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**AN OFFICIAL PUBLICATION OF THE
INTERNATIONAL TEST COMMISSION**

EDITOR'S NOTE

Jan Bogg, University of Liverpool, UK

Hello, this is my first issue as Editor of Testing International (TI). I aim to continue the excellent work of my predecessor Anita Hubley.



I can assure you that TI will continue to provide academics, practitioners, students and organisations a platform to discuss issues in testing and assessment. Over the years Testing International, has published articles from a truly international perspective, I want to see this continue, so please keep submitting articles and reports.

John Hattie, the editor of the International Journal of Testing and I will be collaborating in exchanging news and ideas for both publications.

As editor I am interested in what you would like to see in TI? Obviously reports and articles are always welcome. It is interesting to read around issues of test adaption for use in other countries, or with other cultures, the development of new tests, and on testing issues in other countries. But what else would you like.....readers letters, research questions, book reviews, analysis techniques, a coffee break corner with jokes on testing, puzzles etc!

Please write, or email me your thoughts (with TI in the subject header). I look forward to hearing from you.

Jan Bogg - Brief Background

I am an organisational/health psychologist. My research area is focused on workforce issues, in relation to health professionals. I have just received new funding from the ESF to continue my work around equality and diversity and career progression. This includes issues surrounding organisational culture, social identity, the psychological contract and organisational identification (including the development of a new test, perhaps I will cover this in a future issue).

BRIEF ARTICLES

Will the Five-Factor Model Emerge? Assessing Chinese Personality by a Non-verbal Scale

Fan Zhou, Dengfeng Wang,
Department of Psychology, Peking University,
Beijing, China 100871

Overview

The taxonomy of five-factor personality model (FFM) was thought to be universal across cultures. However, some indigenous studies have indicated that personality structure might be cultural specific. In this study, a non-verbal personality scale based on FFM was used to measure individual difference under Chinese culture. Results from factor analysis indicate that the five-factor structure as measured by non-verbal

personality scale do not appear to be applicable in Chinese culture.

Personality traits have always fascinated psychologists and lay people. Academic endeavor on personality has a long history in psychology. In recent years a "common language" appears due to the accumulation of empirical evidence that provides support for the five factor personality structure (the 'Big Five'). Some researchers (McCrae R.R., et al., 1997, 2005) believe that big-five taxonomy could be used to describe personality in all cultures and societies. Big-Five is thought to be universal across cultural boundaries (Gosling 2004). McCrae et al (2005) suggests that the five factor personality taxonomy is stable and applicable in most cultures. Even in eastern Asian cultures, where people might think and behave much differently to the western world, the FFM, claimed by some researchers, still stand as a valid taxonomy of personality, although minor modification might sometimes be needed. The taxonomy of personality might be culture specific, from the lexical methodology on which the Big-Five personality theory is based. It is possible that ratings by adjectives in a language other than English might present a different taxonomy. Individuals from different cultures might categorize behaviors differently, the taxonomy of personality might not be the same, at least between some discrepant cultures. Empirical evidence supports the suggestion that that personality structure is not always a five-factor structure. Wang and Cui (2002, 2004) started to discover the Chinese personality structure by lexicon approach. They adopted the same process as western researchers. Within Chinese subjects a seven- factor taxonomy was identified.

The present research will analyze the factor structure of a western, five-factor personality scale. There were several five-factor personality scales as valid candidates. However, one problem facing the cross-culture comparison of personality was the language barrier. Items in translated from a different language might present difficulties if they are not culture specific. One way to solve this problem is to use a non-verbal questionnaire. Paunonen et al (1998, 2000) developed a non-verbal scale to measure the five personality factors. The materials were cartoons from Murry's needs questionnaire, and the researchers re-arranged the items to the Big-Five factors and added new items to balance each dimensions. The Five-Factor Non-verbal Personality Questionnaire (FF-NPQ) has acceptable reliability and validity. The present research study will test to determine if the five-factor structure will emerge amongst a Chinese sample.

