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President's Letter
Fanny M. Cheung President (2012-14)



Dear ITC Members and Friends,

I look forward to welcoming you to the 2014 ITC Conference in San Sebastian, Spain on July 2 – 5. The ITC International Conference

has become an important venue for us to share cutting edge research and best practice on testing and assessment. Under the theme “Global and Local Challenges for Best Practices in Assessment”, ITC 2014 will showcase new frontiers of psychological and educational assessment across cultures, languages and national boundaries. It is also a venue to meet and renew friendships with colleagues who share common interests in promoting the best research and practice in testing and assessment.

To address global and local challenges in promoting the professional expertise and standards in testing and assessment, ITC has published guidelines (www.intestcom.org/guidelines/index.php), which provide the basic framework for professional development in the local settings. In response to inquiries from researchers and journal publishers, ITC developed a Statement on Tests for Research Purposes in April 2014 (www.intestcom.org/upload/sitefiles/using_tests_for_research.pdf). It outlines our position that test use in research should abide by legal and ethical principles as well as best practice standards. Tests included as research instruments should be used by competent professionals who attend to the rights of test-takers and other parties involved in the testing process. In 2014, we published the ITC Guidelines on Quality Control in Scoring and Reporting initiated by Avi Allalouf and Marise Born. You may find the guidelines on the ITC website as well as in the 2014 Issue 2 of the *International Journal of Testing*. We are now conducting public consultation on the Guidelines on Test

Security initiated by David Foster. We encourage you to help to translate these guidelines into your local languages to increase their accessibility to local professionals. Two new guidelines are in the pipeline: "ITC Guidelines for Test Disposal" and "ITC Guidelines on Clinical Assessment of Immigrants and Second-Language Learners". During the ITC conference in San Sebastian, the ITC General Meeting will be held on July 4. I encourage all members to attend and learn about what ITC is doing and to share with us how we can better serve the testing community. We will be electing new executive committee and Council members at the General Meeting.

Three of our veteran members will be retiring from the Council even though they will continue to serve ITC in other capacities: Ron Hambleton, Tom Oakland, Fred Leong and David Foster. I'd like to take this opportunity to recognize their past leadership in the ITC and thank them for their continuous contributions. I will also be stepping down as President at the General Meeting in San Sebastian. I'd like to thank all of you for giving me the honor and privilege of serving ITC, and for your input and support to us in working toward our mission of promoting effective testing and assessment policies and practices. In particular, my gratitude goes to the ITC Council which consists of a wonderful team of talents and dedication who have made my presidency a most rewarding and memorable experience.

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**Letter from the ITC Incoming President**  
**Dave Bartram**

It is a daunting task to take on the Presidency of any organization, but to be asked to take it on for a second time is in many ways even more daunting. Not only have you got the reputation of previous presidents to live up to but you have your own record to contend with! Needless to say, I am excited to have



been asked to serve a second term and am grateful for the faith my colleagues showed in me by nominating me as President elect in 2012. I am also comforted by the fact that the ITC Council is not an autocracy in which the Council members sit back and wait for instruction from the President. We operate as a collegiate body of experts with the President acting to chair the discussion. The Council has and has had many of the leading figures in tests and testing as members. The role of President is to help direct and steer the tremendous potential that brings to the table.

Not only do we have access to the resources round the Council table, but increasingly we are developing the membership of our Committees to include people with interest and expertise who are not Council members or are past Council members. This year we are losing Ron Hambleton, Tom Oakland, Fred Leong and David Foster from Council, but all have agreed to continue serving and advising the ITC through its committees. We are also seeing the healthy sign of an election with four excellent candidates vying to fill two vacancies.

Prior to our Council Meeting in San Sebastian, we will be spending time considering the future direction for the ITC. A lot has changed since I was first elected as a Council member in 1994. At that time we had one set of guidelines and had held a small but successful conference in Oxford. Since then, we have established a regular programme of biennial conferences, developed a range of internationally accepted guidelines, established the IJT as our journal, and made many changes to our membership rules to increase inclusivity. Affiliate members now have voting rights, and we now have individual as well as organizational members. We have also begun to work on supporting colleagues in emerging nations with initiatives in South America, Africa and the Far East. There is so much we could do, but our resources of time and expertise are limited and need to be focused on where we can get the best return

on our investment. The ITC is not a rich organization in financial terms, so we have to be careful about how we invest financially in projects. What we need to develop over the next couple of years are ways of targeting support for capacity building projects such that we can leverage local potential talent and expertise. We also need to review our membership structure to see if it remains the best way of supporting the work of the Commission.

