Test Behaviors with the WISC-III. In Prifitera, A., & Saklofske, D. (Eds.) *WISC-III; A scientist-practitioner perspective*. New York: Academic Press.

Persons interested in obtaining additional information on the *Guide to the Assessment of Test Session Behavior* are encouraged to call The Psychological Corporation at 1 800 228 0752.

Thomas Oakland is Professor of Educational Psychology and a member of the School Psychology Program at the University of Florida.

PORTUGUESE NEWS ABOUT PSYCHOLOGICAL TESTS

Aura Montenegro
University of Coimbra
PORTUGAL

While attending the ITC-sponsored Conference *Test Use with Children and Youth: International Pathways to Progress*, held at Oxford University, June 1993, I presented a paper entitled "Foreign tests standardized in Portugal in the last three decades. An overview". The aim of this research was to select and to analyse standardized or adapted testing materials for the Portuguese population (childhood and youth) from 1966 to 1993. Only those materials that offered characteristics of scientific accuracy in the population samples and statistical treatment of data were taken into account. Therefore, only 19 instruments were selected. That research allowed me to come to the conclusion that the creation of the Faculties of Psychology and Education Sciences have played a decisive part in the development of this field. I am continuing this investigation collecting material presented in annual meetings and symposia organized in the area of psychological assessment in the publication entitled *Tests and Psychological Instruments in Portugal, 1999*.

This year it has been possible to examine 26 instruments designed to study various aspects of human behaviour and concepts such as: intelligence, emotion, self-concept, language, development and autonomy, parent and peer attachment, suicidal thinking, and nutrition. These concepts are formalized in intelligence tests and scales, clinical scales, questionnaires, inventories and projective techniques.

Let me provide a notable example by describing the Portuguese adaptation of the *General Aptitude Test Battery* (GATB) which is designed to be used with adolescents and young people. This adaptation was conducted by Prof. Helena Rebelo Pinto, Ph. D.

Portuguese Adaptation of the GATB

This multi-factorial battery is the Portuguese adaptation of the *General Aptitude Test Battery* constructed and published by *United States Department of Labor* in the context of selection, and school and professional orientation. The original version of the battery was published in 1947 and composed of twelve tests, eight of which are pencil and paper: Name Comparison, Computation, Three-Dimensional Space, Vocabulary, Tool Matching, Arithmetic Reason, Form Matching, and Mark Making. The other four tests make use of apparatus: Place, Turn, Assemble, and Disassemble. This battery can measure the following abilities: Intelligence, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Form Perception, Clerical Perception, Motor Coordination, and Finger Dexterity.

METHODOLOGY

Population

The target population was defined as the total number of pupils of Continental Portugal enrolled in state schools (9th to 12th levels 1987-1988—Pinto, 1992). The standardization studies included 12,970 students divided into four samples corresponding to the four school levels. The sample is proportional to: study areas, gender, geographical region and school locale. The experimental Portuguese version was administered by previously trained Counsellor Psychologists of Orientation. The administration was conducted in 135 secondary schools (January - May 1989).

Portuguese Version of the GATB

This version is composed of eight tests adapted from paper and pencil:

1. Name Comparison: 150 items.
2. Numerical Calculation: 50 items.
3. Volume Development: 40 items.
4. Vocabulary: 60 items.
5. Identical tools: 49 items.
6. Arithmetic reasoning: 25 items.
7. Matching forms: 60 items.
8. Make 3 lines.

Administration of the battery is very quick and takes place in one session in about one hour and half, though it may be administered in two sessions. A scoring key and norms are available.

Psychometric Evidence

The study of the psychometric characteristics of the tests includes: item analysis, the analysis of the distribution of test results, evaluation of the standardized results, reliability estimates, intercorrelations, factor analysis, construction of the composite results, analysis of the distribution and norms. The differences among groups defined by school level, study areas, gender and parental profession have also been considered. Geographical areas, urban and rural regions have been taken into account. The analysis of the discriminatory power of items revealed significant correlation among some items and respective tests. The analysis of the difficulty level of items, the comparisons between the Portuguese ordination and the American ones did not show any relevant differences in both genders and school levels. As to reliability, test-retest and internal consistency were estimated and favourable results were obtained in the second application. The Cronbach's alpha were between .64 and .88. The values of the standard error of measurement were lower in the group with a higher school level.

The studies of factor analyses resulted in the same factor structure in the four subsamples as in the total sample and are similar to the ones found in other countries. There were three factors with eigenvalues greater than 1.00 and which explain 62.7% of the total variance.

Edition and distribution:

Prof. Helena Rebelo Pinto, Editor.
Faculdade de Psicologia e de Ciências da Educação
UNIVERSIDADE DE LISBOA
Alameda da Universidade
1600 LISBOA PORTUGAL

N.B. For this and other tests constructed or standardized in Portugal, readers are referred to:

SIMÕES, M. & ALMEIDA, L. (Eds). 1999. *Testes e provas psicológicas em Portugal* (vol. 2.). Braga: APPORT / SHO.

