

TESTING INTERNATIONAL

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PRESIDENTS LETTER



Dear ITC Members and Friends,

Since the successful 2012 ITC Conference in Amsterdam, the ITC Council has been busy at work to follow up on the actions we have set out in July last year. The preparation for the San Sebastian conference in 2014 is in good progress and an exciting program is being lined up. We are already starting our preparation for the 2016 ITC Conference in Vancouver. Watch out for more information on these conferences from our Newsletter and website.

In addition to our biennial international conferences, ITC also runs testing and assessment tracks in other international and regional congresses, including the International Congress of Psychology, International Congress of Applied Psychology, and the European Congress of Psychology. We further decided to reach out to emerging regions where testing and assessment is fledging. Thanks to the enthusiastic efforts of the Conference Committee under the leadership of Aletta Odendaal, we have expanded our regional outreach with ITC tracks in regional conferences this year to promote research and best practices in testing and assessment around the world. These included a special ITC address at the Conference of the Association of Psychology in Mozambique in May, and ITC tracks at the VI National Conference on Psychological Assessment/IX Iberian Latin American Conference on Diagnostic and Psychological Assessment held in Brazil in June 2013, the Iberoamerican SIP (Sociedad Iberoamericana de Psicología) conference, also held in Brazil in July, and the Asian Association of Social Psychology Conference in Indonesia in August. We thank the active participation of other ITC members in these outreach programs, including Barbara Byrne, Patrick Griffin, Tom Oakland, and Solange Wechsler.

In reaching out to the fledging testing community in the emerging economies, we recognize the tremendous needs for strengthening the professional expertise and standards in testing and assessment. We hope that the ITC guidelines and standards (<http://www.intestcom.org/guidelines/index.php>) could provide the framework for professional development in the local settings. In addition to our existing *ITC Guidelines on Adapting Tests, Second Edition*, *ITC Guidelines on Test Use*, *ITC Guidelines on Computer-based and Internet Delivered Testing*, a number of new guidelines are in different stages of preparation: Avi Allalouf and Marise Born are finalizing the *ITC Guidelines on Quality Control in Scoring and Reporting*, David Foster is finalizing the *Guide-*

lines on Test Security, and Alina von Davier is leading the development of *Guidelines for testing in a non-native language*.

To increase the ITC guidelines accessibility to the local professionals, we are calling upon our members to help to translate these guidelines into their local languages. Dragos Iliescu is helping us to coordinate these efforts under his leadership of the Research and Guidelines Committee. Please contact Dragos if you or your colleague can assist with the translation.

In terms of publications, the International Journal of Testing is flourishing under the new editorship of Avi Allalouf and Michael Nering, with April Zenisky as Associate Editor. I am also happy to report that ITC has signed an agreement with Oxford University Press to publish the *ITC International Handbook of Testing and Assessment*, thanks to the efforts of Fred Leong and the Publications & Communications Committee. The Handbook is co-edited by Fred Leong, David Bartram, Kurt Geisinger, John Hattie, Jacques Grégoire and me. It will contain about 30 chapters covering different domains, populations, and settings of testing from an international perspective, as well as methodological advances and challenges.

As members and friends of the ITC, your input will help us to further our mission of advancing research and practice in testing and assessment. We welcome your suggestions and active participation in any of our committees.

Fanny M. Cheung

ITC's Presence at a Brazilian Joint Conference

The sixth biannual conference of the Brazilian Institute of Psychological Assessment (IBAP) together with the Ninth Congress of the Iberoamerican Association of Diagnosis and Psychological Assessment (AIDEP) met in Maceio, Brazil on June 4th through the 7th. Maceio is located in one of the most lovely seashore areas in the northeastern area of the country. The conference hotel was adjacent to the beach. This was the first joint meeting of these two associations devoted to test development and use. Thus, the combined conference was logical.

