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MEET THE COUNCIL

ITC PRESIDENT ELECT Marise Ph. Born

Marise Ph. Born is a Professor in Industrial/Organizational Psychology at the Department of Psychology of the Erasmus University Rotterdam, The Netherlands. Marise's research interests are in the areas of cross-cultural research, ethnicity and test development, personnel selection, job search and choice, personality and individual differences, entrepreneurship, and the method of meta-analysis. She has (co) authored more than 70 peer reviewed national and international articles and book chapters, among which articles in the Journal of Cross-Cultural Psychology, Personnel Psychology, Journal of Vocational Psychology, Journal of Applied Psychology and the International Journal of Selection and Assessment. She currently is member of the editorial boards of the International Journal of Selection and Assessment and Human Performance. Marise was visiting professor in 1997-1998 at the University of Houston, Texas, U.S.A., Department of Psychology and has extensive transcultural experience in several non-Western countries, especially Pakistan and China. She is council member of the International Test Commission and serves on the Test Commission of the Dutch Institute of Psychologists.



ITC Website New Year new Look

The ITC website will be redeveloped in 2008 to reflect our sustained growth and members needs.

www.intestcom.org

Submit articles for consideration for Testing International to the Editor Jan Bogg
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ARTICLES

Adaptation of Woodcock-Johnson Tests of Cognitive Abilities in the European Context

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Test use is universal. However, the availability of well developed standardized tests differs internationally. The availability of nationally developed high quality standardized tests measuring important psychological qualities is abundant in some countries, limited in others, and unavailable in some, perhaps in most.

The need for additional high quality psychological tests generally is most apparent in countries that are limited by their small size, those that adopted a socialist political system, established clinical service recently, and have few specialists in psychometrics. Although these countries may need tests, they often lack resources needed for their development. Thus, they are likely to rely on obtaining tests developed in other countries and either translating or adapting them for use in their countries.

In 1998, leadership within the International School Psychology Association (ISPA) decided to attempt to acquire needed tests of intellectual ability for use in the Czech Republic, Hungary, Latvia, and Slovakia—countries with histories characterized by the above-stated conditions that limit test development. The ISPA leadership formed an abiding relationship with Dr. Richard Woodcock, the senior author of the Woodcock-Johnson Tests of Cognitive Abilities—Third Edition (WJ-III Cognitive) (Woodcock, McGrew & Mather, 2001) as well as its predecessor, the Woodcock-Johnson Tests of Cognitive Abilities—Revised (Woodcock & Johnson, 1989), and Riverside Publishing Company, Inc, the test's publisher. Selected tests from this battery were offered for use.

The Woodcock-Johnson battery was selected because it assesses a broad spectrum of scientifically identified intellectual abilities that comprise the widely accepted Cattell-Horn-Carroll (CHC) theory of intelligence, an integration two major theories resulting from independent work by Cattell, Horn, and their associates (i.e. Horn & Cattell, 1966, Horn & Bramble, 1967, Horn, 1968, Cattell & Horn, 1978; Hakistian & Cattell, 1974, 1978) who elaborated Cattell's *Gf-Gc* Theory (Cattell, 1943, 1963), and Carroll's (1993) extensive analysis of hundreds of studies performed by researchers in many countries that led to his three-stratum theory of human intelligence.

The Translation Process. Teams consisting of 15 to

30 psychologists from each country were formed first to become knowledgeable of *Gf-Gc/CHC* theory, then to assist in adapting the battery, and later to acquire standardization data. I coordinated the work of teams in the four countries and facilitated the support that was provided by Dr. Woodcock and his staff throughout the duration of the project. Dr. Woodcock and his staff had considerable experience translating and adapting tests. For example, the Bilingual Verbal Abilities Test (Cummins, Muñoz-Sandoval, Alvarado, & Ruef, 1998) has been translated to 17 languages.

Each of the four country teams utilized a *consensus translation* method. This method differs from the more commonly used *translation-back translation* method. Consensus translation methods rely on the development of two or more adaptations of the target test that are completed independently, typically by at least one linguist and one bilingual psychologist.

