



# TESTING INTERNATIONAL

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## Testing International

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**OFFICIAL NEWSLETTER  
OF THE INTERNATIONAL TEST COMMISSION**

**EDITOR'S NOTE**

Anita M. Hubley  
University of British Columbia  
CANADA

Dear Friends:

I'd like to welcome you to our new look for the *International Test Commission Newsletter* which has been renamed ***Testing International***. The new design is meant to make it easier for you to find the articles, reports, and notices in which you are interested.

A new feature in ***Testing International*** that I'd like to highlight is *Brief Articles*. In each issue, several brief articles focusing on topical issues in testing and assessment will be presented. Although many of these will be invited pieces, I encourage ITC members and other researchers to consider submitting a brief article to future issues of ***Testing International***.

Another key aspect of ***Testing International*** is the *Reports* section. I'd like to encourage ITC members to continue to submit reports on topics, events, and accomplishments in testing and assessment that have taken place within their country or region.

In an effort to further increase the international content within ***Testing International***, I would like to hear from any ITC members (particularly in underrepresented regions such as Africa, Middle East, Asia, Central and South America, and Australia/Oceania) who might be interested in acting as a liaison to (1) inform me of events of interest to the ITC that they hear about regarding their region (e.g., national or international projects or announcements, conferences or relevant presentations at conferences), (2) recommend topics of interest that may appear in future issues, and (3) suggest potential invited submissions or encourage the submission of information to the ITC Newsletter from their country or region.

I hope you will view ***Testing International*** as a forum for discussion and the exchange of information about knowledge, issues, and advances in testing and assessment internationally.

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**PRESIDENT'S LETTER**

Prof. Dave Bartram  
SHL Group  
U.K.

Dear ITC Members:

In my previous report (May 2001), I started with a reminder of the following four areas I had identified as priorities during my two years as President:

1. A project to develop guidelines for the use of computer-based tests. In particular, 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.
3. Work with the European Federation of Psychologists Associations (EFPA) 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.

Over the past six months, progress on all these fronts has continued.

#### 1. Guidelines on Computer-based Testing

Work has continued on this project. I am delighted to announce that my colleague in this undertaking, Dr Iain Coyne (Hull University, England), has been co-opted onto the ITC Council for this year. Iain will be contributing to the ITC Conference in Winchester and will be working with me on developing some outline guidelines relating to good practice in computer-based testing and CBT applications on the Internet.

Over the past few months I have presented papers on this topic in Australia, South Africa, the USA, Denmark, Sweden, the Czech Republic and the Netherlands. From the reactions to the ideas put forward in those sessions, the issues that need to be addressed by guidelines in this area are becoming clearer.

...cont'd

## 2. ITC Website

The new ITC website (<http://www.intestcom.org>) has now had over 3000 visitors. We are using it as the main focus for publicity regarding the forthcoming ITC Conference.

## 3. Work with EFPA: Test Review Criteria

The EFPA Committee on Tests and Testing and the ITC Council discussed the EFPA project on test reviewing when they met this summer. The EFPA Committee approved the review criteria and guidance on reviewing and a number of European countries are now exploring the use of these criteria for local use.

We are continuing to monitor the progress EFPA is making in this area. The issue of a technical 'benchmarking' review process for tests is one that is emerging as a priority issue in relation to Internet-based testing. It will be one of the topics addressed at the Winchester ITC Conference.

## 4. Involvement in and Sponsorship of Conferences and Symposia

The major task here continues to be the organisation of next year's ITC Conference in Winchester (see below).

ITC Council members were strongly represented amongst the presenters in a number of different symposia at the London European Congress this summer. The ITC Symposium was on the *International Implications of New Technology for Testing*. Amongst the issues addressed during the symposium were:

- the challenges the new technologies pose for use with unsophisticated users;
- the potential afforded by new technology media for applying advances in psychometrics testing technology;
- the issue of what constitutes 'good practice' in remote testing and what dangers need to be guarded against.

The presenters were:

1. Prof Cheryl Foxcroft. CBT challenges relating to technologically unsophisticated test-takers in multilingual contexts

2. Prof Wim J. van der Linden. Psychometric solutions for practical problems in computerized adaptive testing
3. Prof Ron Hambleton. Computer-based test designs and item formats for the next generation of tests
4. Prof Dave Bartram. Good practice issues in managed CBT over the internet.