The Language Testing Research Colloquium

Lyle F. Bachman
University of California, Los Angeles
USA

The Language Testing Research Colloquium (LTRC), founded in 1979, is the premier annual international conference for language testing research. It is typically held in North America, in early spring, just before the annual meeting of the American Association for Applied Linguistics. Every third year, it is held in close proximity, in time and location, to the triennial congress of the International Association for Applied Linguistics, which has been held respectively the past three times in The Netherlands, Finland, and Japan.

The LTRC is a relatively small conference--the attendance is typically between 100 and 150 individuals--and all sessions are plenary; that is, there are no concurrent sessions. Types of presentations include research papers, colloquia, poster sessions and research-in-progress sessions. In recent years, pre-conference workshops on topics such as Rasch modeling, generalizability theory, structural equation modeling, data management, and test design have been offered by recognized leaders in these fields.

Over the years, LTRC has attracted researchers from a variety of disciplines with common interests with language testing, including second language acquisition, discourse analysis, psychometrics, educational measurement, educational program evaluation and foreign/second language education. This interdisciplinarity of one of the strengths of LTRC, and newcomers are always welcome. Recently, the LTRC has formed a loose affiliation with the International Language Testing Association, which now provides partial support for the conference.

Detailed information, including programs and abstracts from past LTRCs, can be found at www.surrey.ac.uk/ELI/ltr.html

Information on the upcoming LTRC, to be held in Vancouver, from 6 - 11 March, 2000, can be found at <http://www.housing.ubc.ca/conferences/events/LTRC2000/homepage.htm>

International Conference on Measurement and Multivariate Analysis (ICMMA)

Shizuhiko Nishisato
OISE/UT, University of Toronto
Canada

The ICMMA is being convened May 11-14, 2000 at the Banff Centre for Conferences in Banff Alberta, Canada under the auspices of The Centre for Advancement of Measurement Evaluation Research and Assessment (CAMERA), OISE/UT, University of Toronto, Canada, and The Institute of Statistical Mathematics (ISM), Tokyo, Japan.

The main object of the conference is to promote communication among researchers from different disciplines and countries and dissemination of current knowledge about measurement and multivariate analysis.

The conference will consist of four categories of activities: (1) invited lectures, (2) invited sessions (see below), (3) contributed papers, and (4) one-day pre-conference workshop on dual scaling, that is, the multidimensional analysis of qualitative data.

The conference organizers are: Shizuhiko Nishisato, University of Toronto (snishisato@oise.utoronto.ca) and Yasumasa Baba, Institute of Statistical Mathematics (baba@ism.ac.jp).

The tentative invited sessions are:

- Yasumasa Baba (Japan) (Homogeneity Analysis)

- Hans-Hermann Bock (Germany) (Classification, Cluster Analysis, Kohonen Nets)
- Hamparsum Bozdogan (USA) (Information Complexity, Multivariate Modeling, and Genetic Algorithms)
- Shinto Eguchi (Japan) (Information Geometry)
- Wolfgang Gaul (Germany) (Multivariate Analysis in Marketing Research)
- Willem Heiser (The Netherlands) (Multivariate Distance Analysis)
- Karl Joreskog (Sweden) (Latent Variable Modeling with Ordinal Variables)
- Koji Kanefuji (Japan) (Frontiers of Regression Analysis)
- Daniel R. Lawrence (USA) (Dual Scaling)
- Tony Lam (Canada) (Likert Scaling versus Dual Scaling)
- Jacqueline Meulman (The Netherlands) (Multivariate Distance Analysis)
- Fion Murtagh (United Kingdom) (Wavelet Analysis)
- Shizuhiko Nishisato (Canada) (Pre-conference Dual Scaling Workshop)
- Akinori Okada (Japan) (Frontiers of Multidimensional Scaling)
- James O. Ramsay (Canada) (Functional Data Analysis)
- Yoshiyuki Sakamoto (Japan) (Analysis of Categorical Data)
- Yoshiharu Sato (Japan) (Recent Developments in Cluster Analysis)
- Albert Satorra (Spain) (Structural Equation Models)
- Yutaka Tanaka (Japan) (Sensitivity Analysis)
- Richard G. Wolfe (Canada) (Combining Items of Different Types over Time)
- Takemi Yanagimoto (Japan) (Estimation in Multidimensional Models)
- Haruo Yanai (Japan) (Canonical Correlation Analysis)
- Ryozo Yoshino (Japan) (Comparative Analysis of Cross-National Survey Data)
- Bruno D. Zumbo (Canada) (Measurement and Multivariate Analysis)

Call For Papers

Persons wishing to present talks should consult the website <http://fcis.oise.utoronto.ca/~icmma>

Deadline Dates:

[1] Abstracts of up to 200 words must reach the Program Chair by January 10th, 2000.

[2] Each presenter will be asked to submit a summary (minimum 2 pages, maximum 3 pages) of the paper by March 15th, 2000.