Once completed, the adaptations then were discussed and compared by the bilingual psychologists to ensure the adaptations were correct linguistically, suitable for the target culture, and accurately measured the targeted CHC constructs. Dr. Woodcock was consulted, when needed, to ensure this last goal was met. Although this adaptation process may be somewhat more complex and difficult than that commonly used in translation-back translation method, it helps reduce the dominant influence of one or two individual translators.

The adapted tests then were reviewed and discussed by psychologists who agreed to collect test data within each of the four countries. Issues again centered on the adequacy of the tests' linguistic translations, suitability for the target culture, and accuracy in measuring the targeted CHC construct. In addition to the verbal abilities tests that, by definition, needed to reflect crystallized abilities distilled from culture, their input also was useful in revising the Memory for Names test. The test uses nonsense words in order to be gender-neutral and to be free of associations with names or objects familiar to persons in the target culture. At the same time, the words needed to include phonemes and syllables common to the host language.

Collection of Pilot Data. The examiners then were trained to administer the tests. Data on approximately 200 children and youth who varied by age, gender, education, and social class were collected in each of the four countries. These data were provided to Dr. Woodcock and his colleagues who conducted statistical analyses using item response theory and Rasch analysis. As expected, verbal ability tests (the test's *Gc* factor) exhibited the most variability compared to the item difficulty found on the original WJ-R Cognitive scale. Items that did not meet criteria were discarded.

Collection of Standardization Data The resulting adapted scales were published in booklet form and then used to collect standardization data on 1000 children and youth in Hungary, Latvia, and Slovakia and 500 in the Czech Republic. Again, Woodcock and his colleagues analyzed these data.

Among the seven factors, only the *Gc* (i.e., verbal ability) factor showed differences in item difficulties between the original U.S. and target country scales. The four verbal abilities tests (Picture Vocabulary, Synonyms, Antonyms, and Verbal Analogies) were shortened. Thus, instead of providing separate scores for each of these four scales, the international version provided one score to represent one's verbal intellectual abilities.

The Resulting Test The final version of the international battery assesses the following seven broad cognitive abilities: crystallized, fluid, visual-spatial, speed, short-term memory, long-term retrieval, and auditory abilities (*Gc, Gf, Gv, Gs, Gsm, Glr, and Ga* respectively). As assessment of auditory abilities (*Ga*), Voice Patterns was added and US equated norms were provided after data for other adapted tests had been gathered. This test did not pose significant adaptation problems and has a low cultural loading. Its addition to the international battery resulted in a factor structure that was identical to that of the latest US edition of the Woodcock-Johnson Tests of Cognitive Abilities (WJ III COG). However, unlike the source test in which two or more subtests are used to assess each factor, the international version used one test for each of the seven broad ability factors. A computer scoring program aided the use of the international battery.

This project was successful, in part, due to the generosity of the WJ authors, especially Dr. Richard Woodcock, and support from the Riverside Publishing Company, Inc., the Measurement Learning Consultants, LLC, and the Woodcock-Muñoz Foundation. The project's success also is due to the many dedicated psychologists in the target countries who invested their talents, time, and efforts to assist in the test's development, become trained, gathered and coded test data, and assisted in other ways. Their efforts have led to the availability of an intelligence test that meets world-class standards in Latvia, a country in which tests of intelligence were officially banned, and in Slovakia, Hungary, and the Czech Republic--countries that lacked the resources to initiate and complete the development of such a test on their own. The success of this project suggests that other similar test adaptations are possible in other countries that need such tests and lack needed resources.

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The next article is by Kruno Matešić who provides a review on the history of test development in Croatia.

If you would like to provide a review of test development in your country for consideration, please submit to the TI Editor Jan Bogg jbogg@liverpool.ac.uk

Review of Test Development and Testing Practices in the Republic of Croatia

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Test development and testing practices in the Republic of Croatia can be divided into four periods. The first period began in 1912 with the publication of the first translation of the Binet-Simon (Goddard) test and ended in 1931 with the formation of the Counseling centre for career choice in Zagreb. Several versions of the Binet-Simon test were part of

the nonsystematic publication of tests during that period. The Psychographic sheet for observing children was an important publication of the time, prepared in 1924 by dr. Ramiro Bujas, based on a model by Marta Muchow (1892-1933). Ramiro Bujas (1879-1959) was the founder of experimental psychology in the Republic of Croatia (Matešić, 2005). He studied psychology in Graz (Austria) in the class of Alexius von Meinong (1853-1920) and in 1920 founded the Laboratory for experimental psychology in Zagreb, the Department of Psychology in 1929 and established the first scientific journal in psychology, *Acta Instituti Psychologici Universitatis Zagrabiensis* (Pavlina, 1986).