In addition, Prof Jose Muñiz and I chaired a joint ITC/EFPPA Round Table Discussion. The aim of this was to discuss a range of emerging issues relating to test use arising from globalisation and the increasing use of the Internet for assessment delivery. The discussion explored a wide range of issues concerned with maintenance of good practice, test standards and test quality, and the need for international controls over matters such as copyright, data protection and security.

## The International Journal of Testing

As you will be aware from the previous Newsletter, we have been experiencing some difficulties in the launch of the new Journal due to a range of problems faced by the original Editor, Dr Norbert Tanzer. However, the first two issues have appeared, and work on the remaining issues of Volume 1 is well advanced under the stewardship of our new editor, Dr Bruno Zumbo.

While we regret the delays that have been incurred in getting these issues to our members, we are determined that we will, over the coming year, catch up on this so that we will be back on track in terms of timing as Volume 2 comes out.

## The ITC Guidelines on Test Use

Dissemination of the Guidelines has continued with more translations becoming available. In my last letter I said that I hoped by the time the next Newsletter is printed, we would have the Guidelines available in at least three or four more new languages. At the time I wrote that, there were four languages available. We now have eight languages available, including English, with all (except Danish) accessible from the ITC website. In addition to English, there are now ITC approved versions in Dutch/Flemish, German, Slovenian, South American Spanish (Argentina), Spanish and Swedish. Other translations are continuing to be carried out.

The ITC Winchester Conference: June 12-15, 2002

This has been by far my main pre-occupation over the past six months, and will continue to be so through the remaining months of my Presidency. Excellent progress is being made on preparations for this exciting conference and it is attracting a lot of interest from all around the world. We have had a number of new pledges of sponsorship since the original announcement, and we hope to be able to confirm these in the new few weeks. We have also received some excellent proposals for contributions to the programme.

We are currently preparing a second major announcement regarding the conference. This will detail the new sponsors and provide more information about the programme. As soon as this is ready, it will be emailed to all ITC members and all those who have registered their interest in the conference. The website will also be updated.

At the time of writing this letter, it has been agreed that the original deadline of 31<sup>st</sup> November 2001 for abstract submissions and discounted registration rates should be extended. It has now been extended to: 31<sup>st</sup> January 2002.

If you have not done so already, please let your colleagues and others who might be interested know about this Conference. I am more convinced than ever, in the light of the proposals we have received, that this will be a milestone event in the process of moving forward with international guidelines for computer-based testing.

Singapore IAAP Congress, 2002

The IAAP Congress in Singapore (7-14<sup>th</sup> July 2002) will be the venue for the ITC's next General Meeting. Members will already have received notification of this from Jacques Grégoire, our Secretary. Please participate in the ITC's work by making nominations for Council member and Officers and by using your vote. Remember that under our new Constitution, both full and affiliate members have voting rights. The General Meeting will be held on 9<sup>th</sup> July, 2002.

Proposals for symposia and papers have been submitted by members of the ITC Council, and a number of Council members are invited speakers on the Congress Programme.

I look forward to welcoming you all to the Winchester Conference and to the ITC General Meeting in Singapore.

Dave Bartram ([Dave.Bartram@shlgroup.com](mailto:Dave.Bartram@shlgroup.com))

**BRIEF ARTICLES**

**Challenges of Test Coaching for Assessment**

Norman Abeles  
Michigan State University  
USA

A recent survey sent to members of the National Academy of Neuropsychology and the Association of Trial Lawyers (Essig, Mittenberg, Petersen, Strauman, & Cooper, 2001) noted that 75% of attorneys surveyed spent between 25-60 minutes preparing their clients about tests they would be taking and made suggestions as to how their clients should respond. Only a small number of attorneys instructed their clients how to respond on specific tests but the authors of the survey noted that it is not difficult to obtain information on what neuropsychological tests are usually administered. In addition, almost 50% of the neuropsychologists surveyed reported that attorneys asked them to focus on certain findings.

