



INTERNATIONAL TEST COMMISSION NEWSLETTER

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ITC Newsletter

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FROM THE EDITOR...

Anita M. Hubley
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CANADA

Welcome to another issue of the *ITC Newsletter* as we head into summer. I hope many of you will be attending the VII European Congress of Psychology in London next month. Keep an eye out for the ITC symposium *International Implications of New Technology for Testing* and the ITC/EFPPA Round Table on testing issues stemming from globalization and use of the internet.

In the last issue of the *ITC Newsletter*, members were asked to let us know whether they preferred to receive the newsletter by e-mail or post. We have heard back from a great many members. However, if you have not yet responded, would like to change your response, or need to update your mailing or e-mail address, please contact ITC Secretary, Jacques Grégoire, at gregoire@deva.ucl.ac.be.

On a related note, there are now three types of ITC membership: full membership (for psychological associations), affiliate membership (for other organizations involved in psychological and educational testing), and now individual membership (for people involved or interested in psychological and educational testing). If you would like more information about membership to the ITC, please take a look at the December 2000

issue of the ITC Newsletter (available on the ITC website) and/or contact Bruce Bracken at babrac@acstaff.wm.edu.

In this issue, look for ITC President Dave Bartram's report on a variety of ITC activities and projects (such as the ITC website and guidelines on computer-based testing), a detailed announcement of the ITC's 2002 Conference on *Computer-based Testing and the Internet* (including a call for submissions), and an update on the *International Journal of Testing (IJT)*. In addition, Judith Torney-Purta provides a piece on the International Association for the Evaluation of Educational Achievement's (IEA) newly released report on "*Citizenship and Education in Twenty-eight Countries*" and Brent Hayman-Abello, Susan Hayman-Abello, and Byron P. Rourke report on Canadians' contributions to neuro-psychological assessment in the 1990s.

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PRESIDENT'S LETTER

Prof. Dave Bartram
SHL Group
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Dear ITC Members:

It is hard to believe that nearly a year has passed since the Stockholm Congress, and six months since I wrote my first President's letter. In that letter, I identified four areas that I wanted to work on while President.

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.
3. Work with the European Federation of Professional Psychologists Associations (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.

I'm delighted to be able to report substantial progress on all four of these fronts.

ITC Website

The new ITC website has been up and running for a few months now. If you have not already taken a look, please do so and book mark it: <http://www.intestcom.org>

I believe we could do a lot more with our website, but resources are limited at present. However, let us know what you think of it and let us have your thoughts on how it could be improved.

Guidelines on Computer-based Testing

Work has been progressing with my colleague Iain Coyne (Hull University, England) on collecting and reviewing documentation relating to good practice in computer-based testing and CBT applications on the Internet. A very useful half-day workshop was held at

the British Psychological Society's annual Occupational Psychology conference in January this year, at which the Chair of the BPS Steering Committee on Test Standards and I worked with others to develop a framework for the issues that the guidelines will need to address.

The ITC Winchester Conference: June 12-15, 2002. A major ITC initiative associated with this project is an international conference we are organising for next year. Further details of this are on the website and contained in this Newsletter. Please support this by coming to the conference and submitting proposals for presentations. The conference will be held in the historic town of Winchester, which you may know claims to have the original Roundtable from Camelot (that is, King Arthur's castle - not the stage play!).

Involvement in and Sponsorship of Conferences and Symposia

The major task here is the organisation of next year's ITC Conference in Winchester. However, we are also actively involved in representing the ITC in a range of other events.

In the past few months, I have presented talks to a number of publishers' groups and conferences, including the Association of Test Publishers Conference in Tucson in February this year. I will also be talking about the work of the ITC and the project on guidelines for computer-based testing and the Internet in presentations and workshops I am giving in San Diego, Prague, Sydney and Santiago between now and the end of July.

We are now looking forward to the July European Congress where, once again, ITC Council members will be strongly represented amongst the presenters in a number of different symposia.

The ***ITC Symposium*** this year will be on the ***International Implications of New Technology for Testing***. Amongst the issues the symposium will address, are:

- 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.

These issues will be explored within the context of the need for us to consider what areas of practice need to be addressed and how we should move forward in establishing guidelines for users of remote delivery assessment. The presenters will be:

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 have organised a joint ITC/EFPPA Round Table Discussion. The aim of this is 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 will explore 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.