Method

Participants and Procedure

Subjects in the study were 246 undergraduate students from a university in Mainland China. Participants were instructed to rate themselves anonymously on behaviors shown by pictures in the FF-NPQ, one by one on a seven-point Likert scale, with 1 representing 'extremely impossible', to 7 'extremely possible'. 223 subjects returned completed questionnaires (115 were males and 102 were females, with an average age of 20.4.)

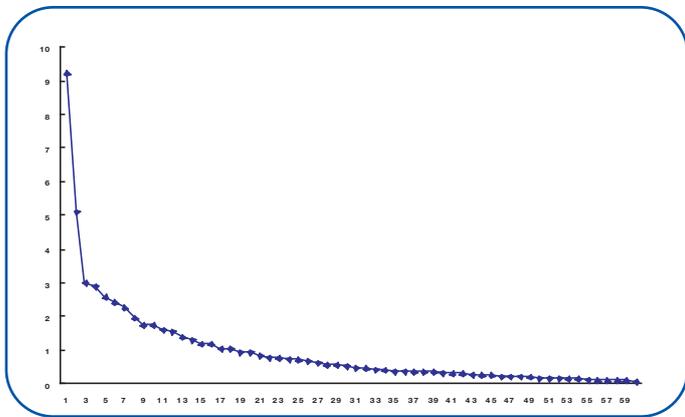
Measures

Five Factor Non-verbal Personality Questionnaire (FF-NPQ) is a personality scale based on FFM by a series of cartoons depicted a variety of behaviors. Individuals rate the possibility of conducting each behavior on a seven-point Likert scale. The five personality factors, Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness were measure by 60 items, with 12 items to each factor. Score item in each factor were summed and some items were inversely scored.

Results

Principal component analysis was conducted with results indicating 18 components with an eigen value larger than one. The scree test (Figure 1) also suggested 7 components were extractable. The total variance that could be explained by the seven components was 45.9%.

Figure 1. Scree plot of FF-NPQ items



The original structure of FF-NPQ was composed of five factors. Therefore, factor analysis was conducted by utilizing the extraction of five components in conjunction with Varimax rotation. The five components, all achieved eigen values greater than 1. This explained 38.1% of the variance. However, item distribution amongst factors was variable, as illustrated by table 1.

Table 1. Item Distributions of FF-NPQ

	1	2	3	4	5
N *	1	2	7	2	3
E	3	8	3	2	3
O	10	0	6	3	0
A	6	7	0	1	4
C	4	1	1	5	4

Items with loading above 0.30 only
 N-neuroticism, E-extraversion, O-openness,
 A-agreeableness, and C-conscientiousness.

Discussion

The Big-Five personality model is well understood in Western and American culture. The five-factor model was thought to be universal across different cultures (McCrae R.R., 2005). However, some indigenous studies have suggested that this may not be the case (Wang D. & Cui H., 2002, 2005). From a theoretical perspective, "imposed etic error" (Berry J., 1974) might occur as a result of an imported scale, developed in one

culture, but used to measure psychological concepts in a different culture without revalidation. In the current research, a non-verbal personality scale was used to measure the personality of Chinese subjects. Exploratory factor analysis indicated that the factorial structure could not be accounted for by a five-component model. Items related to each of the five personality traits were distributed into different components. The test materials were not statements, but cartoons easily understood. Therefore, the results could not be attributed to language or translation problems.

This study found that a non-verbal personality scale is not able to replicate the Big-Five structure, with Chinese participants. Further research is needed to identify cultural variations in personality models.

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Editors Note: this is an interesting study and I will ask the author for more information on the non verbal items and their adaption for a future issue.

In Profile - International Journal of Testing New Editor, John Hattie

The new editor John Hattie, is Professor in the Faculty of Education at Auckland University, New Zealand, and Director of Project asTTle (Assessment Tools for Teaching and Learning). His areas of research include measurement models and their application to educational problems, meta-analysis, and models of teaching and learning. Over the past four years John Hattie has headed a team introducing a model of assessment for teachers in all NZ schools. This has provided schools with evidence based information in relation to teaching and learning. Current research projects cover:

- Meta-analysis of ADD, item-order effects, physical training on body image, and synthesis of meta-analysis on teaching & learning
- Weighting models of self-concept, social desirability estimates, goodness-of-fit indices of unidimensionality in structural equation modelling and item response modelling
- Validation of models of teacher expertise, and development of professional teaching standards