Following preparations in 1931, the Counseling centre was opened on 2nd January 1932. One of the founding members was prof.dr. Ramiro Bujas. Dr. Zlatko Pregrad (1903-1983) began work as psychotechnician (psychologist), who later became a professor of pedagogy. Psychological tests were developed and administered, primarily intended for measuring intellectual abilities. The Employment service building was constructed between 1935 and 1937, the project for which included a large testing hall.

Dr. Zoran Bujas (1910-2004) began work at the Counseling centre in 1935 on a temporary basis and from 1937 on a permanent basis. Following early adaptations of existing foreign tests by Zlatko Pregrad and Ramiro Bujas, Zoran Bujas began developing the Centre's own instruments.

During the Informbiro's attack on Yugoslavia which was backed by Stalin, students of psychology, who were members of the Communist party, organise an attack on 18th December 1948 on Ramiro Bujas, Adela Ostojčić (1908) and Zoran Bujas related to their ideological views and the use of psychological tests and the practice of testing. Despite the fact that the attack on tests appeared similar to the testing ban in the USSR in 1936, the reasons for the attack were completely different. The tests were merely an excuse for dealing with those not conforming to party politics.

The Counseling centre for career choice was disbanded and the five psychologists found themselves unemployed overnight. Zoran Bujas managed to retain his professorship at the Faculty of Philosophy in Zagreb.

During the period between 1932 and 1948, the only testing in Croatia was within the framework of professional orientation, without other significant psychodiagnostic practices (Matešić, 2006a).

As a result of international pressure, particularly from the International Labour Office, the Counseling centre for career choice was re-established in 1952. The third period begins then and ends with the formation of the independent Republic of Croatia. The longest of the four periods, lasting almost forty years, cannot be analysed as a uniform whole. There were at least two sub-periods. The first ended

with economic reforms in 1965, while the second lasted until the breakup of Yugoslavia in 1991 (Matešić, 2006b).

During the 1950's, the number of psychologists was relatively small, less than one hundred. The Employment service, established in 1960, became the leading test publisher in the next 15-20 years. The Service finances and publishes almost 40 editions dealing with the publication, standardisation and evaluation of psychological tests, authored by Zoran Bujas and his colleagues.

During his career, until retirement in 1981, academician Zoran Bujas and colleagues developed about 40 tests, predominantly intended for intelligence testing (Kulenović & Krizmanić, 1991). Some of these tests were adapted and revised, making it impossible to give an exact number. Bujas' tests were, for decades, the fundamental psychodiagnostic instruments for professional orientation, industrial psychology and testing in schools. The Zagreb psychological circle, as they called themselves, never accepted the use of projective techniques because of their strict psychometric orientation and Bujas' personal opposition. Part of his tests were never used in practice, some have remained at the research level, while five instruments stand out for their anthological quality: "Z Series" by Ramiro Bujas and Zoran Bujas (1937), "R-II Series" by Z. Bujas and B. Petz (1944), "M-Series" by Z. Bujas and B. Petz (1953), "B-Series" by Z. Bujas (1966) and the Problem Test by Z. Bujas, S. Szabo and V. Kolesarić (1966/1981).

Zoran Bujas, the son of Ramiro Bujas, is among the most notable students of the French psychologist Henry Pieron (1881-1964), under whose guidance he studied between 1933 and 1936. In the post World War II period, Zoran Bujas was the leading psychologist in Croatia. He was Dean of the Faculty of Philosophy (1955-56), Chancellor of the University of Zagreb (1956-58), president of the International Congress of Applied Psychology held in Ljubljana in 1964, admitted to the Croatian Academy of Arts and Sciences where he was Secretary of Natural Sciences from 1977 to 1985 (Pavlina & Kolesarić, 2005).