Test Review Criteria

We are continuing to work with EFPPA on the development of test review criteria and exploration of the possibility of coordinating a technical 'benchmarking' review process for tests. We have now produced a draft set of test review criteria and guidance on reviewing. The EFPPA Committee on Tests and Testing and the ITC Council will discuss this when they meet this summer at the European Congress.

The ITC Guidelines on Test Use

Dissemination of the Guidelines has continued, and there are now four non-English language versions available on the ITC website (www.intestcom.org). Translations are continuing to be carried out, and I hope by the time the next Newsletter is printed, we will have the Guidelines available in at least three or four more new languages.

As part of the Guidelines dissemination process, I have presented papers at a number of events and conferences about the guidelines and their use. The most recent of these events was in Oslo for the European Test Publishers Group. We are delighted to see that a number of countries are making active use of the Guidelines. For example, both the Swedish and Dutch Test Institutes have adopted the Guidelines, as have a number of Professional Associations. The Swedish Test Institute is doing interesting work with Eriksson and the Swedish Inland Revenue Service on the development and implementation of organisational test policies, based on the ITC guidance. In the UK, Rolls-Royce has been doing similar work.

The International Journal of Testing

The first issue of this new Journal should be reaching you at around the same time as this Newsletter. As with all new babies, there have been some teething troubles in getting the materials together in time for the first issue of the first volume. While this will be a couple of months later than scheduled, we hope we will catch up on the timing with the next few issues.

Dr Norbert Tanzer has done an excellent job in getting the materials together, editing them and getting them to the publishers in great shape. Sadly, for personal reasons, Norbert has had to tender his resignation as Editor. I am delighted to say, though, that he is able to see through the remaining issues of the first volume. On behalf of the ITC Council, I'd like to thank him for sterling work he has done in getting this new venture on its feet.

In Norbert's place we welcome Dr Bruno Zumbo from the University of British Columbia as the new IJT Editor. Bruno will be looking after Volume 2 onwards. He will be assisted

by another new appointment: Dr Mark Gierl, as the books and software reviews editor.

A consequence of these new appointments is that Dr Anita Hubley now becomes the sole *ITC Newsletter* Editor.

If you are interested in submitting a manuscript to, or becoming a reviewer for, the *International Journal of Testing (IJT)*, see Dr. Zumbo's report on the *IJT* on p. 7 of this issue or contact him at bruno.zumbo@ubc.ca.

If you come across a book or piece of software you think we might review, contact Dr. Mark J. Gierl, Centre for Research in Applied Measurement and Evaluation, 6-110 Education North, Faculty of Education, University of Alberta, Edmonton, Canada, T6G 2G5. Email: mark.gierl@ualberta.ca

Finally... I am really looking forward to welcoming you to the ITC Winchester Conference next year. I believe it will be a milestone event for the Commission and the task of moving forward with guidelines for computer-based testing. Don't miss it - register your interest now on the website or by contacting me directly.

And, if you have not done so already, do visit the new website: www.intestcom.org.

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

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

Computer-Based Testing and the Internet: Building Guidelines for Best Practice

June 12-15, 2002

You are invited to attend the International Test Commission's (ITC) Conference on Computer-based Testing and the Internet to be held in Winchester Guildhall, Winchester, England. The programme is being designed to interest industry leaders, practitioners, scholars and others that are involved in testing, psychometrics and the application of new and emerging technologies.

The keynote speakers, drawn from around the world, represent a diverse range of application areas and are leading experts on key issues. 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
- Dr Donald Melnick, National Board of Medical Examiners, USA

We invite you to participate in this important event and contribute to the future, whether as a delegate or a presenter.

The conference has been designed to provide opportunities for discussion, debate and for the promotion of knowledge and skills in this area.

The conference mission is to generate outcomes that will feed into the development of international good practice guidelines.

The conference addresses issues relating to the use and misuse of electronically transmitted tests and other assessment devices, and methodological, technical, professional and ethical issues arising from the application of new technology to testing. These issues will include the impact of technology on those professions and professional services involved in testing. Legal and ethical issues associated with use and ownership of data, provision of feedback and related issues will also be addressed.

Main areas to be addressed by the conference

- 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.
- F. Applications and issues in licensing, credentialing and job performance assessment.