REPORTS

Test Development and Use In Brazil: The Role of the Brazilian Institute of Psychological Assessment

By Solange Wechsler and Thomas Oakland

Background

Psychological assessment in Brazil has been highly influenced by psychoanalytic orientations. Theory-based projective tests are commonly used. Luis Pasquali, Professor of Psychology at the University of Brasilia, assumed early leadership for test development in Brazil. The 1993 ITC conference held at Oxford University, UK, which he attended introduced to him various methodologies. Luis Pasquali incorporated these methodologies into his work. This led to him establishing the first psychometrics laboratory in Brazil. Additional laboratories were later established at the University of Sao Paulo, Pontifica Catholic University of Campinas, University of San Francisco in Itativa, Federal University of Rio Grande do Sul, and the Federal University of Paravia. Presently, other universities are organising similar laboratories for the development and use of psychological tests.

The Federal Council of Psychologists and National Association of Psychologists in Brazil, provided political support for forming the laboratories. Laboratory funding comes from federal and state sources as well as the private sector. The Federal Council of Psychologists also has established high professional standards for test development and use. For example, in 2003, it created a national task force of researchers responsible for evaluating the psychometric qualities of all tests used in Brazil. The task force found 50% to be substandard and prohibited psychologists from using them. This decision was a shock to many engaged in test development and use. It provided the stimulus for constructing robust tests.

Current Status of Test Development & Use

These and other efforts by the Federal Council of Psychologists have had a profound impact on test development and use. This has resulted in psychological tests being regarded more highly by professionals and the public. At present test availability is somewhat limited and few tests have been developed for use in schools. The need for nationally normed achievement tests is most urgent. However, tests have been developed to assess creativity, general intelligence, personality, and vocational aptitudes. It is anticipated that the number and types of tests developed in Brazil will continue to expand.

In Brazil and many other Latin American countries, individuals initiate and fund test development. Commercial firms publish and/or sell tests, but rarely underwrite their development. Furthermore, test authors typically receive little if any royalties from the sale of their tests. Test distributors aggressively pursue test authors due to their potentially high profit margin. As a result of this some psychologists have begun publishing their tests and only contract with commercial firms for distribution purposes.

Brazilian Institute of Psychological Assessment

The Brazilian Institute of Psychological Assessment <www.ibapnet.org.br> was founded in 1997, following the establishment of laboratories and the growing interest in developing psychological tests and other quantitative methods in Brazil, by and for Brazilians. This Institute is the only known association within the Americas, south of the United States dedicated to test development and use. The Institute's presidents, in order, include Luis Pasquali, Solange Wechsler, and Claudio Hutz.

International Test Commission Brussels 2006 Conference

Psychological and Educational Test
Adaptation Across Languages and Cultures:
Building Bridges Among People

This important conference will take place in Brussels, Belgium, in July 2006. The conference will bring together experts on the topic of test translation and adaptation, theory and practice. Delegates will include researchers, educators, psychologists, policy experts, and testing specialists who will be able to share insights, guidelines, and research findings.

In light of this growing interest and advancing methodology, together with forthcoming updated guidelines for test adaptation, the ITC feel that another conference on the topic is timely. The conference will cover a range of issues including a discussion of the second edition of the ITC guidelines for test adaptation; advances in test adaptation methodology (such as investigations of construct, method, and item bias); review of advances for the adaptation of educational testing, credentialing exams, and psychological tests; challenges associated with computer-based testing; issues and methodological approaches to testing for validity invariance across cultures and languages; comparison and equating of test scores across cultures; test ownership and adaptation; international comparative studies of educational achievement.

The three-day conference will consist of keynote addresses, workshops, invited and submitted symposia, and paper and poster sessions. Several of the world leaders in the field of test adaptation will deliver presentations during the Conference. The conference will be Co-Chaired by Jacques Grégoire, University of Louvain, Belgium, and Ronald K. Hambleton, University of Massachusetts, U.S.A. The conference will be opened by Fons van de Vijver (Tilburg University The Netherlands) who will give a presentation entitled "Toward the next generation of instruments in cross-cultural testing: Recent developments in translations and adaptations". An exciting range of keynote speakers and workshops have been organised. The Keynote speakers are:-

Linda Cook (Educational Testing Service, U.S.A.) : "Practical considerations in linking scores on adapted tests".