Conference Attendance and Program

Within the Americas, Brazil and thus IBAP's leadership for promoting test development and use outside of North American is most prominent. Approximately 1000 people attended. Non-Brazilian delegates came from Argentina, Chile, Germany, Peru, Portugal, Spain, and the United States.

The 500 programs covered a range of issues germane to testing and assessment. These included workshops, round tables, international presentations, and posters. Following topics were most prominent: test development, forensic psychology, psychometric test characteristics, professional preparation of test users, test standards and evaluation, talent identification, positive psychology, challenges in providing assessment services in different contexts, as well as applications of IRT and SEM.

The conference also facilitated a joint meeting of two other Brazilian associations whose work impact test development and use: the Graduate Association of Psychology and the Federal Council of Psychology.

ITC's Presence

The ITC was represented by Barbara Byrne, Tom Oakland, and Solange Wechsler. Barbara presented two workshops on structural equation modeling: introduction to basic concepts and basic applications that included caveats pertinent to cross-cultural data.

Tom gave a keynote address on the status of test development and use with children internationally and two workshops (i.e. publishing in English language journals and another on the impact of temperament on adult behavior). Barbara and Tom jointly presented a session on the International Test Commission.

Solange was involved in four round table discussions: positive psychology, talent identification, children's drawings, and needs for psychological assessment in Iberia Latin American countries.

ITC's Meeting with the IBAP and AIDEP Meetings of the Executive Committees

We met with representatives from the IBAP and AIDEP executive committees (N =12) to explore ways the ITC, IBAP, and AIDEP can work more closely to achieve common goals, especially in South American and Iberoamerican countries together with Portugal and Spain.

Participants at this meeting expressed a need for a conference, co-sponsored by the ITC, IBAP, and AIDEP, designed to further promote test development and use in South America, preferably in 2018. Its focus would be on growth areas for test development and use in South America, including Argentina, Columbia, Peru, and Venezuela. Delegates from the Central American countries also are likely to attend. The next five years would provide sufficient time to galvanize more involvement of colleagues in these countries. The IBAP has demonstrated its ability to organize viable conferences that have broad regional appeal and is committed to supporting this future conference.

Participants also discussed the importance of a better use of our newsletters to promote common interests. For example, the committee endorsed the proposal to include a column in every IBAP newsletter that summarized issues and events important to and prepared by the ITC. Highlights of Testing International could be summarized.

In closing, we appreciate the ITC's support for this 2013 joint conference. ITC's presence here over the years has created important and lasting relationships that allow the IBAP and the ITC to work toward mutually beneficial goals. We hope these relationships will be enhanced further through various ITC-IBAP links.

Barbara Byrne
Tom Oakland
Solange Wechsler
June, 2013

New Council Members

Aletta Odendaal



Aletta Odendaal is a practicing Industrial Psychologist and Master HR Professional with extensive consulting experience in psychological assessment on all levels in different multinational organisations, leadership and management development as well as executive and leadership coaching. Aletta started her career as a social worker and proceeded to work at various organisations in a management capacity. She obtained her PhD in Industrial Psychology from the University of Johannesburg and is currently a senior lecturer in Psychological Assessment and Coaching Psychology at the University of Johannesburg. Aletta's areas of expertise and research interests are primarily in the field of psychological assessment, cross-cultural personality assessment and coaching psychology.

Aletta was Conference Organiser for the annual conference of the Society for Industrial and Organisational Psychology of South Africa (SIOPSA) in 2001-2003 and served as President of SIOPSA for the period 2003 - 2006 and as Chair of People Assessment in Industry (PAI) from 2008 - 2011. PAI has brought out a number of publications dedicated to providing guidance to practitioners in terms of ethical test use in South Africa, including: *Guidelines for the Validation and Use of Assessment Procedures for the Workplace* and a *Code of Practice for Psychological and Other Similar Assessment in the workplace*. Aletta was also chair of the task group that compiled and submitted commentary to the Health Professions Council of South Africa (HPCSA) on the *Re-classification of Psychological tests on the Current List of Classified Tests* on behalf of SIOPSA. She further participated in compiling commentary on the proposed amendments to the Employment Equity Act, specifically relating to psychological and other similar assessments. She was awarded Honorary Life Membership to SIOPSA for distinguished and meritorious service to Industrial and Organisational Psychology in South Africa.