It has been a privilege working as President-Elect with the current Executive team of Fanny Cheng, Dragos Iliescu and Kurt Geisinger. I'm pleased to confirm that Fanny has agreed to be co-opted to remain on Council for a further two years. Subject to affirmation of their nominations at the General Meeting, Kurt will remain Treasurer, Dragos will become the new President-Elect and Aletta Odendaal will take over from him as Secretary-General. To that team we must add mention of Ananda van Tonder who provides office management and administrative support for the ITC. Together this is truly a 'dream team' that should make my task both productive and enjoyable!

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The 2014 ITC Scholars

The ITC is pleased to present a profile of each of the scholars and a brief review of the work that they will present during the July 2014 conference in San Sebastian. Warmest congratulations to each of our scholars on their success in obtaining a scholarship.

Cristian Zanon, Brazil obtained his doctorate and master's degree in Psychology from the Federal University of Rio Grande do Sul (Brazil). During his doctorate, he spent one year in the Research and Evaluation Methods Program at the University of Massachusetts, under the supervision of Dr. Ronald



Hambleton. He is an Assistant Professor at the University of São Francisco (Brazil), and has been developing research on test adaptation, personality assessment, and positive psychology. His current interests are in: psychometrics and 21st century skills.

Acquiescence on the 21st century skills Cristian Zanon, Brazil

The 21st century skills are in the spotlight in the Brazilian educational and psychological scenario. The development of these non-cognitive abilities might represent a healthy and successful future for many children and adolescents. Brazilian researchers have developed and adapted tests as a first step in the study of 21st century skills in the country. In order to better estimate and, subsequently, provide valid reports for the participants, my colleagues and I have been debating how to control acquiescence in these large-scale assessments. This article presents the application of the random intercept model (Maydeu-Olivares & Coffman, 2006) in an optimism test answered on a Likert-type scale.

Testing in Brazil: National standardized tests to assess mathematics, Portuguese, and other subjects are taken by millions of children and adolescents every year. Due to several advantages over classical methods, the item response theory (IRT) has, successfully, been used to calibrate items and estimate participants' scores. Population resistance toward IRT is very common in the country, as the students and their parents find it difficult to (or cannot) calculate their scores. The high cost of item development for the Ministry of Education may require changes in the laws that allow the participants to access the items after applications.

Researchers have relied on IRT and structural equation methods to refine psychological tests, especially those related to intelligence or the achievement tasks. There are also initiatives to use online and adaptive testing to evaluate 21st century skills

in large samples, and to provide reports for the participants, teachers, and principals. The Ayrton Senna Institute has played an important role supporting this research (Santos & Primi, 2014).

Currently, many Brazilian researchers are connected with international recommendations related to testing, and are concerned with developing new methods that provide more reliable scores. Acquiescence constitutes a potential source of error for scores, which threatens its validity. Some promising approaches to deal with acquiescence in testing are: force-choice scales, anchoring vignettes, and statistical methods (Maydeu-Olivares & Coffman, 2006).

The study: Optimism along with zest, grit, self-control, gratitude, social intelligence, and curiosity, constitute the 21st century skills. A common way to evaluate them is through self-report tests answered on Likert-type scales. The way people respond to scales may increase errors and produce an additional artificial factor in the expected internal structure. Negative wording also constitutes a construct evaluation method that can reduce acquiescence, but it can also produce an additional factor when the intercorrelations among negative items are higher than the correlations of negative and positive items. This may be the case for the Life Orientation Test-Revised (Scheier, Carver & Bridges, 1994), the dimensionality of which has been the subject of controversy in the literature (Zenger et al, 2013). To investigate these possibilities, we compared three models: a) one-factor model, b) two-factor model, and c) random intercept model. The latter model allows intercepts to vary across subjects and, for this reason, acquiescence can be controlled.

Participants were 524 students who answered the LOT-R. The two-factor model presented the best fit indices ($\chi^2=38.6$, $df=8$, $p < .001$, $AIC=23$, $CFI=.97$), compared with the one-factor model ($\chi^2=49.1$, $df=9$, $p < .001$, $AIC=31$, $CFI=.95$), and with the random intercept model ($\chi^2=39.8$, $df=8$, $p < .001$, $AIC=31$, $CFI=.96$). However, the two-factor

model presented high correlation between the latent variables ($r=.90$) suggesting that the negative and positive items might artificially produce two factors. Additionally, acquiescence seems to play a role in these data. The tendency to endorse items might have inflated the correlations among the items producing an extra factor – acquiescence – which was controlled in the random intercept model. Further investigations using grade and other relevant external criteria might provide additional evidence for the role of acquiescence in the evaluation of optimism and other 21st century skills. Such research could also provide evidence for the use of the random-intercept factor model as an approach to control acquiescence.