In former Yugoslavia, 1965 sees the beginning of *economic reforms*, resulting in the decentralisation of economic decision making. The demand for psychological tests increases.

The Slovenian Department of Work Productivity increases production of psychodiagnostic instruments after 1964. Around thirty tests are translated and adapted there, mainly by American and some European publishers, with some French psychotechnic instruments. The Department of Work Productivity and the Croatian Employment service held the central positions in servicing the need of psychologists for psychodiagnostic instruments until the breakup of Yugoslavia.

Apart from Zoran Bujas, there were other psychologists active in the translation, standardisation and evaluation of tests in Croatia (Kulenović, 1999). Beside those tests entering the practice sphere, various personality questionnaires were developed, translated or adapted through scientific research projects and theses. The majority of these have remained at the research level and mentioned in project reports or journal articles.

During the mid 1960's, dr. Mirko Drenovac began with the production of his CRD (Complex Reactiometer Drenovac). The CRD is a completely computerised testing system, which was, at one time, produced in Germany. Today, after revitalised production, the CRD has been installed in 115 establishments in Croatia and some in other regional countries.

From the early 1960's to the mid 1980's, occasional discussions were held concerning organisational and qualitative advances through the publication, administration and interpretation of test results. The international recognition of the Republic of Croatia on 15th January 1992 marks the beginning of the fourth period of test development and testing practices (Matešić, 2007).

Changes in the socio-economic system which moved from socialist to capitalist orientation, also caused changes in laws governing publishing. Publishing became available to the private entrepreneur. Apart from the Croatian Employment Service which was active for a full 75 years, publishing psychodiagnostic instruments during that period, new publishing companies emerged. Among these, Naklada Slap has grown to become the leading regional publisher of psychodiagnostic instruments and has become a member of the European Test Publisher Group in 2007.

The Croatian Psychological Society was founded in 1953 and has remained a working, non-government psychological society. In 2003, the Croatian government voted in an Act concerning psychological practice, which was followed by the founding of the Croatian Psychological Chamber. Clause 25 of the Act expressly mention psychological tests, which led to the categorisation of psychodiagnostic instruments by the Croatian Psychological Chamber in 2005, covering all tests used in psychodiagnostic practice in the Republic of Croatia.

Data is available at: www.psiholoska-komora.hr

A very concise review of psychology development in the Republic of Croatia was published in 2007 (Pavlina, Kolesarić, Matešić, Topić, 2007).

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Infocop Online interview with ITC Council member Dave Bartram

Dave shared his thoughts on European testing and the future of internet testing amongst other things. The following is an extract of the interview, the full interview can be read online from the link at the end of the article.

In a few words, what are the main goals of the ITC?

The ITC is an association of national psychological associations, test commissions, publishers and other organisations committed to promoting effective testing and assessment policies and to the proper development, evaluation and uses of educational and psychological instruments. Its goals are to facilitate an exchange of information among members and others; to facilitate cooperation toward the solution of problems; and explore issues related to the construction, distribution, and use of tests, scales, and other methods used to assess personal qualities.

It works to achieve these goals, the ITC by producing and disseminating guidelines relating to test development and use, organizing international meet-

ings and in various other ways fostering discussions on test development and use, advancing professional development in reference to test development and use, promoting the publication of relevant information through ITC and other publications, stimulating international cooperation on research and other forms of scholarship in ways that promote scientifically and ethically sound testing practices.

What are the most important projects the ITC is currently undertaking?

We have a number of projects underway at the moment. We are working on a revision to the ITC's Test Adaptation Guidelines and are developing a Test Taker's guide to computer-based and internet delivered testing. We also have a project for the development of online readings in topics related to tests and testing (the ORTA project). The particular focus of this is on ensuring the contributions are written in an accessible and non specialist style.

In your opinion, what is the current situation of tests and testing in Europe?