Since 2006 Aletta has been actively involved in the professionalization of coaching psychology in South Africa and received SIOPSA's Presidential award as recognition for her work in this field. She is founder member of the Interest Group of Coaching and Consulting Psychology and represents SIOPSA as Honorary Vice President at the International Society for Coaching Psychology.

As a member of the International steering committee of the International Congress of Coaching Psychology she was co-convenor of the Southern Hemisphere event hosted in South Africa. She has presented a number of papers at national and international conferences, published research results in academic journals

and is co-author and co-editor of the Southern African edition of Stephen Robbins and Timothy Judge's *Organizational Behaviour* textbook. Her work in the field of organizational behaviour has led her to integrate multi-cultural perspectives and the development of intercultural sensitivity into her coaching practices. Aletta joined the ITC Council in 2010 and is currently chairing the Conference Committee and the Outreach and Capacity Building task group.

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### ITC Honorary Fellowships



Left to right Dave Bartram, Barbara Byrne, Jacques Gregoire, Tom Oakland, José Múniz, Jac Zaal, Ron Hambleton, Ype Poortinga

The *International Test Commission* depends very much on the supportive and effective work of many people. None are more important and influential than those who have made a sustained contribution to the running of the Council, the sustained creation of its products (e.g. the Guidelines), the involvement in Conferences and so many other contributions on behalf of the ITC.

To be eligible for Fellowship of the ITC a candidate must have at least 10 years' service on the Council, have spent some time in the role of one of the officers of the Council and made a significant contribution to the work of the ITC

The Honorary Fellows of the ITC:

#### Ype Poortinga

- First President of ITC (1976-1978)
- Past-president (1978-1982).
- Ype was responsible for establishing the ITC as an independent, international body

#### Ron Hambleton

- Member of Council since 1980.
- President-Elect [1986-1990], President [1990-1994], Past President [1994-1998]
- Council member, IAAP liaison and Secretary [2006-2010]
- Lead developer of the ITC International Guidelines on Test Adaptation.



## ARTICLES

- Lead person with Tom Oakland for the first two ITC conferences (Oxford, 1993 & Washington, 1999)

### Jac Zaal

- Vice-president [1982-1986], President [1986-1990] and Past President [1990-1994]
- Treasurer [1994-1999]

### José Mūniz

- Member of Council 1988 to 2008.
- President-elect [2002-2004], President [2004-2006], Past President [2006-2008].

### Tom Oakland

- President-elect [1994-1998], President [1998-2000], Past President [2000-2002]
- Member of Council including IAAP liaison [2002-2012]
- Responsible for formal incorporation of ITC.
- Lead person with Ron Hambleton for the first two ITC conferences (Oxford, 1993 & Washington, 1999)

### Jacques Gregoiré

- Secretary [1994-2004]
- President elect [2004-2006], President [2006-2008], Past-President [2008-2010]
- Lead person for the 2006 ITC Conference in Brussels.

### Barbara Byrne

- Newsletter editor [1994-1999]
- Treasurer [1999-2012]

### Dave Bartram

- Council member [1994-1998]
- President-elect [1998-2000], President [2000-2002], Past-President [2002-2004]
- Co-opted and IAAP liaison [2004-2010]
- Secretary [2010-2012]
- International Guidelines on Test Use and (with Iain Coyne) of the International Guidelines on Computer-based and Internet delivered tests.
- Winchester (2002) and Liverpool (2008) ITC Conferences

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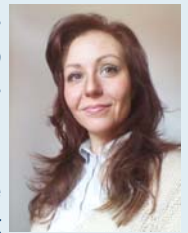
Normative study with children from Brazil using the R-PAS - preliminary data.