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**Brandon Morgan, South Africa** is a registered counsellor, psychometrist and research psychologist in South Africa. He completed his Master's degree at the University of Johannesburg

and is currently completing his PhD in test development. Brandon is employed at the Department of Industrial Psychology and People Management at the University of Johannesburg. In addition, he serves on the Psychometrics Committee of the Professional Board for Psychology of the Health Professions Council of South Africa (HPCSA). His research interests are in career counselling, student well-being and psychometric testing.

### **A cross-cultural investigation of the structure of Holland's vocational personality type model in South Africa** **Brandon Morgan, South Africa**

John Holland's (1997) circular/hexagonal model of vocational personality types (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) is regarded as one of the most influential vocational counselling theories globally. Holland (1997) posited that the six vocational personality types have a loose circular ordering or hexagonal shape. The circular ordering is a reflection of the calculus assumption, which states that "the distances among the types or environments are inversely proportional to the theoretical relationship between them" (Holland, 1997, p. 5). Measurement of the vocational personality types relies on the validity of the circular/hexagonal model in the context where it is applied (Darcy & Tracey, 2007). While research has shown that Holland's model is valid in the United States of America (USA), its validity outside of the USA is contentious (Rounds & Tracey, 1996). Indeed the only study to date that has investigated the fit of Holland's circular model in the South African context (du Toit & de Bruin, 2002) found that the circular model may not be valid for the Black ethnic group. This is problematic because counselling based on the model cannot proceed if its validity is not established (Darcy & Tracey, 2007). The purpose of this paper is therefore (a) to investigate the validity of Holland's circular model in the South African context

and (b) to examine whether the fit of the circular model across four different ethnic groups is invariant.

#### Method

A total of 1543 participants completed the South African Career Interest Inventory (SACII), an interest inventory that has recently been developed to operationalise Holland's vocational personality theory in the South African context (men = 629, 41.60%; women = 883, 58.40%). The mean age was 23.03 years (SD = 6.47, median = 21). The majority of the participants were from the Black ethnic group (n = 1030, 67.01%). The remaining participants were composed of the Mixed Ethnicity (n = 84, 5.47%), Indian/Asian (n = 134, 8.72%) and White (n = 289, 18.80%) ethnic groups. The spoken home languages of the participants was an indigenous South African language (n = 983, 64.97%), English (n = 404, 26.70%) and Afrikaans (n = 126, 8.33%).

The validity of the circular model was investigated using Hubert and Arabie's (1987) randomisation test of hypothesised order relations (RTHOR) with the RANDALL software (Tracey, 1997). The RTHOR is used as both a descriptive and inferential technique. The correspondence index (CI) is a descriptive measure that indicates the extent to which the order predictions in a set of variables are consistent with a tight circular ordering model. The RTHOR also produces an exact probability of observing the obtained CI value under the null hypothesis of random ordering (Hubert & Arabie, 1987). In the vocational psychology literature a  $p$ -value  $< .05$  is usually taken as evidence that the correlation matrix is consistent with a tight circular ordering model (Hubert & Arabie, 1987). In addition, the RTHOR was used to compare the fit of the model across different ethnic groups using the RANDMF software (Tracey, 1997). A CI and  $p$ -value are produced comparing the fit of the model in one group (control group) to another group (comparison group). A positive CI value indicates that the fit is better in the control group while a negative CI value indicates that the fit is better in the

comparison group. A  $p$ -value  $> .05$  is typically taken as evidence that the fit of the tight circular ordering model is invariant across both groups (Hubert & Arabie, 1987).

#### Results

Good fit was found for the four ethnic groups. The CI values were: Black (.89,  $p = .017$ ), Mixed Ethnicity (.78,  $p = .017$ ), Indian/Asian (.82,  $p = .017$ ) and White (1.00,  $p = .017$ ). The randomization test of group differences found that there were no statistically significant ( $p > .05$ ) differences in the fit of the tight circular ordering model across the four ethnic groups (Table 1).

Table 1. *Randomization Test of Group Differences*

| Control Group   | Comparison Group | Correspondence Index | $p$  |
|-----------------|------------------|----------------------|------|
| Black           | Mixed Ethnicity  | 0.05                 | 0.30 |
| Black           | Indian/Asian     | 0.02                 | 0.48 |
| Black           | White            | -0.05                | 0.81 |
| Mixed Ethnicity | Indian/Asian     | -0.03                | 0.63 |
| Mixed Ethnicity | White            | -0.11                | 0.97 |
| Indian/Asian    | White            | -0.08                | 0.93 |

#### Discussion and conclusion

The RTHOR supported the hypothesis of a tight circular ordering model in each of the ethnic groups, and indicated that the circular model may be invariant across them. The CI values were high and comfortably exceed the average USA and non-USA sample CI values of .78 and .48 reported by Rounds and Tracey (1996), and contradict the negative results reported by du Toit and de Bruin (2002). Hence it appears that Holland's circular model may be valid, and that there may be merit in using Holland's theory for career counselling, in South Africa.

