



INTERNATIONAL TEST COMMISSION NEWSLETTER

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ITC Newsletter

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FROM THE EDITORS...

Anita M. Hubley and
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CANADA

There is a lot happening with the International Test Commission (ITC) these days and we hope you will find this issue of the *ITC Newsletter* as exciting as we do. In the President's Report, Dave Bartram, the new president of the ITC, summarizes the many recent accomplishments of the ITC and describes some of the important initiatives that will occur over the next two years.

There have also been some important changes made to the membership structure of the ITC. Over the years, many individuals have expressed an interest in joining the ITC and we are happy to report that a new category of membership for "individuals" was passed at the general meeting in Stockholm. The various categories of membership and information on becoming a member are also provided in the President's Report.

On a related note, this is the last issue of the *ITC Newsletter* that will be automatically mailed via post to our members. We are slowly moving toward e-mail and web distribution of the *ITC Newsletter* with the exception of our ...

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IMPORTANT ANNOUNCEMENT

Future distribution of the ITC Newsletter

The ITC Council is making changes to the way in which the *ITC Newsletter* will be distributed. The costs of providing a free copy to whoever wants it have been escalating. In order to control these costs, the Council of the ITC has agreed that copies of the *ITC Newsletter* should in future only be sent to ...

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**Please complete & return
the ITC NEWSLETTER
DISTRIBUTION FORM
enclosed with this issue**

cont'd, From the Editors...

members who cannot easily access computer versions of the Newsletter. Given these changes, we strongly encourage all members to complete and return the enclosed *ITC Newsletter Distribution Form* to ensure your preferred method of receiving the Newsletter.

This issue of the *ITC Newsletter* also contains information about our new *International Journal of Testing* (IJT), a summary of the Canadian Psychological Association and the Canadian Association of School Psychologists joint position statement on press coverage of province-wide achievement test results, a report on testing and assessment topics at the 1st Spain-Portugal Congress of Psychology, and a report on a survey of competencies and characteristics required for entry-level positions in measurement by universities, government agencies, companies, and other organizations world-wide.

We are looking forward to the new year and the further achievements of the ITC. We also encourage our members to submit short pieces to the *ITC Newsletter* describing testing and assessment advances occurring within their organizations and/or countries.

cont'd, Important Announcement

members of the ITC. However, membership will include the new category of Individual members as well as our traditional Full and Affiliate members.

Please check out the changes to the membership categories described in the President's Report. These are important because they will affect the future distribution of the *ITC Newsletter* as well as the distribution of the new *International Journal of Testing*. They also explain how individuals can now obtain some of the benefits previously only available to organisations.

Are you the representative of a member organisation of the ITC (Full or Affiliate)? If so, then you will continue to receive the *ITC Newsletter*. However, please let us know if you would be willing to accept it by e-mail to help us reduce postage costs.

If you are not currently a member or the representative of a member organisation, then you will still be able to access the Newsletter through the ITC website, where copies will be available for downloading and printing in PDF format.

However, you can now join as an Individual member for just \$45 and receive the *ITC Newsletter* (by post or e-mail) and the *International Journal of Testing*.

What we will do

If we do not hear from you, but you are on our records as a member, then:

1. If we have an e-mail address, we will e-mail future copies of the Newsletter to you.
2. If we do not have an e-mail address for you, we will send them by post.

What should you do?

Whatever your status, please complete the enclosed *ITC Newsletter Distribution Form* and return it to Prof. Jacques Grégoire as soon as possible to confirm your preferences or to request an application form.

PRESIDENT'S LETTER

Prof. Dave Bartram
SHL Group
U.K.

Dear Members:

I am delighted and honoured to have taken on the role of President of the ITC. The ITC is a dynamic organisation. Like any such body, it has had periods of relative activity and inactivity, periods of growth and decline. I was fortunate indeed to be elected to the Council in 1994 at a point when the ITC was entering a phase of growth and high levels of activity.

I have taken over the mantel of President from Tom Oakland. During Tom's presidency we have seen some major changes in the ITC. First, we have become formally incorporated as a not-for-profit organisation. Second, we have established a brand new journal: *The International Journal of Testing*.

Third, we have seen our membership grow quite dramatically. From a membership of 23 Full Members and 50 Affiliates in 1998 we have grown to 27 Full members and 58 Affiliates in 2000, a growth rate of over 8% per year. Tom is to be congratulated on these achievements, as he has been either directly responsible for, or has been a driving force behind, all three of these changes.