Main issues to be addressed

Four general issues, which run across the above six areas, will be considered:

1. *Control*: Controlling access to and delivery of tests and test results.
2. *Quality*: Ensuring and assuring the quality of testing and test materials.
3. *Security*: Privacy, data protection and confidentiality.
4. *Technology*: Working effectively within the technical constraints and limitations of the medium.

Abstract submissions are invited that focus around theoretical issues, empirical research, or case studies relating to the above.

These may be for

- Discussion sessions
- Focused presentations
- Posters
- Oral papers
- Pre-conference half-day practitioner workshops
- Main conference short workshops.

Write for further details to the Conference Office or log on to www.intestcom.org for full instructions and abstract submission forms. An Abstract Submission and Delegate Early Registration form is included with this issue of the *ITC Newsletter*. To submit a proposal, please complete the Abstract Submission Form and fax it to +44 (020) 8335 7226 or use the Abstract Submission Form on the website. 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.

Historic Winchester: The conference venue

Winchester is a good holiday centre, has a magnificent cathedral, and is home to King Arthur's round table and other historic attractions. The Conference is being held in the Winchester Guildhall, which is a Victorian neo-Gothic building in the centre of Winchester at the end of the traffic-free High Street. The Guildhall is a dedicated conference centre, providing a range of good conference facilities and excellent catering. For more details about the venue and Winchester:

<http://www.winchester.gov.uk/guildhall/>

Winchester is one hour from London, with good access on Motorways (M3 from London passes Winchester).

- Train travel from London Waterloo take about an hour.
- London Heathrow and Gatwick airports are about 90 minutes by train.
- By car take the M23, M25 and M3 from Gatwick, or the M4, M25 and M3 from Heathrow.

The weather in the south of England in June generally is warm and pleasant (typically around 20C or 72F). There is a lot to do for people who might be accompanying conference delegates. Within a one hour drive of Winchester are:

- The New Forest
- Salisbury
- Stonehenge
- Beaulieu Palace House
- National Motor Museum
- HMS Victory and Mary Rose
- Broadlands House
- Romsey Abbey
- Watercress Steam Railway
- Whitchurch Silk Mill
- Marwell Zoo

Accommodation will be available in local hotels. There is a good range of nice hotels in Winchester within walking distance of the Guildhall. We have arranged block bookings with some of these (see registration form) covering a range of prices and locations. There is a large car park near the Guildhall, but many of the local hotels are in the city centre and no more than a ten minute walk away. Typically, a twin/double room will cost from £60 to £120 per night, for room and breakfast, with some reduction on those rates for single rooms.

Key contact information

Conference Office address:

ITC Conference 2002

c/o Connie James
The Pavilion, 1 Atwell Place
Thames Ditton
Surrey, KT7 0NE
England
Tel +44 (020) 8335 8226, Fax +44
(020) 8335 7226

Or by e-mail to:

Conference2002@InTestCom.org

The website for the conference is www.intestcom.org. This will be regularly updated. Registration and abstract submission forms and full conference details are available at the website.

- Early Registration Fee (before 30th November 2001): £295,
- Standard Registration Fee (between 1st December 2001 and 28 February 2002): £330.
- Abstract Submission Deadline: 30th November 2001.

The desire to promote a high level of interaction among participants is strong. Thus, registration will be limited. Registrations will be accepted strictly in the order in which they are received. People whose submitted abstracts are accepted by the Conference Scientific Committee must have their registration confirmed before their contributions can be included in the final programme.

Registration and payment details

The standard registration fee will be £330. Standard registration fees apply to those booking between 1st December 2001 and 28th February 2002. Discounts are available for early registration (early registration fee is £295). Registration fees cover admission to all the conference and pre-conference activities, morning and afternoon tea and coffee, lunches, and the Gala conference dinner. In addition, there will be two wine receptions. Value Added Tax (VAT) is included in the Registration Fees. All payments must be made in Pounds Sterling (£) and made payable to *ITC Conference 2002*. Payment should be sent together with your Registration Form to the Conference Office (address above).

Payments may be made by:

1. Personal or Company Cheques or Bank Draft. Please ensure that the name of the delegate and institution is written clearly on all cheques that accompany the Registration Form. Cheques must be in Pounds Sterling (£) and made payable to *ITC Conference 2002*.
2. Bank Transfer. Participants may pay by bank transfer. However, all bank charges are at the expense of the registrant. Under 'details' on the transfer you must state the name(s) of the delegates to whom the transfer refers.