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*Note: Portions of the material appear in an article titled Constructing Holland's hexagon in South Africa: Development and initial validation of the South African Career Interest Inventory authored by B Morgan, GP de Bruin and K de Bruin to appear in the Journal of Career Assessment.*

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Xiaolu Zhou, China is currently an Assistant Professor at Education College, Shanghai Normal University, as well as a researcher at Shanghai Institute of Career Education. She earned her PhD in Psychology from Hunan Normal University, China. During her PhD training, she did studies on somatization as connected to depression and anxiety disorders at Concordia University, Canada, with the support of China Scholarship Council. Zhou is interested in the cultural shaping of depression and anxiety disorders, career development and personality. Her

current work involves the equivalence of instruments assessing personality and career development constructs in cross-cultural studies.

The Development of Personality Assessment in China Xiaolu Zhou, China

Personality assessment is widely used in clinical, educational, industrial and organizational settings. To satisfy local needs, efforts were made to construct a scientific and cultural relevant personality assessment system and develop corresponding measurements in China. Three approaches of studying and testing Chinese personality could be recognized (Cheung, van de Vijver, & Leong, 2011). The first approach is to import or adapt western measurements ; the second approach is to develop Chinese-specific personality scales; the third approach is to seek the integration of the first two approaches and develop a personality inventory which reflects human universal, and maintains cultural specifics in Chinese contexts.

The first approach could be dated from 1970s. As with the situations in other non-western countries, some western personality tests (e.g., MMPI) were translated, adapted and standardized in China. It has been demonstrated that the tests had adequate psychometric properties. However, researchers found that (1) significant differences between Chinese and western scores, local norms and original norms; (2) some items from imported scales does not fit Chinese; and (3) some western personality factors, i.e., the openness factor of the "big five" model, could not be retrieved from Chinese population. The solution for the first problem is to establish Chinese own norms, but required large-scale database. The solution for the second problem is to construct a new scale by only selecting items with good discrimination power, but might limit the applicability of the original scale. The solution for the third problem is to develop

measures for assessing Chinese indigenous personality structure.

As a reaction to the limitations of the first approach, Chinese psychologists developed personality theories and measurements that reflect Chinese personality structure and reality. A representative work is the “big seven” theory and the Chinese Personality Scale (QZPS) by Wang and his colleagues (Wang & Cui, 2003). Researchers referred to Chinese language to collect personality-descriptive adjectives. Participants were asked to rating others and themselves on these words. Factor analysis supported seven dimensions of Chinese personality, i.e., Extroversion, Good-Heartedness, Emotionality, Talent, Interpersonal Relations, Diligence and Honesty. These scales did capture some Chinese-specific dimensions. Cultural differences between Chinese and western personality (and tests) were emphasized. However, the universal aspects of human personality were underrated, and few studies have standardized the scale with norm samples (Cheung et al., 2011).

To address the limitations of the first two approaches, a “combined etic-emic approach” was advocated. The synergy of the universal characteristics and cultural-specific dimensions is thought to help constructing a broad and universal personality assessment. A representative work is the Chinese Personality Assessment Inventory (CPAI) by F. M. Cheung and her colleagues (1996), its revised version Cross-Cultural (Chinese) Personality Assessment Inventory (CPAI-2, Cheung et al., 2001), and the adolescent version Cross-Cultural (Chinese) Personality Assessment Inventory – Adolescent (CPAI-A, Cheung et al., 2008). The researchers referred to various resources for personality constructs. Large-scale data collection was conducted for the item construction. National norms were established for both adults and adolescents. The CPAI-2 consists of four general personality factors (Social Potency, Dependability, Accommodation, and Interpersonal Relatedness) and two clinical factors (Emotional Problem and Behavioral

Problem). Correspondingly, the CPAI-A includes four general factors (Social Potency, Dependability, Emotional Stability, and Interpersonal Relatedness) and two clinical factors. Comparing CPAI/CPAI-2 with western measures such as MMPI-2 and NEO PI-R, convergent validity and discrepancies were identified, and etic and emic factors were distinguished. The effects of emic factors are empirically supported when predicting various criterion variables in applied settings (Cheung et al., 2011).

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**Juliana C. Pacico, Brazil** is a PhD Student at Federal University of Rio Grande do Sul (UFRGS), Brazil. She has experience in Psychology, with emphasis on Psychological Assessment, Positive Psychology, psychometrics and personality. Its main interests are the themes: hope, self-efficacy,

optimism, self-esteem, personality traits, parenting styles, construction and adaptation of psychological assessment instruments and organizational psychology. Her postdoctoral project is related to personality and the development of an instrument to measure character strengths. The objective is to conduct a cross cultural study on personality (Big Five model) and strengths.