The National Academy of Neuropsychology approved a statement in 1999 which focused on the need to protect the uniqueness of psychological measures and argued that individuals being tested should be unfamiliar with test items. Previously, James Youngjohn (1995) stated that at least in some jurisdictions (California and Arizona) coaching is considered improper though he was aware that it is not unusual for attorneys to show lists of symptoms related to psychological disorders before and during an examination. He also noted the existence of a "How To Manual" (Taylor, Harp & Elliott, 1992) which prepares clients with mild brain injuries for eventual testimony. Youngjohn (1995) described a personal experience with a client he was testing. During the examination, which included two measures of dissimulation, the patient admitted that he had been provided an article by his attorney written by the examiner describing the nature of one of the dissimulation measures. While the individual lost his case, no action was taken concerning this

instance of attorney coaching.

A related issue concerns the hotly debated topic of the release of raw test data to attorneys. Many psychologists insist that only qualified individuals should have access to the actual test scores, arguing that it is unethical to release data to anyone else. The current *Ethical Principles of Psychologists* (APA, 1992) indicate that raw test data should not be released to individuals not qualified to use that information except to patients or clients as appropriate. The latest (October 21, 2001) draft of the APA ethics code revision lists as acceptable, the release of test data to an attorney or court based on client/patient release. In addition, release is permitted as required by law or court order. Some have argued that patients or clients may actually be less qualified than attorneys with regard to being able to interpret test data. Of course clients are always free to release their test data to attorneys and others. Test data, in the latest draft, includes test protocols, record forms, scores and notes regarding an individual's responses. The latest draft does provide the caveat that psychologists may choose not to release such data for reasons of test security or to protect the client from harm. This draft and possible future drafts will eventually be debated during a meeting of the American Psychological Association's Council of Representatives and a final version will then be voted on in August 2002.

Are attorneys concerned about the topic of witness coaching? An article in the *Cardozo Law Review*, (Wydick, 1995) addresses this subject. Three grades of witness coaching are described. The first occurs when a lawyer openly and knowingly induces a witness to testify to something the lawyer knows is false. The second grade is the same as the first except the attorney acts covertly. The third grade coaching of testimony exists when the lawyer does not knowingly induce the witness to testify to something the lawyer knows is false. It is possible to pursue legal disciplinary rules and perjury statutes under grade one witness coaching.

Are there things psychologists can do to reduce the impact of witness coaching on tests? The following should be considered:

1. Continue to utilize measures of dissimulation in psychological test batteries. Tests with built in validity scales (like the MMPI) can be particularly helpful. Further, there is data to suggest that asking one's clients to do their

best is preferable to informing clients that dissimulation measures are being utilized. When clients are specifically told that dissimulation measures are used, it is more likely that clients will perform more like control (non-malingering) participants. Of course, since there are relatively few clients who will openly admit to dissembling, much of our current research on malingering is based on analogue studies.

2. Some have suggested that psychologists may wish to present information to attorneys and others which will assist them in advocating for clients without contaminating psychological scientific data. A joint task force between the American Psychological Association and the American Bar Association should consider this topic.

Psychologists should review the impact of the so-called Daubert decision by the US Supreme court (509 U.S. 579, 1992). This decision, which modifies the ground rules for testimony to be presented in the courts focuses on scientific validity and reliability of proposed findings, potential error rates associated with specific findings, general acceptance of specific findings as exemplified by peer reviews and whether or not the evidence is legally sufficient (i.e., accepted by the scientific community). While the jury is still out as to whether the Daubert decision will have a great influence on testimony, it behooves all of us to use test instruments which will minimize the effects of witness coaching if at all possible.

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*(Editor's Note: Prof. Norman Abeles recently received a Lifetime Achievement Award at the Third Annual Assessment Psychology conference held Nov. 30 to Dec. 2, 2001 in Fort Lauderdale, Florida, U.S.A..)*

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### **The Measurement of Relational Knowledge by Item Response Theory Techniques: Some Preliminary Results**

Salvador Algarabel  
University of Valencia  
**SPAIN**

Achievement is usually associated with the expertise level reached by someone in a content area (see Algarabel & Dasi, 2001). Although apparently simple, there is no complete agreement about what expertise means. Sometimes it is the ability to answer questions about individual pieces of information. Other times, it is the ability to solve problems and generalize beyond initial knowledge. But beyond these differences, there is general agreement on the idea that high achievement or expertise presupposes the availability of a highly structured body of information which serves as the basis for any further required task. Of particular interest is the possibility of the measurement of inferential capabilities in a domain area, and this mental structure is supposed to be a key to it. It is, therefore, of the greatest interest to develop tests that directly pinpoint this structure as a more fruitful way of approaching the measurement of

achievement. This approach to achievement has as an antecedent, within the experimental psychology tradition, the investigation on knowledge representation. A problematic aspect of this view is the measurement of this hypothesized mental structure.