3. Credit Card. Payment by credit card can be made to cover all items on the Registration Form. The following credit cards are accepted:

- American Express
- Mastercard
- Visa

The policy regarding cancellations and refunds of registration fees is contained in the full Conference Brochure.

For further information and announcements visit: <http://www.intestcom.org>

International Journal of Testing

Bruno D. Zumbo
University of British Columbia
CANADA

As of the end of March 2001 I have taken on the role of incoming Editor of the *International Journal of Testing (IJT)*, the ITC's official journal that is published by Lawrence Erlbaum Press. Under my editorship I will strive to continue the good work of Norbert Tanzer in establishing our journal among the leading journals in our discipline. As this newsletter goes to press the first issue of *IJT* is scheduled to be on its way to its subscribers.

The *IJT* will continue to be dedicated to the advancement of theory, research, and practice in testing and assessment in psychology, education, counseling, human resource management, and related disciplines. The expression "related disciplines" in the previous sentence is really a short-hand for a host of fields such as school psychology, learning disabilities, language and literacy, neuropsychology, health studies, and testing for accreditation and certification, in a variety of populations and institutional settings in which testing and assessment are used. Since its inception, the *IJT*, like the *ITC* itself, has been truly multi-disciplinary. If you have an idea for a manuscript that you would like to submit to the journal, and you are not sure it fits with what you perceive to be the *IJT*'s editorial scope, please do not hesitate to

contact me via e-mail or by phone (of course, regular post also works).

The *IJT* publishes 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. All papers will be peer reviewed.

Over my term I will be developing the journal's presence on the world wide web and the internet. In fact, a journal website has been established at:

<http://www.educ.ubc.ca/faculty/zumbo/ijt/index.htm>

This website will contain details about the journal, information on submitting manuscripts, and the table of contents for each issue as it becomes available. This website is not meant to replace but rather to supplement the journal's website at Lawrence Erlbaum Press.

In the next short while I will also be providing the option of a more streamlined process of electronic submissions and reviews for manuscripts. The aim will be to speed up the turn around time for manuscripts and at the same time maintain high standards for papers accepted at the journal. Electronic submissions are now an option. Please submit your manuscripts with, if at all possible, the text, figures, and tables all in the same file. I prefer PDF format but I will also accept either MSWord or WordPerfect formats. Please attach the manuscript to an e-mail message that will serve as your conventional cover letter when submitting a manuscript to a journal.

Finally, I encourage you to submit your manuscripts to the *IJT*. If you would like to serve as a reviewer for the journal, please do not hesitate to send me your e-mail and postal addresses, as well as a brief summary of your areas of expertise. Also, please let me know if you will accept electronic versions of manuscripts to review.

For further information regarding submitting a manuscript to the journal please see www.educ.ubc.ca/faculty/zumbo/ijt/submissions.htm.

If submitting your manuscript electronically, please send it to my e-mail address bruno.zumbo@ubc.ca.

If sending your manuscript via the post, submit five copies of your manuscript to :

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The IEA Cross-national Study of Civic Education in Twenty-eight Countries

Judith Torney-Purta
 University of Maryland
USA

The International Association for the Evaluation of Educational Achievement (IEA) released the report entitled "*Citizenship and Education in Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen*," by Judith Torney-Purta (Professor of Human Development at the University of Maryland), Rainer Lehmann, Hans Oswald, and Wolfram Schulz (of the Humboldt University of Berlin and Potsdam University) at simultaneous press conferences in Washington, D.C and Berlin, Germany in March, 2001.

The IEA, headquartered in Amsterdam, is an independent cooperative consortium of research institutes and agencies in more than 50 countries. Funding for international costs came from the German Science Association, the William T. Grant Foundation, and IEA participating countries.

The 1999 IEA Civic Education Study was an ambitious one. Nearly 90,000 14-year-old students in 28 countries as well as thousands of their teachers and school principals were surveyed.

In the first phase of this two-phase study, researchers conducted qualitative case studies that examined the contexts and meaning of civic education, published in 1999 in "*Civic Education across Countries: Twenty-four National Case Studies from the IEA Civic Education Project*". This consensus process of this first phase demonstrated that there is a core set of expectations across democratic societies about what 14-year-olds should know about democratic institutions.