**Hopeful people are also more  
satisfied with their lives**  
**Juliana Pacico & C.S. Hutz Brazil**

Positive psychology has grown rapidly worldwide and also in Brazil. It has its origins in Greek philosophy with the study of character, but it has gained more prominence in recent decades. The aim of Positive Psychology is the study of the conditions and processes that contribute to the prosperity of individuals and communities to promote the positive functioning of human beings. The positive functioning involves some positive characteristics such as hope, self-efficacy, life satisfaction and optimism. In Brazil, we identified the need to develop or adapt scales to measure such constructs.

The instruments to measure dispositional (Pacico, Zanon, Bastianello & Hutz, 2013) and cognitive hope (Pacico, Zanon, Bastianello, Reppold, & Hutz, 2013) were adapted to Brazilians. The procedures of adaptation followed the ITC guidelines for adapting tests. The aim of the study described here is to show evidence of convergent validity of these instruments through the correlation of hope (cognitive and dispositional) with life satisfaction. The Diener Satisfaction of Life Scale was adapted and validated for use in Brazil (Zanon, Bardagi, Layous, & Hutz, 2013).

Hope refers to future expectations that individuals wish to happen. The Hope Index is a scale developed by Staats (1989) to measure cognitive hope, defined as the interaction between wishes and expectations. It has an affective and a cognitive component. The affective component relates to the fact that a pleasurable event is

expected for the future. The cognitive component refers to expectations that a future event is likely to occur. Things that the individuals wish and expect to happen could be related to their or to other people or to global circumstances. Therefore, The Hope Index has two eight items subscales: hope-self (related to the subject) and hope-other (related to others and global circumstances).

During the process of adaptation of the Hope Index, we were concerned with the content validity of the instrument and performed a procedure similar to that followed by Staats (1989). It revealed the need to include five new items. Thus, the adapted version of the Hope Index has 21 items and a Cronbach's alpha .86 to hope-self and .80 to hope-other.

Dispositional hope was defined as a positive motivational state that emerges from the interaction between pathways and agency when there is an objective to achieve (Snyder et al., 1991). This goal should be important enough for people to feel motivated to overcome obstacles that might arise to achieve their goal. The Adult Dispositional Hope Scale (Snyder et al., 1991) can measure dispositional hope.

People with high scores on the hope scale usually set up more pathways than those with lower scores. They also show greater agency to reach the desired result. Thus, they overcome obstacles more easily, persist longer in pursuit of their goals, and are more likely to reach them. This behavior can contribute to a better evaluation about quality of life in specific areas (work, leisure, health), as these subjects are more satisfied with their lives and also it may contribute to academic success (Rand, Martin, Shea, 2011).

The sample was composed by 524 Brazilian students, 17 to 36 years-old ( $M = 21$ ,  $SD = 3.2$ ), 57% women. The instruments used were The Hope Index, Adult Dispositional Hope Scale and the Satisfaction with Life Scale. Results are shown in Table 1.

The results are similar to those found in other studies and suggest convergent

validity for both hope scales. People with high scores on hope (cognitive or dispositional) are more satisfied with their lives. A possible explanation for this finding would be that hopeful persons might draw multiple pathways to achieve their goals and that might make it easier for them to attain them. They also wish more things and have higher expectations that these things will happen to them. Therefore, they will be more successful, and success can produce greater life satisfaction.

The need to introduce new items to the Hope index show that is not enough to translate and adapt an instrument. When scales developed originally for a country are adapted to another, important information can be lost if only the usual steps to assess construct validity are taken. We must consider the particularities of the country. Researches need to be stimulated to develop (or adapt) and use instruments that consider cultural differences to do a correct evaluation.

Table 1- Correlations of hope (cognitive and dispositional) and life satisfaction

| Variables          | Hope-self | Hope-other | Dispositional hope |
|--------------------|-----------|------------|--------------------|
| Hope-other         | .56       | -          |                    |
| Dispositional hope | .40       | .19        | -                  |
| Life satisfaction  | .38       | .21        | .50                |

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**Lorena Wenger, Chile** is psychologist and M.A. in legal and Forensic Psychology, both studies completed at Universidad de La Frontera, Temuco, Chile. Since 2007 she have been working in the field of juvenile offenders, and between 2010-13 work as a researcher of assessment components for a science and technology project (FONDEF D08i-1205), in which a differentiated assessment and intervention model called MMIDA was formulated and applied in specialized work with juvenile offenders in Chile. In October at 2014 start his PHD in University of Barcelona. Her current areas of interest include young offenders assessment, psychometry and diferencial intervention with young offenders.