I was delighted that the General Meeting in Stockholm endorsed the nomination of Bruce Bracken as part of the Executive team in the role of President Elect. Bruce has already made his mark on the ITC through his work with Tom on setting up the new Journal. He now takes on the important role of handling membership issues.

We start the next two years with a very strong team in place on the Council. Since the Stockholm meeting in July, that team has been expanded by the co-option of Dr. Marise Born (Netherlands), Prof. Cheryl Foxcroft (South Africa) and Patricia Genat (Australia). We welcome them to the ITC.

The Stockholm Congress provided the opportunity to formally endorse and launch a number of important changes that will be of interest to everyone who works in the field of testing and assessment practices. The rest of my Report picks up on some of these in more detail.

A new journal is born

The ITC is delighted to announce the inauguration of its new *International Journal of Testing* (IJT) in March of 2001. The journal will be published by Lawrence Erlbaum and the Editor is Norbert Tanzer from the University of Graz in Austria. Consulting Editors to the journal are from universities and testing agencies around the world. The journal is dedicated to the advancement of theory, research, and practice in the area of testing and assessment in psychology, education, counseling, organizational behavior, human resource management, and related disciplines. For further information on the *IJT*, please see the article by Norbert Tanzer on p. 7.

A new constitution for a new millennium

At the General Meeting in Stockholm, Sweden, a number of important constitutional changes were unanimously approved by Representatives of the Full Members of the ITC. These changes alter both the categories of membership and the rights of members.

Prior to these changes, we had two categories of membership.

1. National Psychological Associations are all eligible to be Full Members of the ITC. Those in good standing (i.e. whose membership payments have been made) can have voting representatives and put items on the agenda of the ITC General Meetings.
2. We also have Affiliate Members, which can be any other organization with a practicing interest or involvement in testing (such as test publishers and University research groups). In the past, Affiliate members had no vote in General Meetings.

Enfranchising our Affiliate Members

The new constitution now provides Affiliate Members with a vote. In order to maintain a balance between Full and Affiliate members, the constitution gives each Full Member two votes and each Affiliate Member one vote. Both continue to receive a copy of the *ITC Newsletter* and the new *IJT*.

A new Associate Membership category for Psychological Associations

In addition to these changes to the existing membership categories, we introduced a new Associate Member category for organizations that meet the conditions for being a Full Member, but are deemed by the Council to be unable, for one reason or another, to pay the membership dues. Associate Member status is conferred by the Council and will be reviewed annually. It will normally be for a limited period of time.

Any Psychological Association that thinks it may have a case for Associate member status should write directly to me, as President,

outlining the case and asking that I raise it at our next Council meeting.

Enabling individuals to become more involved in the work of the ITC

Previously, only agencies working with tests and national Psychological Associations were eligible for membership. It will remain the case that only organizations can have formal representation, voting rights and rights to put forward matters for consideration at the General Meeting. However, individuals can now join the ITC. Individual membership will allow anyone with an interest in the work of the ITC to become involved in what we are doing and ensure they are kept informed of what is happening in the world of testing. Individual membership will provide people with a wide range of benefits.

1. They may be consulted when the ITC sends out documents for comment or surveys relating to testing and test use.
2. They will receive first notification of relevant events, symposia and conferences being organized by the ITC or related organizations.
3. They will receive the *ITC Newsletter* (distributed twice per year).
4. They will receive the new *International Journal of Testing* (distributed four times a year).

There are many people working in testing in organizations that do not belong to the ITC who would like to be involved in what is happening internationally in testing. They will now be able to have that involvement.

We also know that there are people working in organizations that do belong to the ITC who would like to have their own copies of the *ITC Newsletter*, *International Journal of Testing* and other communications. By becoming an individual member, they will receive all of this directly.

Individual membership in the ITC will cost just \$45 per year.

Interested persons should contact: Bruce Bracken, President-Elect, International Test Commission, School of Education, The College of William & Mary, P.O. Box 8795, Williamsburg, VA 23187-8795, U.S.A. E-mail: babrac@acstaff.wm.edu

The future

During the next two years I am looking forward to seeing the *ITC Guidelines on Test Adaptations* and the *Guidelines on Test Use* becoming firmly established as the *de facto* guidelines in these areas. I will be keen to work with others to help member organisations make use of these guidelines in their countries. Already we are working closely with EFPPA and a number of individual psychological associations and other bodies to help them apply the guidelines within their specific local contexts.