Paul Costa (National Institutes of Health, Baltimore, U.S.A.) : "Measuring personality traits across cultures".

Kadriye Ercikan (University of British Columbia, Canada) : "Comparability of adapted versions of tests: Implications for score interpretations and practices".

Ronald Hambleton (University of Massachusetts, U.S.A.) : "Revised ITC guidelines for adapting educational and psychological tests".

Janet Harkness (Centre for Survey Research and Methodology, Germany) : "Cross-national survey research: New developments in process quality".

John de Jong (Language Testing Services, The Netherlands) : "Establishing a metric for language acquisition".

Stephen G. Sireci (University of Massachusetts, U.S.A.) : "Ensuring validity in cross-lingual assessments: Issues, methods, and future research directions".

A range of stimulating workshops will also be available:-

David Bartram (SHL, United Kingdom) : "International use of tests for assessment in work and organisational settings".

Barbara Byrne (University of Ottawa, Canada): "Testing for multigroup invariance: Basic concepts and applications".

Fanny Cheung (Hong Kong University): "Cross-cultural assessment of psychopathology: Imported and indigenous measures".

Linda Cook and Daniel Eignor (Educational Testing Service, U.S.A.) : "Linking scores on academic assessments: Classical and IRT approaches".

Filip De Fruyt (Ghent University, Belgium) : "Assessing adaptive and maladaptive personality traits across the life span: Conceptual issues and cross-cultural and cross-language perspectives".

Bruno Zumbo (University of British Columbia, Canada) : "Psychometric methods for investigating DIF and test bias during test adaptation across languages and cultures".

Call for proposals

In addition to the invited addresses and workshops, the Conference will include presentations in three formats: Symposia, Papers, and Posters. For submitting proposals please follow the directions described on the Conference website. You will receive information about acceptance or non-acceptance, from the Scientific Committee by January 31, 2006.

Deadline for submitting proposals: December 31, 2005.

Brussels, 2006 Conference Website:
<http://www.psed.ucl.ac.be/itc2006/>

For more information, please contact the Conference Secretary:

5th ITC Conference
Université catholique de Louvain
Faculty of Psychology and Educational Sciences
Laboratory of Educational and Developmental Psychology
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Workshop on ITC Guidelines at the Granada Conference

As many readers will be aware, the Council of the International Test Commission (ITC) has invested in a program of research, consultation, and conferences designed to develop internationally agreed guidelines, specifically focused on computer/Internet based testing. The guidelines have progressed through a number of consultation exercises and revisions prior to their formal launch in July, 2005.

ITC Project Aims:

- to produce a set of internationally developed and recognised guidelines that highlight good practice issues in computer-based (CBT) and Internet delivered testing, and
- to raise awareness among all stakeholders in the testing process of what constitutes good practice.

The workshop is designed to promote the guidelines to relevant stakeholders, to obtain feedback on the strengths and limitations of the guidelines, and advice and guidance on the practical use of such guidelines. Workshop participants will include individuals who develop tests, publish tests and use tests, who may have differing perspectives on CBT/Internet testing. However, other stakeholders in the testing process are also encouraged to attend and provide their experiences and thoughts on the guidelines, as well as individuals who wish to know more about good practice in CBT/Internet testing.

The workshop will run for 3 hours and will begin with an introductory session and a presentation by Professor Dave Bartram (SHL Group plc, UK) on the need for International guidelines in CBT/Internet testing. Following this, Professor Cheryl Foxcroft (University of Port Elizabeth, South Africa) will illustrate the use of CBT/Internet testing in South Africa, and how the ITC guidelines can be used within the context of a country. Next, a small group discussion exercise will be undertaken to examine reactions to and perceptions of the ITC guidelines. Finally a general round up of the issues discussed and the feedback raised by workshop delegates will be provided.