The second phase of the IEA Civic Education Study developed a content framework built around three domains identified during the first phase: Democracy, Democratic Institutions and Citizenship; National Identity and International Relations; and Social Cohesion and Diversity. This framework was the basis of the test and survey construction. The IEA National Research Coordinators in each country and a ten-member International Steering Committee contributed to the development, pilot testing, and selection of questions for the student instrument. This resulted in a multiple choice test of civic knowledge and of skills in interpreting civic-related information (38 items, each with a correct answer), a survey (136 items without correct answers), and background questions.

IEA quality control procedures for sampling, translation verification, test administration, and IRT scaling were followed. There had been some initial skepticism about test development in civic education. Much within-nation research on civic education had dealt with particular details of that one nation's governmental structure, but such questions were obviously unsuitable for use cross-nationally. The IEA Civic Education Study devoted extensive resources to international test development over a four-year period. The process included building cross-national consensus about the framework, decentered test development through National Research Coordinators, preparing 140 draft items, reviewing and pilot testing these questions, and National Research Coordinators' choice of items.

Alpha reliabilities for the resulting 38-item test of knowledge and skills exceeded .80 in every participating country (a statistic presented in the report for those oriented to classical test design). Of greater interest to most testing

specialists is the fact that both the test (total civic knowledge score and subscales on content knowledge and skills in interpreting political communication) and survey (11 scales based on concept, attitude and behavior items) were scaled using IRT methods to meet IEA's standards. There was remarkably little item by country interaction for the test. Although there were 1064 item-by-county pairs, only 8 pairs showed clear item-by-country interaction. A table in the report lists 8 quality control points anchored in the study's conceptualization and 10 quality control points relating to IEA Standards and participating county input.

The test and survey data were collected in 1999 by research teams in each country. Approximately 90,000 students in the grade containing the majority of 14-year-olds were tested in the following countries: Australia, Belgium (French), Bulgaria, Chile, Colombia, Cyprus, Czech Republic, Denmark, England, Estonia, Finland, Germany, Greece, Hong Kong, Hungary, Italy, Latvia, Lithuania, Norway, Poland, Portugal, Romania, the Russian Federation, Slovak Republic, Slovenia, Sweden, Switzerland, and the United States. Canada and the Netherlands participated only in the case study phase; Israel tested and surveyed an older population of students.

Students were assessed on their knowledge of fundamental democratic principles and concepts, their skills in interpreting political information (such as an election leaflet, political cartoons, and excerpts from a mock newspaper article), their understanding of the strengths and weaknesses of democracy, and their concepts of the role of citizens and government. In addition, students also were asked about their attitudes toward democratic institutions, political rights for women, their attitudes toward immigrants, and their intentions to become involved in civic activities, such as voting, when they become adults.

Related to civic knowledge, the study found that 14-year-old students in most of the 28 countries understand fundamental democratic ideals and processes. For example, three-quarters of the students in the international sample were able to identify a reason for having more than one political party. Students

demonstrated moderate skill in interpreting political materials. For example, 65 percent of the respondents across countries were able to identify the position of a party that had issued an election leaflet, but a substantial 35 percent could not do so.

The survey also examined students' plans for civic participation. Fourteen-year-olds in these countries agreed that good citizenship includes not only the obligation to obey the law, but also to vote. Some other types of civic participation, such as collecting money for charities, were also relatively popular.

Two models, for predicting civic knowledge and predicting the likelihood of voting, were included to suggest directions for further analysis. Curricular priorities within schools seem to play an important role in shaping expected civic behavior. When students perceive that their schools teach the importance of voting, they are also more likely to say that they will vote. Further, data from all participating countries show that the more students know about fundamental democratic processes and institutions, the more likely they are to expect to vote when they become adults. The development of civic knowledge, skills, and attitudes is embedded in a complex system that includes parents, peers, civic organizations and the media, but schools do have an important role to play.

Comparatively, respondents from the United States did well on the IEA assessment. Students scored significantly higher than the international mean in civic knowledge (and were especially high on skills in interpreting political communication). The United States is one of several countries in which students who experience an open climate for classroom discussion have higher civic knowledge and engagement. Also of interest is the fact that Poland, the Czech Republic, and the Slovak Republic scored significantly higher than the international mean in civic knowledge.