THE NOTICE BOARD

Special Arts Double Offering: Psychological Test Adaptations To Diverse Cultures & Measuring Personality Cross-Culturally

1. *Psychological Test Adaptations To Diverse Cultures*

Organized by the International Test Commission

Convener: Dr. Thomas Oakland (University of Florida, USA)

This international seminar on test adaptations responds to the growing need to acquire skills in translating tests so as to retain the test's theoretical structure as well as its linguistic and score equivalence. The workshop is primarily directed toward psychologists working in developing countries, but some limited spaces will be available to psychologists from other countries with large immigrant populations who are interested in this topic. The workshop will address the following issues: conceptual frameworks for use in adapting tests, technical applications when adapting tests, test adaptation methodology, and exemplary test adaptation projects. The workshop will enable participants to acquire both a theoretical understanding of issues important to test adaptations as well as practical steps needed to make adaptations. In addition to Dr. Oakland, contributing instructors will include Dr. Barbara Byrne (Ottawa, Canada), Dr. Ronald Hambleton (Massachusetts, USA),

Dr. Norbert Tanzer (Graz, Austria), and Dr. Fons van de Vijver (Tilburg, Netherlands).

2. *Measuring Personality Cross-Culturally*

Convener: Dr. Walter J. Lonner, (Western Washington University, USA)

This part of the program is a natural extension of the first two days of this special double ARTS offering. It will focus on selected measures with proven usefulness and continued promise throughout the world. Cross-cultural psychologists and others have often attempted to determine the extent to which there is a common core in specific facets of personality or pathology as well as trying to understand the nature of cultural variation. Numerous standardized procedures to be examined in the workshop will be the NEO-PI-R, 16 P-F, Comrey Personality Scales, the California Psychological Inventory, MMPI-2, STAI, and others. Featured during this day-long seminar will be several experts who have had extensive experience measuring personality and pathology across cultures. Emphasis will be on using appropriate measures in other cultural settings as well as determining ways that their use may be enhanced by developing context-specific (indigenous) measures.

Specific questions about this ARTS may be directed to Walter Lonner, Center for Cross-Cultural Research, Department of Psychology, Western Washington University, Bellingham, Washington 98225, U.S.A. 360-650-3574 (telephone), 360-650-3693 (fax).

Application Procedure

Applicants should register for both of these "testing" ARTS by submitting a single completed application form (see back of newsletter) together with a description of their previous experiences using psychological tests in research. They should also include a listing of their course work in test development and use, and in advanced statistics (e.g., multivariate and regression

analyses). Knowledge of English is required for all reading, lectures, and discussions.

Statement of Qualifications

Please attach to your application a description of your special qualifications for the seminar you have selected (See the application requirements for each seminar).

Funding Support Required

Participants from low-income countries may be eligible for modest financial support; however, our funding is limited. Applicants are expected to seek supplementary funding from other sources in their home country (local university or national granting agency). Please include detailed information about your travel expenses, funding sources and the institutions from which you have sought financial support.

When Selection Of Applicants Will Be Made

We expect to make decisions as to who is accepted, placed on a waiting list, and not accepted in early January. You will be informed of our initial decisions at that time. Final decisions will be made April 15. Consideration will be given to the quality and appropriateness of the applicants and the geographical distribution of participants.

SUBMIT APPLICATION MATERIALS TO:

Dr. Thomas Oakland
P.O. Box 117047
Gainesville, FL 32611-7047
USA
oakland@coe.ufl.edu

International Congress of Psychology

Participation at the ARTS should be coordinated with attendance at the IUPsyS Congress. Contact congress organizers for details about participation and registration.

XXVII International Congress of Psychology
July 23-28, 2000

Congress Secretariat
P. O. Box 3287
S-103 65 Stockholm, Sweden
Tel: 46 8 696 97 75, Fax: + 46 8 24 78 55
E-mail:
psych.congress.2000@psykologforbundet.se
Home page: www.icp2000.se

UPCOMING CONFERENCES ON TESTING & ASSESSMENT

Second Annual Assessment Psychology Conference

December 10-12, 1999
Fort Lauderdale, Florida, USA

For Information:

Contact Millie at the American Board of Assessment Psychology.

Phone: (305) 372-0010

e-mail: ABAP.Diplomate@worldnet.att.net

Twenty-second Language Testing Research Colloquium (LTRC 2000)

March 8-11, 2000
Vancouver, British Columbia, Canada

For Information:

LTRC 2000 Secretariate

Phone (604) 822-1050

<http://www.housing.ubc.ca/conferences/events/LTRC2000/homepage.htm>

Second International Congress of Licensure, Certification and Credentialing of Psychologists

July 18-20, 2000

Oslo, Norway

For Information:

Sverre L. Nielsen, c/o Norwegian Psychological Association, P.O. 8733 - Youngstorget, N-0028

Oslo Norway

e-mail: npfpost@psykol.no