One approach has been to use multidimensional scaling techniques (Collins & Loftus, 1975). To apply multidimensional scaling techniques, a sample of persons is required to evaluate the degree of relation between all possible pairings of a set of concepts for which a structure was being inferred. The end result is the placement of every concept in relation to a series of axes, named accordingly. Although appealing, this technique has several difficulties that work against its widespread use, not the least the increasing number of pairings needed to capture a map of a few concepts. A second technique, this time at a more qualitative level, has been advocated by the performance assessment movement. Their proposal is to develop conceptual maps as a way to capture the relational structure of knowledge. However, this conceptual map technique is mostly qualitative.

We have been trying to apply an item response model (generalised partial credit model, Muraki, 1997; see also Pirolli & Wilson, 1998) to this idea, with the additional aim of contrasting the old multidimensional analysis technique to a current, state of the art measurement model. Our initial study (Algarabel & Rosa, 2001) was carried out with university students in naturalistic conditions. Of particular interest is the situation in which students have to apply research design concepts to a particular psychological domain. It is likely that knowledge acquisition will be reflected by the degree to which psychological and statistical concepts get related in the context of reading a research paper. We presented a research paper to be read before and after the exam in a course on experimental design taken by undergraduate students. A short and selected set of statistical concepts was chosen from the statistical domain and from the psychological domain as reflected in the paper, and we asked the students to indicate the degree of relation they thought existed between both in the context of the description given by the paper. The same task was completed by the professor in charge of teaching the course, who acted as a criterion against which to compare all of the students' judgments. To obtain the reference criterion, students' assessments were substracted

from the professor's, and this difference was appropriately transformed into a 1 to 5 point scale, meaning low versus high agreement.

Our results indicate that:

1. The degree of coincidence between the student and professor maps is very low before study, increasing significantly after the studying is done by the student in preparing for the exam. This technique captures and relates the student's network to the professor's.
2. This technique shows better agreement than when similar comparisons are carried out using individual differences multidimensional scaling techniques (INDSCAL).

I think that this application of item response theory to measurement of relational learning may have two big advantages over the traditional methods of scaling used in experimental research contexts. First, it is based on a rigorous mathematical model, in which an interval scale is assured (Rasch case, when applicable; not in the case of the generalised partial credit model). Second, traditional item analysis may be carried out and the important items may be retained to assess the acquired information. However, I foresee a significant drawback of this application of testing techniques. The item response theory estimation technique requires large samples of people to achieve a proper estimation of the model parameters. Therefore, this evaluation process cannot be carried out on a local basis, but instead item banks must be developed and calibrated.

*(The research reported here was supported by a grant from the "Dirección General de Investigación Científica y Técnica (PB/97-1379)" from the Spanish Ministry of Education and Science)*

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### **Update on the International Journal of Testing**

Bruno D. Zumbo  
University of British Columbia  
CANADA

In the last issue of the newsletter, I reported on developments regarding the *International Journal of Testing (IJT)*. One of my primary purposes in that piece was to provide a sense of the scope and purpose of the journal. As I wrote then, if you have any questions about a possible manuscript for *IJT*, please do not hesitate to send an e-mail message to me and I will provide whatever direction and guidance I can.

I am very pleased to report that we have a steady flow of very good manuscripts arriving at the editorial office for *IJT* here at UBC. When I took over the editorship in the summer there was a backlog of manuscripts being processed and I am in the midst of clearing that backlog. I want to thank the authors for their patience in this process. This is an important achievement for a young journal and the flow of good manuscripts indicates to me that word about the *IJT* is getting out among international scholars and they are finding it an interesting outlet for their best research.

The second issue of Volume 1 should be on your shelves at this point. A combined issue 3 and 4 will be on its way early in the new year. The forthcoming papers reflect the multidisciplinary, applied and methodological, and international flavor of the journal with manuscripts on (a) factors underlying aging effects on WAIS-R and WAIS-III subtests, (b) a description of a nonparametric method for detecting differential item functioning in multiple groups, (c) factor structure of the French adaptation of the WISC-III, and (d) reviews of recent books on the Rasch

model and on structural equation modeling by Wim van der Linden and Barbara Byrne, respectively.