There are already a number of translations of the Guidelines taking place. If you are interested in having a copy in your native language, check with your local Psychological Association to see whether they are working on this. Psychological Associations interested in producing translations should contact me for further details.

I am also looking forward to seeing the new Journal develop with a view to it being firmly established within the academic literature by the time Bruce Bracken takes over as President in 2002.

Amongst the new initiatives I hope to preside over are:

1. A project to develop guidelines for the use of computer-based tests. In particular we need to develop guidelines covering good practice in the use of the Internet for testing.
2. Development of the ITC website as a key information and advice centre about tests and testing. Ideally, I would like to see us gain the sponsorship needed to manage a testing portal, through which access to professional associations, publishers, user groups and other relevant bodies could be obtained.

3. Work with EFPPA on the development of test review criteria and exploration of the possibility of coordinating a technical 'benchmarking' review process for tests.
4. ITC involvement in, and sponsorship of, conferences and symposia on testing issues.

The membership of the Council is limited in numbers. What is more, we meet formally only once each year. Clearly, we depend on what people do between these meetings, not at them, to further the aims of the ITC.

Increasing our membership remains a top priority. All of the main national professional psychological associations are eligible to be Full members of the ITC. We need to encourage more Associations to take up that membership. We also need to expand the range and diversity of our Affiliate membership if we are to represent the full range of interests in testing around the world. I would like to see our annual growth rate increase to more than 10%.

Tell us what you think the priorities should be

I hope this report has given you an indication of the direction in which the ITC is heading and the plans we have for the future. However, the Council is here to serve the membership of the ITC and help fulfil the aims of the ITC. We need to hear from you if there are issues or topics you think we should be addressing that we are not. If you have any initiative that you feel falls within the remit of the ITC that you would like us to consider, please let me know. Similarly, if there are any issues that you think we should be addressing at an international level I would be pleased to hear from you. The next meeting of the Council is at the end of June 2001 just before the European Congress in London.

Best wishes,

Prof Dave Bartram
President, ITC
Dave.Bartram@shlgroup.com

WHAT'S NEW IN TESTING?

A Joint Position Statement by the Canadian Psychological Association and the Canadian Association of School Psychologists on the Canadian Press Coverage of the Province-wide Achievement Test Results

Dr. Marvin L. Simner
Chair, Canadian Psychological Association
Professional Affairs Committee Working
Group on Test Misuse
CANADA

Executive Summary:

Each spring teachers throughout Canada are required to administer a series of provincially-mandated tests to the students in their classes. Approximately six months later the results are made available to the public. It is now common practice for the press to report the results, to rank the schools according to the results, and to invite the public to engage in a school-by-school comparison of the rankings. It is also common practice for the press, in commenting on the poor performances displayed by certain schools, to place the blame for these performances largely, if not solely, on the schools themselves.

Our concern over this practice is with the failure on the part of the press to acknowledge the many other factors aside from schooling that are known to influence test performance. These include, but are not limited to, family stability, parental involvement and expectations for student success in school, early and ongoing home stimulation, and student motivation, student absenteeism, as well as student capacity for learning. Because students are not randomly assigned to schools and because schools have little or no control over the majority of these factors, any attempt to place the blame for poor test performance on the schools alone without giving proper consideration to each of these other factors is problematic at best and misleading at worst. Hence, by taking such a narrow position when dealing with an issue as

complex as the cause of students' test performances, we believe the public is being misinformed on a matter that is extremely important to the operation of schools and therefore to the education and well being of children.

Our greatest concern, however, is over the possibility that this singular emphasis on the schools as the cause of students' test performances could generate considerable harm by placing unwarranted pressure on teachers, administrators, and ultimately on the students themselves to increase test scores or risk losing status within the community. Indeed, there is growing evidence that such harm is already occurring in the United States from similar comments in the US press concerning the poor performance of certain schools on the state-mandated tests.

With the hope of preventing similar situations from occurring in Canada, and in line with the view expressed by the Ontario Education Quality and Accountability Office, which is responsible for the development and scoring of the Ontario exams, it is our position that it is improper for the press to invite the public to compare schools based solely on the outcome of the mandated test results. We also recommend that in any future articles that deal with the results, in order to avoid misleading the public, the press should ensure that the public is fully informed of the various factors, in addition to schooling, that are likely to account for differences that may exist among schools.