The findings reported here reflect a small part of this massive study. More information (including the Press Release, a 16-page Executive Summary, and the majority of the instrument) may be found at <http://www.wam.umd.edu/~iea/>. The 2001 report, *"Citizenship and Education in Twenty-*

eight Countries..." (237 pages) may be obtained from IEA (Herengrach 487, 1017BT, Amsterdam, the Netherlands; Fax 31 20 420 7136) for \$55 plus \$18 postage and handling (airmail delivery). An order blank is on the web page.

There are research opportunities for doctoral students in the Department of Human Development at the University of Maryland working on these data, and the files will be released in 2002 to the research community. Contact jt22@umail.umd.edu.

Canadians' Contributions to Neuropsychological Assessment Over the Past Decade

Brent Hayman-Abello, Susan Hayman-Abello,
and Byron P. Rourke
University of Windsor
CANADA

We recently conducted a review of human neuropsychological research in Canada during the 1990s by asking over 200 neuropsychologists across the country to submit their publications over the past decade (Hayman-Abello, Hayman-Abello, & Rourke, submitted). This resulted in the collection of over 1100 articles, chapters, and books by 81 investigators. Approximately 16% of the reviewed works specifically or primarily examined issues related to neuropsychological assessment. Some of the major trends observed are briefly discussed. Due to limitations of space, only a few representative publications are referenced.

During the 1990s there was substantial interest in the assessment of geriatric populations, with particular attention to normal age-related cognitive decline. One of the largest projects was the Canadian Study of Health and Aging (CSHA), an ambitious, multi-centre, longitudinal study of aging and mental health involving over 10,000 subjects. Started in 1991, this project produced several works related to the prevalence of dementia, risk factors for dementing disorders, and the development of demographic corrections to be used in neuropsychological assessment of the elderly (CSHA Working Group, 1994, 1995;

Tuokko & Woodward, 1996). Other Canadian researchers addressed special considerations for assessing geriatric populations, including publications of new neuropsychological test norms for older individuals and refined definitions and descriptions of different forms of dementia. This work has helped clinicians and researchers improve their classification, early diagnosis, and differential diagnosis of dementing disorders.

The collection of new normative data was not limited to geriatric populations. Several Canadian investigators also published revised and extended norms for children on tests such as the Rey Complex Figure, Taylor Complex Figure, Verbal Fluency, Boston Naming, Consonant Trigrams, Wisconsin Card Sorting Test, Wechsler Memory Scale, and the Minnesota Child Development Inventory. There were also numerous publications relating to special issues in the assessment of persons with traumatic brain injury, including correction factors for assessment of psychometric intelligence, problem solving, and personality functioning.

Canadians also worked on the development of a number of new assessment tools over the past decade, including a great deal of research on adequate measures of effort, motivation, and the detection of malingering. This work resulted in new scoring procedures for some tests (e.g., the Victoria Symptom Validity Test, Paced Serial Auditory Attention Test), as well as the creation of new tests such as the Test of Memory and Malingering (TOMM: Tombaugh, 1996) and the Word Memory Test (WMT; Green, Iverson, & Allen, 1999; Iverson, Green, & Gervais, 1999). Other tests for assessing adults developed by Canadians included the Learning and Memory Battery (LAMB; Tombaugh & Schmidt, 1992) and the Clock Test (Tuokko, Hadjistavropoulos, Miller, & Beattie, 1992). For children, J. P. Das and his colleagues produced a new measure of psychometric intelligence, the Cognitive Assessment System, based on Das' PASS theory of intelligence (Das, Naglieri, & Kirby, 1994).

Additional investigations with children focused on those with learning disabilities, including assessment methods and definitions for this population. Work by J. P. Das, Byron P. Rourke, and Linda Siegel, among others,

examined several issues related to diagnosis and classification. Much research activity in this area was also dedicated to studies of various learning disabilities subtypes and the importance of neuropsychological assessment (Rourke, 2000).

Canadians also produced notable texts on neuropsychological assessment during the 1990s. Otfried Spreen and Esther Strauss produced two editions of their comprehensive compendium of neuropsychological tests (Spreen & Strauss, 1991, 1998), providing a valuable resource of test norms, procedures, and research related to hundreds of neuropsychological assessment instruments. Recently, Holly Tuokko and Thomas Hadjistavropoulos (1998) produced a similar collection of testing data and information specifically related to special considerations for assessing elderly populations.

Overall, the reviewed work illustrates the continued extensive commitment of Canadian investigators to numerous facets of human neuropsychological research, including assessment.

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