I am also pleased to report on the www accessibility of *IJT* activities. The most common form of manuscript submission is electronic submission. In addition, readers can see a list of forthcoming papers by looking for that link on the editor's journal website which can be found at <http://www.educ.ubc.ca/faculty/zumbo/ijt/>

Finally, I encourage you to submit your manuscripts to the *IJT*. The journal's content and scope (as is the discipline's) is greatly influenced the papers that appear in *IJT*. Furthermore, if you would like to serve as a reviewer for the journal, please send me your e-mail and postal addresses as well as a brief summary of your areas of expertise and if you will accept electronic versions of manuscripts to review. For further information about submitting a manuscript, please see [www.educ.ubc.ca/faculty/zumbo/ijt/submissions.htm](http://www.educ.ubc.ca/faculty/zumbo/ijt/submissions.htm)

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### **Progress on the Testing Movement in Iberian-Latin American Countries**

Solange Wechsler  
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**BRAZIL**

The movement for better quality in the psychological assessment procedures and techniques in Iberian-Latin American countries was positively affected by the foundation of the Iberian-Latin America Association on Psychological Assessment (Asociación Iberoamericana de Diagnóstico y Evaluación Psicológica- AIDEP) in 1995. The objectives of the AIDEP are very similar to the ITC; however, it is restricted to Spanish and Portuguese speaking countries.

AIDEP has grown considerably in the last six years. Three main conferences were organized in different countries: Brazil (1997), Venezuela (1999), and Argentina (2001). The next conference will be in Peru in June 2003. These conferences are held in locations organized by SIP (Interamerican Psychological Society). A bi-annual scientific journal is published by AIDEP in two languages (Spanish and Portuguese) with English abstracts.

Elections were just finalized for the coming period, with (past) president Dr Martina Casullo from Argentina (AIDEP founder) replaced by Dr. Remedio Gonzales from Spain.

More information about AIDEP may be obtained from Dr. Solange Wechsler (AIDEP Secretary) at [wechsler@lexxa.com.br](mailto:wechsler@lexxa.com.br), through AIDEP's own e-mail at [aidep@gugu.usal.es](mailto:aidep@gugu.usal.es), or their website at <http://campus.usal.es/petra/revista/aidep.htm>

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### **Portuguese News in Psychological Assessment**

Aura Montenegro  
University of Coimbra  
**PORTUGAL**

A national standardization of the most recent edition of the Wechsler Intelligence Scale for Children (WISC-III) took place due to the initiative of researcher Prof Mário Simões (Faculty of Psychology and Educational Sciences, University of Coimbra). Prof. Simões presented the project to the Ministry of Science and Technology in the context of the Praxis Programme. He put forth the mechanisms to organize the teams in the center region (Coimbra). He also stimulated the constitution of the groups in the North Country (University of Minho) and in the South (CEGOC – Centre of Management and Scientific Organization). About 30 psychologists were trained in the administration of the WISC-III. Authorization was granted by the Psychological Corporation (USA) for the Portuguese version and commercialization of the manuals and testing materials to be performed in Portugal by the CEGOC-TEA, Ltd.

#### Method

Stratified representative samples of all social and professional classes were compiled with 1,100 pupils attending elementary and secondary schools. Ages ranged from 6;0 to 16;11 years (100 per age level; 50 males and 50 females). All of the rural and urban areas of the nation were represented, including the autonomous regions (Azores and Madeira). Individual administration of the WISC-III took place.

### Validation Studies

Several validation studies were conducted, including exploratory and confirmatory factor analysis as well as criterion-related validity, which was examined by comparing results obtained by subjects on the Raven Coloured Progressive Matrices Test (Portuguese standardization) and correlations with academic performance as evaluated by teachers. Groups of exceptional children exhibiting learning difficulties, children with borderline mental retardation, and institutionalized children at risk were also compared. These groups were represented by 30 or 50 subjects by category. A group of about 40 gifted children was also examined. Other validation techniques included correlating performance with the revised edition of the Wechsler Preschool and Primary Scale of Intelligence (WPPSI-R) and with the Guide to the Assessment of Test Session Behaviors frame (GATSB – Glutting & Oakland).

### Reliability Studies

Statistical analysis of data in these studies included item analysis using classical test theory and item response theory. Internal consistency, test-retest reliability, and interscorer agreement were also estimated. Comparisons were made between these results and those from American, English, and Belgian-French standardizations.