NOTICEBOARD

Achievements

Ronald K. Hambleton receives the E. F. Lindquist Award

This year's recipient of the E. F. Lindquist Award is Ronald K. Hambleton, who is Professor of Education and Psychology, and Executive Director of the Center for Educational Assessment, at the University of



Massachusetts Amherst. For nearly four decades, Professor Hambleton's research and publications have helped shape the field of educational measurement and psychometrics, with pioneering contributions in criterion-referenced measurement, item response theory, and standard setting. His prominent published work spans topics in assessment practices in the United States and abroad, test adaptation, and item response theory. He continues to push forward the frontier of measurement issues concerning computer based testing and new test designs, alternative item formats, methods for setting standards, adapting tests across languages and cultures, new approaches for reporting test scores, and large-scale assessment programs.

Professor Hambleton has authored or co-edited seven books and more than 600 research papers, reports, and reviews. He has served as President of the National Council of Measurement in Education, the International Test Commission, and divisions of the American Psychological Association and the International Association of Applied Psychology, and has received honorary doctorates from the University of Umea in Sweden and the University of Oviedo in Spain. Professor Hambleton is the recipient of the National Council on Measurement in Education Career Achievement Award and the Association of Test Publishers National Award for Contributions to Computer-Based Testing. He received the Chancellor's Medal from the University of Massachusetts for distinguished scientific research contributions and the College Outstanding Teacher Award.

The E. F. Lindquist Award was established to honor a distinguished scholar and researcher in recognition of outstanding research in the field of testing and measurement, with special emphasis on advancing the goals of understanding and improved use of testing and measurement techniques. Through his contributions to measurement theory and practice and leadership in the measurement field, Professor Ronald K. Hambleton is highly deserving of this award.

Become a Member of the ITC

ITC membership is open to organisations as well as individuals. Information and forms are available at:

<http://www.intestcom.org/membership.htm>

Brazil Conference - Luis Pasquali Honored for Work on Psychological Assessment in Brazil

The second biannual meeting of the Brazilian Institute of Psychological Assessment was held in Gramado, Rio Grande do Sul, on May 17-20. Approximately 1000 persons, mainly professional psychologists, attended, motivated primarily to become current with respect to test development and use. The conference agenda included 400 posters, 20 workshops, and 9 conversation hours. Keynote addresses were presented by Luis Pasquali (Professor of Psychology at the University of

Brasilia), Susanna Urbana (Professor of Psychology at University of North Florida) and Thomas Oakland. Luis Pasquali was honored for his work on psychological assessment at the conference. All participants received a copy of the ITC guidelines on test translations. This is the Institute's second conference. The first was held in 2003 in Campinas. The next conference will be held in June, 2007, in Joao Pessa, Paraiva, North Eastern Brazil. The Institute leadership is interested in having the ITC participate as a co-sponsor in the 2007 conference.

News in Brief

International Guidelines on Computer Based and Internet Delivered Testing

The Council of the International Test Commission will formally adopt the guidelines at its July 2005 meeting in Granada, Spain. The document will be available from the ITC website. <http://www.intestcom.org>

In Focus - International Journal of Testing

The September, 2005 issue of the International Journal of Testing (Volume 5, Issue 3), will include a number of interesting articles, with authors from Austria to New Zealand.

- Assessing Personality and Mood With Adjective Check List Methodology: A Review
- Automatic Generation of Rasch-Calibrated Items: Figural Matrices Test GEOM and Endless-Loops Test EC
- Predicting Stereotype Threat, Test Anxiety, and Cognitive Ability Test Performance: An Examination of Three Models
- Identifying and Understanding the Effects of Unmotivated Examinees on Test Dimensionality Using Optimal Appropriateness Measurement
- Factor Structure of the Centre for Epidemiological Studies-Depression Scale (CES-D) Among Older Men and Women Who Provide Care to Persons with Dementia
- Adapting and Validating the BarOn EQ-i:YV in Lebanese Context
- Automated Simultaneous Assembly for Multistage Testing

Have you read the IJT?