### **Protocol of differentiated assessment with juvenile offenders.**

Paula Alarcón, Ricardo Pérez-Luco, **Lorena Wenger**, Sergio Chesta, Leonardo Lagos, Sonia Salvo, Carolina Báez, Carolina Berríos. **Chile**

**Aims:** to develop an assessment protocol that has adequate psychometric indicators in each instruments and standard parameters for the Chilean population in order to properly interpret the results.

**Hypothesis:** The validation of a battery of differentiated diagnostic evaluation with young offenders allowed to discriminate effectively between adolescents who commit crimes (transitory delinquency) and adolescents with delictual tendency (persistent delinquency), also establishing differential profiles into categories.

**Participants:** 480 male subjects, aged 14 to 18 years 11 months at the time of initial evaluation, registered to criminal penalties for committing crimes in reclusion's center and probation in Chile

**Procedure:** subjected to psychometric analysis each instrument, obtaining adequate indicators of validity and reliability, designing the battery, with special emphasis on the evaluation methodology, the objectives to be met and organizing the protocol to follow.

**Results** From results of previous and current research (Alarcón et al, 2009), is defined a battery of 9 instruments that are validated empirically, these instruments are organized in an assessment protocol that has four successive steps (a) "Determination of type of crime", is organized the use of 4 instruments to determine the degree of criminal and social commitment of adolescents, to do this are used "Escala de Delincuencia Autorrevelada" (Self-revealed Delinquency Scale) reliability 0,70-0,96 and discriminant validity  $t=8,08$ ,  $p=0,000$ ; "Cuestionario de Comportamientos Sociales Adolescentes" (Adolescent Social Behavior Questionnaire) reliability 0,71-0,97 and validity CFI=0,94 RMSA=0,019; "Cuestionario de Exploración de Salud Mental Adolescente" (Exploration

Questionnaire Adolescent Mental Health) reliability 0,87 and validity  $t=18,23$ ,  $p=0,000$ ; and "Escala de gravedad del enganche delictivo" (Crime severity scale engagement) reliability 0,80 and discriminant validity  $t=26,69$ ,  $p=0,000$ . As a result of this steps is achieved discriminate the delinquent behavior of adolescents sanctioned and a 10.4% at the participants shows a transitory delinquency behavior and 89.6% persistent delinquency (Alarcón, Pérez-Luco, Wenger, Chesta, Lagos, Salvo, Báez & Berríos, 2014).

In the step (b) "Risk assessment and resources for intervention", 2 instruments were used to deepen evaluation: "Guía de detección de consumo problemático de alcohol y drogas en adolescentes versión adaptada" (Guide detecting problematic alcohol and drug use in adolescents adapted version) reliability 0,88-0,98 and validity CFI=0,91 RMSA=0,039 and the "Cuestionario de sucesos de vida estresante" (Questionnaire stressful life events) reliability 0,53-0,87 and discriminant validity  $t=14,71$ ,  $p=0,000$ . And also 3 instruments to explore criminogenic risk factors associated to recidivism: "Ficha de evaluación de riesgos y recursos" (Listing risk assessment and resources) reliability 0,64-0,92 and validity AUC=0,73 RBP=0,38; "Ficha de evaluación de respuesta potencial a la intervención familiar" (Listing evaluation potential response to family intervention) reliability 0,81-0,95 and validity GFI=0,93 RMSA=0,085; and the "Inventario de riesgos sociocomunitarios focales" (Inventory of socio-communitary risk) reliability 0,85-0,90 and validity GFI=0,93 RMSA=0,085 (Alarcón et al., 2014). This step gives insight into the specific risks that collaborate in the maintenance of criminal behavior, indicating the real areas of differentiated intervention to reduce recidivism (Andrews & Bonta, 2006). Steps (c) "Determination of criminal history", and (d) "Targeting of interventions and indicators of success" are comprehensive, where the information gathered with the assessment battery developed gets integrates (Alarcón et al., 2014).

In conclusion, it appears that the offending behavior in adolescents respond at types that clearly differ in their source variables and maintenance of criminal behavior, therefore it is necessary to distinguish what type of crime against we are, to establish interventions that differ between adolescents who require more intensive treatment and specificity (persistent delinquency), of those with an accompaniment from a field of prevention and treatment with low intensity is sufficient to reduce criminal behavior (transitory delinquency).

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Converging Relational Orientation as a Constituent Dimension of Identity in Self-Descriptions and Sources of Identification in Self-Report: A Multimethod Approach **Byron G. Adams, South Africa**

South Africa has one of the most diverse populations on the African continent with the largest White (individuals of European decent) and Indian (individuals from the Indian sub-continent) populations. This alongside several indigenous Black-African and the Coloured (individuals of mixed descent) groups, it provides a particularly unique context for studying identity and expressions of identity across cultures. Its history of regulated segregation (apartheid) has enabled Western (White) and non-Western (Black, Coloured, Indian) groups to develop identities alongside each other within enclaves of cultural contexts.