### Modifications

In the Verbal Scale, some modifications had to be introduced. That is, with the exception of the Digit Span subtest, all other subtests had some items eliminated and other newly constructed items added. No modifications were needed for the Performance Scale subtests.

### ITC Website

For information about membership to the ITC, the *International Journal of Testing*, and ITC projects as well as contact information for the ITC Council and current and recent issues of the *ITC Newsletter*, visit our website at:  
<http://www.intestcom.org>

## THE NOTICEBOARD

### **ITC Treasurer, Prof. Em. Barbara Byrne, Receives Award**

Prof. Em. Barbara M. Byrne, School of Psychology, University of Ottawa and Treasurer of the ITC, is the recipient of the 2002 Distinguished Contributions to Education and Training Award presented by the American Psychological Association. This award is in recognition of Dr. Byrne's important contributions to the field of structural equation modeling and her continued efforts in making this methodology accessible to an international community of scholars and researchers through her many books, journal articles, book chapters, workshops, and symposium/paper presentations. The award will be presented to Dr. Byrne at the APA annual meeting in Chicago, Illinois, U.S.A. in August, 2002.

### **New Abstract Submission Deadline for International Conference on Computer-Based Testing and the Internet**

The ITC's *International Conference on Computer-Based Testing and the Internet: Building Guidelines for Best Practice* will be held in Winchester Guildhall, Winchester, England from June 12-15, 2002. The abstract submission and early registration deadlines are now **January 31, 2002**.

Abstract submissions are invited that focus around theoretical issues, empirical research, or case studies relating to: (a) the use of item generation, item banking, structural equation model analysis and item-response theory applications, (b) the opportunities afforded by new item formats, multimedia and new types of tests, (c) operational issues, (d) security, legal, ethical and technology issues, (e) applications and issues in employment (selection, development, and recruitment), psychological and educational diagnostic assessment and health/clinical testing, and (f) applications and issues in licensing, credentialing and job performance assessment.

Proposals may be for discussion sessions, focused presentations, posters, oral papers, pre-conference half-day practitioner workshops, or main conference short workshops.

The programme is being designed to interest industry leaders, practitioners, scholars and others who are involved in testing, psychometrics and the application of new and emerging technologies. Four general issues, which run across the above six areas, include (a) control of access to and delivery of tests and test results, (b) ensuring and assuring the quality of testing and test materials, (c) security issues such as privacy, data protection and confidentiality, and (d) working effectively within the technical constraints and limitations of the medium.

Keynote speakers will include Prof Dave Bartram (President, International Test Commission, UK), Prof Fritz Drasgow (University of Illinois, USA), Prof Ronald Hambleton (University of Massachusetts at Amherst, USA), Prof Michael Harris (University of Missouri, USA), Prof Lutz F. Hornke (University of Aachen, Germany), Dr Charles Johnson (Chair of the British Psychological Society Steering Committee on Test Standards, UK), Prof Patrick Kyllonen (Educational Testing Service, USA), Dr Richard Leucht (University of North Carolina at Greensboro, USA), Prof Wim van der Linden (University of Twente, Netherlands), and Dr Donald Melnick (National Board of Medical Examiners, USA).

To submit a proposal, please complete the Abstract Submission Form available at [www.intestcom.org](http://www.intestcom.org) and fax it to +44 (020) 8335 7226. You can also mail submissions to: The ITC Conference 2002, c/o Connie James, The Pavilion, 1 Atwell Place, Thames Ditton, Surrey, KT7 0NE, England. Further information about the conference can be obtained by phone at +44 (020) 8335 8226 or by e-mail at [Conference2002@InTestCom.org](mailto:Conference2002@InTestCom.org)

#### Historic Winchester: The conference venue

Winchester, an historic and holiday centre, is only one hour from London, with good access by car or train. The region around Winchester has a lot to offer for people who might be accompanying conference delegates. The weather in the south of England in June generally is warm and pleasant (typically around 20C or 72F). For more details

about the venue and Winchester: <http://www.winchester.gov.uk/guildhall/>

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### **Encyclopedia of Psychological Assessment: An Upcoming SAGE Publication**

Throughout this century, psychological assessment has often been viewed as synonymous with testing. However, testing is no more than a kind of measurement device used – along with other instruments of data collection such as interviews, observational procedures, psychophysiological measures – when the assessor has to answer relevant questions about subjects. Psychological assessment is the discipline of scientific psychology devoted to the study of a given human subject (or group of subjects) in a specific applied field (clinical, educational, work, etc.), by means of scientific tools (tests and other measurement instruments), with the purpose of describing, diagnosing, predicting, explaining or changing the behavior of that subject.