This is a very big question. I suppose it is best characterised as very diverse: there is diversity in terms of which tests are used, diversity in terms of who uses them and diversity in terms of what they are used for. My own field is work and organizational psychology. In that field we find countries within Europe ranging from those where the vast I think this will happen in areas where testing is high volume and in areas where very high degrees of control or precision are needed over administration. Computer administered tests have a lot of advantages in that one can record a great deal more information about test taker behaviour. Indeed we are seeing the development of a whole new field of data forensics that focuses on analysing the data streams coming from the test taker to check aspects of the authenticity of their performance.

We will see computers take on more and more types of assessment as the software becomes more sophisticated and the bandwidth increases. For some tasks, it may be a long time before they are computerised; Imagine for example a virtual 3-D space manipulation environment where you could do tests like Koh's blocks.

What do you think is the future of test application through the Internet?

In the work and organizational field there is not doubt that this is where testing is going. We are seeing high growth rates in the volume of online testing year on year, with no sign of the percentage increases slowing down yet, even though the absolute volume has increased.

Technologies are being developed now to manage remote administration in a way that provide degrees of control over test administration that are much greater than we have know with traditional human supervision of paper-and-pencil tests. As these technologies mature, so we will see tests being delivered to people for high stakes assessments (such as job selection) at times and place that are convenient for them and that do not require high costs associated with them travelling to centralised assessment centres.

Website: http://www.infocop.es/view_article.asp?id=1507&cat=5.
The website is in Spanish, but the interview is available in English in a pdf format at the end of the webpage.

NEWS

International Journal of Testing

Call for Reviewers: the ITJ are continually looking for suitable reviewers for manuscripts submitted to the *International Journal of Testing (IJT)*. If you are interested in reviewing articles on a range of topics related to testing and assessment with international perspective, please e-mail your name, qualifications, CV and areas of expertise to the editor, John Hattie ijt@auckland.ac.nz

Psychology International Newsletter

Psychology International, the newsletter of the APA office of international affairs.

Website: <http://www.apa.org/international/>

British Psychological Society the Psychological Testing Centre

The British Psychological Society's Psychological Testing Centre (PTC) provides a focus for all Society activities in relation to psychological testing. The Psychological Testing Centre on-line provides access to information about tests and testing. Whether you are a psychologist, a test user or a member of the public interested in knowing more about testing, the PTC Online is a valuable resource.

Read best practice guidelines, link to other sources of information, access general information on tests and link to test distributors/publishers. In addition, you may subscribe to the complete test reviews, discuss good practice in relation to test development and read articles on issues in testing, research and ethics.

Website: www.psychtesting.org.uk

CONFERENCE WATCH

III European Congress of Methodology Oviedo, Spain, July 8th - 12th , 2008.

To be held in conjunction with the Society for Multivariate Analysis in the Behavioural and Social Sciences (SMABS). The main goal of the European Congress of Methodology is to contribute to the improvement of teaching and research in methodology in the fields of Social Sciences, Health, Education and Behaviour.

Abstract deadline 30th March 2008

Website:<http://methodology.cop.es/>

The International Test Commission (ITC) 6th Conference, Liverpool, England, July 14-16, 2008.

The main goal of the Conference is to bring together researchers, educators, psychologists, policy experts, testing specialists, and those who use tests on a regular basis to discuss the impact of educational and psychological testing on people and society. The Conference will address methodological, technical, professional, and ethical issues in relation to policy and practical testing topics, which include the value and utility of testing, technical advances in testing, computer testing technology, the availability and use of tests in small and developing countries, testing guidelines, test score reporting, test adaptation methodology, and the impact of tests and testing on people and society. The conference will consist of invited lectures, workshops, symposia, paper sessions, and posters and will cover the areas of work, health, leisure, and educational contexts.

Abstract deadline December 20th, 2007.

Website: <http://www.itc2008.com>

December Issue: International Journal of Testing

Volume 7, Issue 4 includes the following articles

Fine & Nevo - A Phenomenon of Over-qualification in Personnel Psychology.

Lee & Kantor- Evaluating Prototype Tasks and Alternative Rating Schemes for a New ESL Writing Test through G-theory.

Papanastasiou & Reckase - A 'Rearrangement Procedure' For Scoring Adaptive Tests with Review Options.