Approved by the Board of Directors of the Canadian Psychological Association, April, 2000, and by the Executive Committee of the Canadian Association of School Psychologists, July, 2000. The full position statement with supporting references may be obtained by contacting the Canadian Psychological Association, 151 Slater Street, Suite 205, Ottawa, Ontario K1P 5H3 (phone: [613] 237-2144 or [888] 472-0657; fax: [613] 237-1674; Web site: www.cpa.ca/pubslst.html).

Portuguese News in Psychological Assessment

Prof. Aura Montenegro
University of Coimbra
PORTUGAL

The 1st Spain-Portugual Congress of Psychology took place in the Palace of Congresses and Exhibitions of Galicia, Santiago de Compostela on September 21-23, 2000 due to a common initiative of the Universities of Portugal and Spain. Two groups of professors from the Universities of Argentina and from Brazil and some prominent personalities from France and Belgium also participated. About 1000 participants took part in the Congress which was composed of 112 symposia, 363 presentations, and 129 posters as well as several plenary and thematic sessions. Thirty-five thematic areas were identified - including "psychological assessment", although there were not as many submissions to this theme as desired. Only one symposium in that area was organized, thanks to the efforts of four investigators from the University of la Plata, Argentina. In terms of the Portuguese participation in this theme, I will present the abstracts of a number of different studies.

Gonçalves, B. & Fagulha, T. *Study of the Portuguese adaptation of the Center of Epidemiologic Studies – Depression Scale (CES-D)*. University of Lisbon.

The authors presented the results of a first study with a sample of students (N = 200). They analysed the psychometric characteristics of the scale and its correlations to Beck's inventory. They also examined the factorial structure of the scale, comparing the results to the initial study by Radloff (1977).

Meneses, R., Ribeiro, J., & Sousa, M. *Effects of academic formation and gender on performance on the Rey Complex Figure*. University of Oporto.

Two samples of students in the 4th year of Portuguese and Architecture courses at the University of Oporto were studied. Sample: Male (N=20), Female (N=20). This number represents 30% of the population. The copy

and memory reproduction trials were conducted using an interval of 3 minutes. The goal of this study was to verify whether the development of visual-spatial activities influenced performance.

Geada, M. *Preliminary study of the adaptation for the Portuguese adolescent population of the Test of Self-Conscious Affect of J. Tangney (1990)*. University of Lisbon.

This study was about the emotions and traits "Fault-Shame" according to the author of the test who tried to create instruments for this evaluation. This research attempted to demonstrate the cross-cultural applicability of the Test of Self-Conscious Affect (TOSCA) based on its application to a sample of Portuguese adolescents (N = 710) and its comparison to a similar American sample. The psychometric qualities of the instrument were also evaluated.

Simões, M., Albuquerque, C., Seabra, M.J., et al. *Portuguese studies with the GATSB – A guide to behaviour evaluation in the test situation with the WISC-III*. University of Coimbra.

This research presented some data on the manifest behaviours of subjects during testing which have been considered to be potentially interesting in intelligence evaluation using the WISC-III (Glutting & Oakland, 1993). These data were obtained in the standardization context for the Portuguese population of the Wechsler Intelligence Scale for Children – 3rd edition.

Montenegro, A. *The problematic of Ambiguity and of the Semantic Differential in the TAT: A study in Portuguese according to M.M. Goldfried & M.R. Zax*. University of Coimbra.

This comparative study aimed to replicate at the University of Coimbra (1997-2000) the research entitled "The stimulus value of the TAT" by Goldfried and Zax (1965) at the University of Rochester with students enrolled in undergraduate courses. The instrument used was the collection of 30 cards from the Murray (1943) standardization of the Thematic Apperception Test. Semantic Differential and Ambiguity were specially analysed as well as the "direction" and "intensity" according to the quantifiers "very", "quite", and "slightly". The

bipolar adjectival scales were also used in this study. Synthesis of the conclusions: 1) Despite the distance and different nationalities of the subjects in each study, we can verify in these Portuguese and American samples the inversion absence in the evaluation of "direction". That is, the male and female subjects do not evaluate the same card through an opposite adjective. The female subjects tend to make evaluations of a more emphasized "intensity", opting for the quantifiers "very" and "quite". 2) These behaviours help us to consider the universality of the TAT in the context of cultures with an European origin and in certain ethnic and socio-cultural groups. 3) In another view, we dare refer the characteristics of validity and reliability of this test to a differentiated acceptance of intelligence tests because of the accuracy and objectivity of the rating and interpretation system used in these investigations.