The two-volume *Encyclopedia on Psychological Assessment (EPA)* is edited by Rocío Fernández-Ballesteros (Spain). It will contain a series of approximately 300 entries covering (a) the most commonly-used tests, (b) qualitative and quantitative procedures and techniques for collecting data, (c) conceptual, applied, technological, and scientific issues, and (d) short biographies of the most prominent psychological assessors.

International and prominent experts comprising the Editorial Board are responsible for each of the main sub-fields covered by the Encyclopedia:

- Theoretical and methodological issues - H. Westmeyer (Germany) & R. Hambleton (USA)
- Technological issues - D. Bartram (UK)
- Content fields: intelligence and personality - G.V. Caprara (Italy)
- Clinical and health assessment - I. Weiner (USA) & C.D. Spielberger (USA)
- Educational assessment - R. Hambleton (USA) & J. TerLaak (The Netherlands)
- Work/Organizational assessment - L. Hornke (Germany)
- Neuropsychological/psychophysiological assessment - L. Manning (France)
- Environmental assessment - R. Moos (USA)

The Encyclopedia will be directed to the broad psychology community - from psychology students to academics to practitioners. It may also be of interest to other professionals, such as physicians, educators, sociologists and other social scientists involved in assessment and measurement. The Encyclopedia might be considered as supplementary reading for psychological assessment courses, as well as for courses related to psychometrics, measurement, and to areas such as clinical or educational psychology, or personnel selection.

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**Key Figures Pass Away:  
Anne Anastasi and Lee Cronbach**

This year, the related fields of testing and measurement lost two key figures: Professor Anne Anastasi (May 4, 2001) and Professor Lee Cronbach (Oct. 1, 2001).

Anne Anastasi was perhaps best known for her classic text, *Psychological Testing*, which covers the fundamentals of test design, selection and interpretation. This commonly used text has been in print for 47 years and is currently in its 7<sup>th</sup> edition (1997). Anastasi was also one of the first experts in the measurement and testing field to draw attention to cultural fairness in testing and has argued that there is no such thing as a truly culture-free test.

Anne Anastasi earned her doctorate at Columbia University in 1930 (at the mere age of 22). She held teaching positions at Barnard and Queens College before joining the faculty at Fordham University. After her formal retirement in 1979, she was named a professor emeritus at Fordham. She was the third woman to serve as president of the American Psychological Association (1971). In 1977, she received the Educational Testing Service (ETS) Award for Distinguished Service to Measurement and, in 1987, she received a National Medal of Science.

Lee Cronbach is perhaps best known for his work in reliability (e.g., development of coefficient alpha and generalizability theory) and his seminal paper (with Paul Meehl) on construct validity. He is also known for his work in evaluation and in instruction. His textbook, *Essentials of Psychological Testing*, is in its 5<sup>th</sup> edition (1990). In 1992, *Psychological Bulletin* published a list of

its 10 most cited articles. Cronbach was first or only author of four of them.

As a child, Cronbach was part of Stanford University Professor Lewis Terman's program for gifted students. In 1940, he received his doctorate from the University of Chicago. He was a faculty member at State College of Washington, the University of Chicago and the University of Illinois before settling down at Stanford University in 1964, where he was named Vida Jacks Professor of Education. Cronbach retired from teaching in 1980 but, as a professor emeritus, remained active in debates on educational and psychological testing. He was president of the American Educational Research Association (1964-65), the American Psychological Association (1956-57) and the Psychometric Society. He was awarded the APA Distinguished Scientific Contributions Award in 1973 and the James McKeen Cattell Award by the American Psychological Society in 2001.

**UPCOMING CONFERENCES ON  
TESTING & ASSESSMENT**

**Computer Based Testing Conference:  
Assessment at Your Fingertips**

February 4-6 2002

Carlsbad, California, United States

Website:

<http://www.testpublishers.org/Con2002/index.html>

Contact e-mail: [atp@designingevents.com](mailto:atp@designingevents.com)

Hosted by the Association of Test Publishers (ATP), this conference focuses on test design, development, delivery, administration, and guidelines. Workshop topics include computer adaptive testing, item response modeling, converting from paper-based to computer-based tests, item analysis tools, computer-based performance tests, and criterion-referenced tests.