Sample abstract from the September, 2005 issue:-

Adapting and Validating the BarOn EQ-i:YV in Lebanese Context

Karma El Hassan and Maliha El Sader
Office of Institutional Research & Assessment
American University of Beirut, Lebanon

The purpose of this study was to adapt and validate the BarOn Emotional Quotient Inventory: Youth

Version (BarOn EQ-i:YV), a measure of emotional intelligence, in the Lebanese context. The scale was translated and adapted into Arabic using a 3-step process involving judgmental, logical, and empirical methods. It was then administered to a representative sample of 433 students in the 10 to 18 year old age group. Psychometric properties of the Arabic version in terms of internal consistency, test-retest reliabilities, factor structure, and scale intercorrelations were investigated. Gender and age differences were also studied. The reliability of the adapted test, both internal and over time, was satisfactory. Exploring scale factorial validity identified 2 major factors, whereas exploring it by items revealed findings particular to the Lebanese situation. Reported age and gender differences were similar to those on the original test except for gender differences on Intrapersonal and Adaptability scales. Explanations and propose recommendations for future research are provided.

We hope that you have found the information in this issue of TI interesting.

Please pass this issue on to a colleague or alternatively you are welcome to duplicate copies of Testing International for distribution to your colleagues.

*Testing International is also available online:
<http://www.intestcom.org>*

IJT Special Edition March, 2006

The International Journal of Testing will include a special edition, published in March, 2006. This will include the new ITC guidelines on computer and internet based testing. The issue will include a range of stimulating articles, including design issues, use in different contexts and critiques. ITC council members Dave Bartram and Ian Coyne from the UK, will be the editors of this special edition.

Official Journal of the ITC

*International Journal of Testing (IJT)
Editor: John Hattie
Publisher: Lawrence Erlbaum Assoc.*

Web Details

*http://www.arts.auckland.ac.nz/sites/index.cfm?S=M_IJT
or*

<http://www.leaonline.com/loi/ijt>

CONFERENCE WATCH

2005

August 14-19, 2005

International Psychogeriatric Association 12th International Congress

"Aging with Dignity: New Challenges, New Possibilities, New Solutions"

Stockholm, **SWEDEN**

Website: <http://www.ipa-online.org>

August 23-26, 2005

ICOH International Conference on Psychosocial Factors at Work

East Meets West: Job Stress Prevention in a Global Perspective

Okayama, **JAPAN**,

Website:

<http://www.wops2005.jp> or www.icoh.org/sg/

September 14-16, 2005

9th Social and Health Sciences Research Methodology Conference

Granada, **SPAIN**

Website: <http://www.ugr.es/~cmetodo/>

Sept. 23-25, 2005

4th International Maastricht-Lódz Duo Colloquium

Lódz, **POLAND**

Website:

<http://www.hszuyd.msti.translation-and-meaning.nedweb.com/download/tm.html#5>

December 12-14, 2005

4th International Conference on Researching, Work and Learning

Sydney, **AUSTRALIA**

Website: <http://www.oval.uts.edu.au/rwl4/>

2006

11-13 January, 2006

The BPS Division of Occupational Psychology 2006 Annual conference

Glasgow, **UK**

Website: <http://www.bps.org.uk>

July, 2006

26th International Congress of Applied Psychology

Athens, **GREECE**

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

July 2006

International Test Commission

Psychological and Educational Test Adaptation Across Languages and Cultures: Building Bridges Among People

Brussels, **BELGIUM**

Website: <http://www.psed.ucl.ac.be/itc2006/>

Testing International

Please consider submitting articles, reports and news items to the editor.

Submissions

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

Dr. Jan Bogg, Editor
Testing International
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The Whelan Building
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L69 3GB

Or via e-mail to jbogg@liverpool.ac.uk

Deadline: November 1, 2005
for December 2005 Issue

Address any correspondence regarding Testing International to the Editor at the above address.

Conference Notes

July 3- 8, 2005, Granada, Spain
IX European Congress of Psychology

September 14 - 16, 2005
Granada, Spain
9th Social and Health Sciences Research
Methodology Conference

Are you attending either of these conferences?
Why not submit a short article on an aspect of either conference to the newsletter.

Are you a presenter?
Why not submit a short article on your paper for our readers who could not attend.