Identity is defined as that which makes an individual both similar to and different from others. It is the conscious and unconscious process by which individuals define themselves as personal, relational, and social being within particular contexts (Adams, Van de Vijver, & De Bruin, 2012; Adams, Van de Vijver, De Bruin, & Bueno Torres, 2014). As individuals negotiate their identities intra- and interpersonally, the objective of this study was to examine how intra- and interpersonal

aspects inform identity using both qualitative and quantitative methodology.

In two studies by Adams and colleagues (Adams et al., 2012; 2014) across different ethnocultural groups in South Africa, they examined free self- and other-descriptions respectively (using a similar method to the Twenty Statements (Kuhn & McPartland, 1957, see also Del Prado et al., 2007). Through content analysis, they extracted a Relational Orientation (RO) construct defined as the perceived importance individuals or groups attach to personal, relational, and/or social aspects of their identity. RO is considered a constituent dimension of identity, which extends on the individualism-collectivism (IC, Hofstede, 2001), the self-construal (independence-interdependence; Markus & Kitayama, 1998) dichotomies (i.e., Personal Orientation and Collective Membership Orientation respectively), by considering Implicit Relational Orientation (humanitarianism/general society) and Explicit relational orientations (relations with specific others), similar to the relational self in Brewer and Gardner's (1996) interpersonal relatedness.

In South Africa, Implicit and Explicit Relational Orientations accounted for the largest cross-cultural differences in free descriptions. White South Africans used more Implicit Relational Orientation Descriptions, whereas Black South Africans used more Explicit Relational Orientation descriptions. Coloured and Indian South African groups were in the middle (i.e., it was not clear whether they preferred Explicit or Implicit Relational Orientations). Personal Orientation descriptions (likened to individualism) were used by all South African groups. Based on our theoretical understanding of the four categories subsumed under RO, we developed a quantitative measure, the Sources of Identification Scale (SOIS) defined as the intrapersonal and interpersonal aspects that inform individual identity. SOIS has four subscales (Personal Sources, Significant Other Sources, In-Group Sources, and

Humanitarian Sources), which we argue are theoretically associated with RO and its respective categories.

The objective of our study is to examine the extent to which these two distinct measurement modes for considering identity related aspects would provide similar information about different cultural groups (methodological triangulation, see Denzin & Lincoln, 1994). We expected sources of identification to present similar results to RO across the South African groups, the White group using more Implicit Relational Orientation (Humanitarian Sources in SOIS), the Black group using more Explicit Relational Orientation (Significant Other Sources in SOIS) and the Coloured and Indian groups in the middle. In addition, we also expected all groups to use Personal Orientations (Personal Sources in SOIS) more than interpersonal orientations (sources).

Having collected data across the four South African ethnocultural groups, results indicate that there is some convergence for personal aspects of identity in both measures. Personal Orientations (Personal Sources) were important for identity, similar to previous work (Adams et al., 2012; 2014; Del Prado et al., 2007). There was divergence for the interpersonal aspects as defined by RO and SOIS. We found that overall self-descriptions in RO were similar to those in previous studies (Adams et al., 2012; 2014) and presented larger cross-cultural differences across South African groups than SOIS, where there were marginal differences not in line with expectations. Significant Other Sources more salient in Coloured, Indian, and White groups whilst Humanitarian Sources were more salient in the Black and Coloured Groups.

In conclusion, although we found little methodological convergence in this study on RO and SOIS, our study does provide a basis for further considerations of SOIS as a construct that may be a useful measure for understanding intra- and interpersonal

aspects individuals draw from to define themselves.

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## Article

### **A Better Model to Assist Test Use in Emerging Countries Thomas Oakland University of Texas**

Processes used by psychologists to jump-start test use in emerging countries often are wrong and always incomplete. Psychologists trained in the West who return to their native country may initiate a process to apply scholarship and tool they acquired during their training--recognizing some adjustments will be needed to apply them locally. In reference to test use, psychologists may acquire and introduce copies of tests used commonly in their training and, if needed, translate their language. This process commonly disregards laws that protect copyright.

This process may result in similar tests used commonly with children and youth in the West and emerging countries. For example, tests use with children and youth in 77 countries, identified in a 2011-12 survey by Oakland, were found to be somewhat similar: Wechsler's intelligence scales, Ravens Progressive Matrices, Bender Gestalt Test, Wechsler Preschool and Primary Scale of Intelligence, Kaufman Assessment Battery for Children, Child Behavior Checklist, Wide Range Achievement Test, Children's Memory Scale, Children's Apperception Test, and the Wechsler Individual Achievement Test. Among them, seven assess cognitive abilities and one each assesses visual motor coordination, psychopathology, and personality.