All of these abstracts are available in: LIBRO DE ACTAS – 1st Congreso Hispano – Portugues de Psicologia. Santiago de Compostela / A Coruna, 21, 22, y 23 Septiembre de 2000.

THE NOTICE BOARD

The International Journal of Testing
Prof. Norbert K. Tanzer
University of Graz
AUSTRIA

As editor of the *International Journal of Testing (IJT)*, I am delighted to introduce ITC's new scholarly journal dedicated to the advancement of theory, research, and practice in the area of testing and assessment in psychology, education, counseling, organizational behavior, human resource management, and related disciplines. Established mainly through the continuing efforts of Bruce Bracken, Tom Oakland, and Fons van de Vijver, *IJT* will be the official journal of the International Test Commission published by Lawrence Erlbaum.

The inaugural issue of *IJT*, to be published in March 2001, will feature an article on the

history of ITC, its current status and future directions by Thomas Oakland, Ype Poortinga, Justin Schlegel, and Ronald Hambleton. I would like to thank Tom for his leadership in this important project. Barbara Byrne has written a comparative review of major software for structural equation modeling and Barbara Ellis has engaged in the adventure of providing the first book review. The next few issues will also include a series of articles on recently developed or revised international guidelines for test development and test use. Dave Bartram will contribute an article on the ITC Guidelines for Test Use which were officially launched this summer at the International Congress of Psychology in Stockholm, Ron Hambleton will address the ITC Guidelines on Test Adaptations, and Bruce Bracken will present the new revision of the AERA, APA, and NCME Joint Standards for Educational and Psychological Testing.

As the success of the journal will significantly depend on the input of scholars and professionals supporting the mission and goals of the International Test Commission, I am delighted to invite the submission of manuscripts prepared as described in the Call for Papers. Similarly, if there are further issues or topics that you think we should be addressing in the new journal, I would be pleased to hear from you.

Call for Papers

The *International Journal of Testing (IJT)* is seeking original articles addressing theoretical issues, methodological approaches, and empirical research as well as integrative and interdisciplinary reviews of testing-related topics and reports of current testing practices. The journal is dedicated to testing-related topics across a variety of disciplines, including psychology, education, counseling, organizational behavior, and human resource management. *IJT* will be published by Lawrence Erlbaum and is the official journal of the International Test Commission.

All manuscripts will be peer-reviewed and should be of interest to an international readership of different professional backgrounds. Examples of topics appropriate for *IJT* are: (a) new perspectives in test

development and validation; (b) issues concerning the qualification and training of test users and test developers; (c) recent trends in testing and measurement arising in a particular field or discipline; (d) comparisons of national/regional differences in test practices; (e) methods and procedures in adapting tests for use in new languages or cultural groups; (f) international assessment projects or other international studies in which testing constitutes an essential element; (g) testing in culturally and/or linguistically heterogeneous populations; and (h) internationalization of testing (e.g., personnel selection for global organizations, Internet applications, and international copyrights of tests and test adaptations).

In addition to full articles, short communications on testing-related topics relevant to an international audience are also welcomed. Substantive comments on articles previously published in *IJT* will also be considered and the authors of the original article will have an opportunity to reply. Announcements of activities (e.g., conferences, symposia, and training workshops) in the area of testing and measurement are welcomed. Reviews of books and software relevant to testing and measurement as well as reviews of widely used tests will also appear on a regular basis. Reviews should be descriptive and evaluative; comparative reviews are also encouraged.

Manuscripts should be prepared according to the *Publication Manual of the American Psychological Association* (4th ed.). Double space all text and number all pages consecutively. On the first page, indicate the title of the article, a short form of the title (less than 50 characters), the word count of the manuscript, and the author(s) name(s), affiliation(s), and complete mailing address(es). On the second page, provide an abstract of 100 to 200 words and a maximum of six key-words. Define acronyms and abbreviations used in the manuscript when first mentioned. Print each figure and table on a separate page.