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The Rorschach Performance Assessment System (R-PAS) is designed to improve empirical foundations for applied personality assessment (Meyer, Viglione, Mihura, Erard & Erdberg, 2011). Using international normative data, it aims to be applicable to different cultures, ethnicities, and languages (Meyer, Erdberg, Shaffer; 2007). In Brazil normative studies using the Rorschach have been conducted since the 1950's and an interest in this field had been growing since then (Raspantini, Fernandes & Pasian, 2011; Resende, Carvalho & Martins, 2012; Ribeiro, Semer & Yazigi, 2012; Pasian & Loureiro, 2010). Herein, we present a preliminary report from a large study which has the objective of producing Brazilian normative data for R-PAS with children.



Method:

Participants: Preliminary data are presented from 120 children, 72 girls and 48 boys, ages 7 to 10 years without psychopathology and with normal development and cognitive functioning from eleven public schools.

Instruments: The Child Behavior Checklist (CBCL; Achenbach, 1991, Silveiras, Santos, Meyer & Gerencer, 2006) was used to rule out psychopathology symptoms. Children with psychopathological symptoms indicated in any phase of the research were referred to free psychiatric and psychological assistances. The Matrices Colored of Raven (Angelini, Alves, Custodio, Duarte & Duarte, 1999) were used to rule out assess cognitive impairment.

Procedure: This study was approved by the Brazilian National Committee Research Ethics (CONEP). Parents reviewed and signed the Informed Consent Letter (ICL). Children were tested within their schools in an appropriate setting, ensuring privacy according to standard R-PAS procedures.

Results

Descriptive statistics for preliminary normative used both in R-PAS and CS. Raw data and Standard Scores (SS) derived on the R-PAS adult inter-

national norms. Like IQ scores have a mean of 100, and as standard deviation of 15. Thus, the SS provides a comparison to adult values on these key variables (Table1).

The variables included represent the domains of interpretation: (1) Engagement and Cognitive Processing; (2) Perception and Thinking; (3) Stress and Distress; and (4) Self and Other Representation. The Form Quality (FQ) variables (FQ-% and FQo%) are derived from the R-PAS Form Quality tables a system which differs from the CS system. However, once the FQ ratings are determined, these percentages are calculated in the same manner. Nevertheless, R-PAS produces fewer distorted responses (Mihura, Meyer, Dumitrascu & Bombel, 2012; Meyer, Viglione, Mihura, Erard & Erdberg, 2011).

Discussion

Overall, these raw scores and SS's from these preliminary data suggest that the Brazilian child sample is at the expected levels in comparison to R-PAS adult norms. This preliminary normative data for children allow important information about the performance of Children and suggest that the R-PAS should work as expected in Brazil.

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Table 1: R-PAS Interpretive Variables

	Raw Scores		a Standard Scores	
	M	SD	M	SD
<u>Engagement & Cognitive Processing</u>				
R	24.2	4.4	100.5	13.5
Blend	1.5	1.7	85.2	11.6
Sy (Sum of DQ & DQ+ in CS)	3.2	3.0	84.2	15.2
M	2.0	2.1	87.6	14.6
<u>Perception & Thinking Problems</u>				
WSumCog (WSum6 in CS)	8.7	11.3	99.8	17.6
FQ-% (X-% in CS)	23.6	10.8	124.6	15.4
FQo% (X+% in CS)	36.3	12.0	77.2	10.4
P	3.4	2.0	83.2	15.7
<u>Stress & Distress</u>				
m	1.3	1.5	97.2	13.8
Y	0.4	0.9	89.9	8.9
MOR	0.8	1.5	94.8	12.8
<u>Self & Other Representation</u>				
M-a	0.4	0.7	101.5	10.5
H	2.1	2.0	95.6	15.8
COP	0.4	0.9	93.1	9.7

Standard Scores are based on R-PAS adult international norms, M = 100, SD = 15.