Test development and use should be market driven. Two critical market driven features include an identified need for information provided by tests along with a framework for the administration, dissemination, and use of that information. For example, effective test services for children and youth should be embedded in a collaboratively established process at national, regional, and local levels that

results in the desired information reaching desired users. Tests should provide reliable and valid information needed to help address prevailing and important social, institutional, and personal issues. In reference to the above listed ten tests, evidence should confirm that consumers of test data, not those administering tests, in emerging countries have identified the four broad qualities as important to the provision of services to their children and youth. Until recently, this market research never was attempted at a national level. Additionally, a framework that supports test use is needed, is discussed rarely, and never is implemented by the psychologists who initially import tests.

The purpose of this article is to describe a nationally based three year program that identified information in six areas desired by test consumers and recommended a framework for the delivery of desired and needed test services.

### *A New Model For Test Development and Use In Emerging Countries*

Elias Mpfu, a native of Zimbabwe and now a professor of rehabilitation psychology at the University of Sydney, was asked by Botswana's Department of Education to address two broad issues: (1) identify test-related information needed and desired by potential test consumers that help support Botswana's national efforts to advance the educational attainment of its students and (2) propose a framework that implements and sustains such a testing program, one that also designates professionals responsible for conveying and using test data to test consumers (i.e. students, their parents/guardians, teachers, counselors, and other educational personnel). The Botswana government desired test services that had the potential to guide and in other ways help students acquire important habits, attitudes, and behaviors in school and other settings as well as to assist students in making career choices. Mpfu and his team native to Botswana began a three-year process to

construct a consensus-driven framework for test use by engaging educators, school counselors, students, and their parents/guardians in this process. The process was to be inclusive, holistic, and context sensitive. The outcome was to be context sensitive and context based.

Participatory action research methods were used to construct this framework for test use. The staff recognized a program's initial and continued success would require participation and then support from test consumer, especially classroom teachers. Thus, views expressed by test consumers were respected and formed the basis for decision-making. Moreover, while working to construct this framework, the project staff, as needed, educated the public as to advantages and limitations of test use and options for accessing such services.

The staff devoted the first 12 to 18 months to the development and validation of qualitative and quantitative methods for acquiring needed information from test consumers. They then devoted approximately 12 months to acquire data nationally from consumers in both public and private schools. The use of cluster random selection methods resulted in their working in 328 schools in all of the country's 10 regions. The number of participant schools recruited from each region was proportionate to the total number of schools regionally in the country. After identifying schools, then classrooms and, within them, students were sampled randomly. Principals nominated parents/guardians to participate. Data were gathered from respondents through focus groups, interviews, and questionnaires. Respondents chose to use either Setswana or English—the country's two official languages. During the third project year data were coded and analyzed and reports prepared.

Although the primary goal of this article is to provide a brief introduction to the processes used in this Botswana project, some readers also may be interested in the outcomes of this work. Test consumers expressed a desire for information on six

issues: a student's aptitude (i.e. estimating the probability of success in an academic subject relative to the student's ability), learning readiness (i.e. improving the student's ability and willingness to receive information), guidance and counseling (i.e., helping students adjust or adapt to normally occurring development needs), personal development (i.e. improving self-awareness, self-identity, and life aspirations), socialization (i.e. responding well to individual changes that result from a student's interactions with other individuals, social institutions, and social customs), and community norms (i.e. acquiring and embracing practices and beliefs typical of their society). Although the consumer groups recognized the relevance of information in all areas and are committed to its acquisition, the groups prioritized these six issues differently (e.g. teacher preferred information on aptitude and learning readiness while counselors preferred information on personal development and socialization).

Test consumers overwhelmingly agreed that the school's guidance and counseling services should assume administrative responsibility for implementing and sustaining this framework. However, responsibility for conveying test data to students and their parents/guardians differed. They preferred to access test related information from classroom teachers. Classroom teachers generally thought the counseling staff should assume this responsibility. The Botswana Department of Education has given the green light to the project staff to proceed with efforts to implement the program nationally.

This work is the first we know that attempts to construct a framework for test use in schools nationally, in an emerging country. The desired processes require attention to countless issues beyond the importing of tests. We hope the initial success of these efforts will encourage others to use similar methods in other emerging countries. Consider the following brief points when proceeding with this type of work. Each is explicated in the two articles

referenced below. A community of consumers willing to engage in a process that leads to establishing and sustaining a nationally based test framework that supports test development and use for children and youth is needed. A process that is informative, inclusive, holistic, and context sensitive offers promise for achieving context sensitive and context based outcomes. Project leaders and the community members should form a somewhat long-standing and trusting engagement. The use of participatory action research that relies on both quantitative and qualitative data gathering methods is potentially useful for these purposes. Desired outcomes are achievable

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