Manuscripts submitted must contain material that has not been published and is not being considered for publication elsewhere. Authors are responsible for all statements made in

their work, for obtaining permission from copyright owners for reprinting or adapting a table or figure, and also for reprinting a quotation of more than 500 words. Copies of all permission must be provided prior to publication. Figures must be provided in camera-ready form. After a manuscript has been accepted for publication, authors are requested to send to the Editor: (a) two paper copies of the final version, (b) an electronic file of the final version on diskette, (c) a statement of verification that the paper and electronic copies are replications of the same final version, (d) the signed publication and copyright transfer agreement form, and (e) figures in camera-ready form. Copy-edited page proofs will be sent to the authors for review and correction before publication.

For submission, send five copies of your manuscript to Dr. Norbert K. Tanzer, c/o Dr. Catherine Q.E. Sim, Thunderbird - The American Graduate School of International Management, Department of International Studies, 15249 N. 59th Ave, Glendale, AZ 85306, USA. Enclose an ASCII (i.e., text only) file with the abstract and the first author's complete mailing address, telephone and fax number, and, if available, e-mail address on an IBM-formatted 3.5" disk or send it by e-mail to <ijt@t-bird.edu>.

REPORTS

A Survey Of Competencies And Characteristics Of Entry-Level Measurement Specialists And/Or Quantitative Methodologists

Bruno D. Zumbo, Anita M. Hubley,
& Bonnie Davidson
University of British Columbia
CANADA

We conducted a survey of potential employers to determine the required competencies and characteristics of entry-level measurement specialists and/or quantitative methodologists. Our main goal was to obtain information for academic program planning but along the way it became clear that that we could provide

information to those who are interviewing and hiring entry-level candidates, and to entry-level measurement applicants (i.e., upcoming and recent graduates). The term "entry-level" is used to connote starting or base-level positions which, depending on the hiring organization, may be doctoral, masters, or bachelors prepared candidates.

Methods

An invitation to participate in our survey was sent to six active internet measurement-related listserves (MNET, NCME, AERA-D, SEMNET, IRT, and the ITC distribution list). We invited responses from anyone who works for an organization, institution, or company that hires measurement specialists, psychometricians, or quantitative methodologists. We purposefully broadened the scope of respondents beyond simply those managers who make the final offer or members of human resources departments because we were interested in soliciting input from individuals involved at any level of the process, including screening applicant files, interviewing, making recommendations, or eventually supervising the successful applicant's work. Although there are limitations to an internet-based survey, given that many individuals in the field of measurement and quantitative methods (by necessity) are active computer and internet users, we chose an electronic internet survey rather than a postal survey.

Results

Survey Respondents. There were 160 respondents, 46% of whom were employed at a university or college, 22% at a testing company or licensure board, 11% at a consulting or research firm, 9% at a school board or district, 8% at a government department or ministry of education, and 4% at a hospital or health-care research setting. Seventy-two percent of respondents indicated that they were in the United States, 13% in Canada, 3% each in Australia and the United Kingdom, and the remainder were single respondents from Bahrain, Finland, Germany, Iceland, Iran, Jordan, Mexico, Netherlands, New Zealand, Norway, South Africa, and Switzerland. Clearly, our findings will reflect North American perspectives; however, we believe that with regard to competencies and

characteristics of entry-level applicants, there is a great deal in common internationally.

Respondents were asked to indicate the kind of entry-level position (e.g., job title) being considered. Overall, 23% indicated that they were considering an assistant professor position (i.e., an entry-level professorial position) and the remainder were a mix of titles such as assessment officers, measurement specialists or statisticians, quantitative methodologists, research scientists, data analysts or consultants, researchers and psychometricians. An unexpected finding was that, while 74 respondents indicated that they were at a university or college, less than half (i.e., 36) of these individuals were describing a professorial position. The remainder of these university or college respondents were describing some sort of testing and assessment specialists or coordinators, research associates, and evaluators who would be working at the university or college but were not professorial positions.

When asked the minimum academic qualification that would be considered for the entry-level position, 53% indicated a doctorate (Ph.D, Ed.D., or Psy.D.), 38% masters (M.A., M.Ed., M.Sc.), and 9% bachelors degrees. Clearly, although over half of the respondents required their applicants to have a doctorate, a substantial portion of the market still has a place for individuals who have less than a doctorate.