**International Conference on Computer-Based  
Testing and the Internet:**

**Building Guidelines for Best Practice**

June 13-15, 2002

Pre-conference workshops: June 12, 2002

Winchester Guildhall, Winchester, England

Website:

[http://www.intestcom.org/conference\\_2002.htm](http://www.intestcom.org/conference_2002.htm)

E-mail: [Conference2002@InTestCom.org](mailto:Conference2002@InTestCom.org),  
Telephone: +44 (020) 8335 8226, Fax: +44 (020) 8335 7226

**Call for Papers:** Abstracts can be submitted via the conference website or by post or fax. The early abstract submission (and registration fee) deadline is January 31, 2002.

**American Association for Higher Education (AAHE) Assessment Conference**  
June 20-22, 2002

Pre-conference workshops: June 19, 2002  
Boston, MA, United States

Website: <http://www.aahe.org/assessment/2002/>  
Contact name: AAHE Service Center  
Contact e-mail: [servicecenter@aahe.org](mailto:servicecenter@aahe.org) or  
[bcambridge@aahe.org](mailto:bcambridge@aahe.org)

The conference will explore the theme "Assessment: A Shared Commitment" -- through five theme tracks: (1) Assessing Achievement of the "Ineffable", (2) Assessing Learning and Development in General Education and the Major, (3) Assessing Learning and Development in the Curriculum, (4) Interpreting Assessment Results and Implementing Changes to Improve Pedagogy, Planning, Budgeting, and Institutional Decision Making, and (5) Demonstrating Student Learning -or- Communicating the Validity and Reliability of Alternative Methods of Assessment

**25<sup>th</sup> International Congress of Applied Psychology**  
July 7-12, 2002  
Singapore

Website: <http://www.icap2002.org>  
E-mail: [cemssvs@singnet.com.sg](mailto:cemssvs@singnet.com.sg)  
Tel: (65) 278 8666, Fax: (65) 278 4077

The IAAP Congress in Singapore (7-14<sup>th</sup> July 2002) will be the venue for the ITC's next General Meeting on 9<sup>th</sup> July. Several ITC Council members are invited speakers at the conference and a variety of symposia and paper proposals have been submitted by Council members.

**International Conference on Recent Advances in Survey Sampling**  
July 10-13, 2002  
Ottawa, Ontario, Canada

Website: <http://lrsp.carleton.ca/conferences/icrass-rao>  
Contact name: Gillian Murray  
Contact e-mail: [lrsp@math.carleton.ca](mailto:lrsp@math.carleton.ca) or  
[gmurray@math.carleton.ca](mailto:gmurray@math.carleton.ca)

This conference is in honour of the work of Professor J.N.K. Rao and his interest in a broad spectrum of sampling topics, with sessions in sample surveys, biostatistics, time series, and statistical inference. Although not strictly in the area of testing, this conference may have some relevance to readers.

**International Conference on Questionnaire Development, Evaluation, and Testing Methods**  
November 14-17, 2002  
Charleston, South Carolina, United States

Website: <http://www.jpsm.umd.edu/qdet>  
Contact name: Jennifer Rothgeb  
Contact e-mail: [jennifer.m.rothgeb@census.gov](mailto:jennifer.m.rothgeb@census.gov)

The conference will focus on research that develops, applies, and/or evaluates new methods of questionnaire development. It is also concerned with the special requirements and challenges of testing questionnaires for special populations, including children, diverse cultural and language groups, and organizations. The conference will focus on interviewer-administered and self-administered questionnaires. Based on the conference papers, a monograph presenting state of the art research findings will be produced through Wiley Publishers.

**Submission deadline for the June 2002 issue of *Testing International* is May 1, 2002.**

**Please submit all articles and reports (preferably as IBM PC-compatible Word or WordPerfect files) to:**

**Dr. Anita Hubley, Editor  
*Testing International*  
Dept. of ECPS, 2125 Main Mall  
University of British Columbia  
Vancouver, BC  
CANADA, V6T 1Z4**

**Or via e-mail at [anita.hubley@ubc.ca](mailto:anita.hubley@ubc.ca)**

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