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**Computerized Dynamic Writing Test – TIDE:  
Planned research to evidence validity for  
Classical Psychometrics Theory and Item Re-  
sponse Theory**

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Brazilian education is marked by systematic attempts to explain the learning difficulties of some individuals. There have been high rates of repetition and dropout in recent years, with learning difficulties expressed mainly in reading and writing, and understanding the learning process of these constructs is recent (Carneiro et al., 2003). Although writing is investigated in research and related to several constructs, among which the most frequent cited are reading, phonological awareness, syntactic awareness and learning disability, it has been a little focused on theoretical foundations and its evaluation. Current literature indicates the importance of the evaluation and for it to be guided primarily by the right tools and through the techniques and the procedures applied by the evaluator (Suehiro et al., 2007).

Therefore, organizing strategies in schools can help to develop this skill and, to this end, effectively assess in learning of these individuals is essential to have successful in school education. The assisted assessment, in this context, presents itself as a suitable method for assessing aspects of writing in the school (Silva e Capellini, 2011; Pessoa et al., 2010) and in children and adolescents (Dias & Enumo, 2006). In the area of cognitive assessment, there is an interest in procedural, dynamic and interactive procedures, especially assisted assessment (Ferrioli et al., 2001).

The Computerized Dynamic Writing Test (TIDE) agrees with assisted assessment criteria and it evaluates learning potential in the production of written narrative texts of elementary school students. It attempts to assess learning potential. In pretest, the TIDE checks the performance shown by the participants in narrative texts writing through items, such as planning, idea generation, organization and establishment of goals, translation, revision, and reading and editing. The post-test evaluates student performance following instruction. It is necessary to de-

termine the psychometric properties of the test for its clinical use, because it is a new instrument.

Our research aims to find evidences of validity of the TIDE for a sample of children and adolescents in southern Brazil by means of Item Response Theory (IRT) and classical psychometric theory.

IRT provides sophisticated statistical information about the skills and performance of individuals and provides a more complete interpretation of psychological processes and inherent constructs. It estimates the reliability and error of measurement, which are discussed in terms of the function of information of individual items of Test (Urbina, 2007). Models of classical psychometrics or modern psychometry define concepts and procedures for structuring theoretical and empirical validation of measures (Pasquali, 2003). The psychometric parameters of a measuring instrument, refer mainly, to the reliability and validity of the instrument (Picon, 2006). The empirical validity of an instrument is summarized in testing the hypothesis that it is measuring what it is intended to measure. Another important presupposition of classical psychometric theory is about the accuracy of factors from an empirical validation. Thus, the calculation of Cronbach's alpha is an important measure of the accuracy of the scale ranging from zero to one, and the accuracy increases as the alpha approaches one (Borges-Andrade e Pilati, 2001).

In our research, the number of participants was calculated to meet the criterion of "reason items/subject" (Pasquali, 1999), 300 subjects, aged between 11 and 14 years, from public and private schools in the city of Porto Alegre, will participate. The research, will not bring any risk to participants and data will be collected anonymously. In line with ethical aspects involved in research with humans, study participation will be voluntary and signed consent obtained from participants and their parents.

The study tests will be: Computerized and Dynamic Writing (TIDE); subtests Codes, Search symbols, digits and Picture arrangement of WISC-III (Wechsler, 1991), the test Colored Trails (Rabelo et al, 2010); dictation Balanced Moojen (2011), and the Scale of Assessment of Learning Strategies for Elementary School (EAVAP - EF) (Boruchovitch Santos, 2001).

We hope to obtain evidence of the validity of TIDE, to complement the current literature, with information about the underlying aspects of the writing process and provide a valid and reliable instrument for clinical practice.

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The ISO 10667 Linked In Group

The ISO 10667 (Assessment service delivery - Procedures and methods to assess people in work and organizational settings) standard was released internationally in 2012. In early 2012 a network group was founded in the web service LinkedIn.com to promote the ISO 10667. We hoped that the network group could provide a good place to discuss the international standard of assessment service delivery. The idea was that ISO 10667 would enable organizations to become more effective in the delivery of science based assessments.