Competencies and Characteristics. Table 1 summarizes the responses to the question: *Please rate the importance of each of the following variables or characteristics in the hiring process by clicking on the down-arrow and selecting one of the following responses: "not at all important" (NAI), "somewhat important" (SI), or "vitaly important" (VI).* The table is divided into three sections: academic (professorial) positions, doctoral prepared nonacademic positions, and masters prepared nonacademic positions. Because there were only 13 respondents, we decided not to include the results for the Bachelors-prepared applicants.

A longstanding question in curricular planning for measurement and quantitative methods

programs is the balance between measurement training and knowledge of a domain outside of measurement and quantitative methods. To address this matter we asked the question: *Does your organization look for entry-level applicants who have demonstrated expertise in another domain besides measurement and quantitative methods? And if so, what?* For those individuals looking for a professorial colleague, 76% responded yes. Among the non-professorial positions, 67% of those looking for doctoral prepared individuals and 75% of those looking for masters prepared individuals responded yes. The list of other domains requested besides measurement and quantitative methods is quite extensive and covers nearly all areas of educational, social, behavioral, and health sciences.

Another longstanding question in curricular and hiring discussions asks: *At a minimum, in which topics must an applicant be knowledgeable?* We addressed this question by asking that the respondent choose no more than five topics from a list of 17 topics such as item response theory (IRT), standard setting methods, structural equation modeling (SEM), equating, and multi-level models / hierarchical linear models. Knowing that our list was certainly not going to be complete, we allowed respondents to add topics of their own choice. Our reasoning for restricting the choices to five topics is that we wanted to avoid respondents stating that all of the topics were important and simulate the realistic trade-off situation wherein entry-level applicants do not know all topics equally well.

We transcribed and tallied all of the responses provided, and then selected the five most commonly listed topics for the professorial positions and non-professorial doctoral and masters prepared positions. Two topics were listed in the top five for all three types of positions: (i) item response theory and (ii) survey sampling theory & design. Individuals interested in academic positions are also expected to know about structural equation modeling, quasi-experimental design, and classroom assessment. Individuals who have doctorates and are interested in a non-professorial positions are also expected to know about equating, differential item functioning, and (a tie

between) structural equation modeling and the analysis of categorical data. Masters prepared individuals are also expected to know about categorical data analysis, criterion-referenced approaches, and program evaluation. Clearly then, although we agree that entry-level applicants are expected to know a whole range of topics in measurement and data analysis, item response theory, and survey sampling theory & design are a safe bet for topics that will be expected.

Table 1. Percentage Of Respondents For The Importance Ratings.

Applicants for an entry-level professorial position (n=34)			
<i>Applicant's ...</i>	<i>NAI</i>	<i>SI</i>	<i>VI</i>
number of publications	0	59	41
journal quality of publications	0	53	47
number of conference presentations	9	76	15
Grades in graduate school	24	50	26
mathematical and statistical knowledge of measurement models	0	32	68
the university from which the applicant has or will graduate	15	65	20
academic/research supervisor's reputation in the discipline	12	62	26
written communication skills	3	21	76
oral communication skills	0	18	82
consulting experience	38	56	6
applicant's personal characteristics (e.g., team-player, easy to get along with)	6	41	53
Doctoral Prepared Applicants for non-Academic Positions (n=50)			
<i>Applicant's ...</i>	<i>NAI</i>	<i>SI</i>	<i>VI</i>
number of publications	22	70	8
journal quality of publications	24	60	16
number of conference presentations	20	74	6
grades in graduate school	28	54	18
mathematical and statistical knowledge of measurement models	0	12	88
the university from which the applicant has or will graduate	12	84	4
academic/research supervisor's reputation in the discipline	22	66	12
written communication skills	0	24	76

oral communication skills	2	18	80
consulting experience	34	52	14
applicant's personal characteristics (e.g., team-player, easy to get along with)	4	35	64
Masters Prepared Applicants for non-Academic Positions (n=59)			
<i>Applicant's ...</i>	<i>NAI</i>	<i>SI</i>	<i>VI</i>
number of publications	58	37	5
journal quality of publications	66	32	2
number of conference presentations	30	68	2
grades in graduate school	26	54	20
mathematical and statistical knowledge of measurement models	3	20	77
the university from which the applicant has or will graduate	44	48	8
academic/research supervisor's reputation in the discipline	46	44	10
written communication skills	2	17	81
oral communication skills	2	23	75
consulting experience	34	53	13
applicant's personal characteristics (e.g., team-player, easy to get along with)	2	22	76

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