Initially the members in the group started to use the network as a common ground for sharing how the standard was used, and later reports started to pour in on different experiences of using different standards and guidelines in the practice of assessment services (tests, 360, interviews, career guidance, personal development, selection, succession planning and performance assessment).

Today the group has over 500 members within the test publisher, psychometric and psychology industry from all parts of the world. The group is rapidly growing and I really hope you will join the group and contribute. If you don't use LinkedIn, first create a personal profile, then apply to the group The ISO 10667 Network, you will automatically be approved. And it is all free of charge. Please don't hesitate to also connect with me in LinkedIn and feel free to send me any questions or ideas. I'll gladly serve. Below is the link to the Group and to my profile at LinkedIn.com

Kind regards
Toni Ahlström

Founder of the ISO 10667 Network at LinkedIn

<http://www.linkedin.com/groups/ISO-10667-Network-4250115>
<http://se.linkedin.com/pub/toni-ahlstr%C3%B6m/0/607/536>

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## CONFERENCE WATCH

**October 2013**

**The International Association for Educational Assessment (IAEA)**  
Tel Aviv, Israel

The keynote address will be given by Professor Richard M. Luecht, from the University of North Carolina at Greensboro. His presentation is entitled 'Evidence-Based Design and Assessment Engineering Principles: the Future of Educational Assessment'. The call for papers is open until 1st September, 2013. For more information visit the conference Website: [www.iaea-2013.com](http://www.iaea-2013.com)

**February 24 - 25, 2014**

**3rd Annual International Conference on Cognitive and Behavioral Psychology**  
Kuala Lumpur, Malaysia  
Website: [www.cognitive-behavior.org](http://www.cognitive-behavior.org)

**April 8 - 11, 2014**

**III International Congress of Psychology and Education**  
Panama City, Panama  
Website: <http://psychoinvestigation.com>

**April 14 - 16, 2014**

**11th Conference of the European Academy of Occupational and Health Psychology**  
London, England, UK  
Website: [www.eaohp.org/conference.html](http://www.eaohp.org/conference.html)

**July 2 - 5, 2014**

**9th Conference of the International Test Commission**  
San Sebastian, Spain  
Website: [www.itc2014ss.com](http://www.itc2014ss.com)

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Publish in Testing International



Please send items for consideration in the newsletter to the Editor of Testing International Jan Bogg
jbogg@liverpool.ac.uk

Deadlines

November 1st - for **December** edition
June 1st - for **July** edition

NEWS

American Psychological Association (APA) offers sponsored international affiliate memberships

Division 5 of the American Psychological Association (APA) is offering 10 Sponsored International Affiliate Memberships that include a 1-year subscription to one of their three journals:

- *Psychological Assessment*
- *Psychological Methods*
- *Qualitative Psychology*

Eligibility Criteria:

Graduate psychology student in final year of the doctoral program

Resident of low- and/or middle-income country (as defined by American Mathematical Society) attending university in one of these countries
<http://www.ams.org/membership/individual/types/mem-develop>

Nomination Criteria:

Student has shown exceptional evidence and promise as an academic scholar

Doctoral work is methodologically based and consistent with Division 5 areas of interest
<http://www.apa.org/divisions/div5/committees.html>

Nomination Materials

Reference letter written and submitted by either the student's doctoral advisor or the department chairperson

Student's curriculum vitae

Student's biographical sketch of academic accomplishments and research experience (150 words max)

Nomination Submission:

Send statement confirming submission to:
Prof. Barbara M. Byrne Ph.D.

Chair, Division 5 International & Public Relations Committee
bmbch@uottawa.ca or bmyrne@comcast.net

Submit all documents electronically as a single package to:

Prof. LihShing Leigh Wang Ph.D.

Past Chair, Division 5 International & Public Relations Committee
leigh.wang@uc.edu

Deadline Date: Sept. 30, 2013

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