Testing International

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Editor: April L. Zenisky

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Contents

Turn to Page 14 for information relating to the 11th Conference of the International Test Commission

Montréal, Québec, Canada
July 2-5, 2018

Editor's Note

April L. Zenisky
Editor, *Testing International*
University of Massachusetts Amherst, USA

I hope this newsletter finds you well. As I write this, preparations are underway for the ITC Council to meet in Amsterdam in early July, where council members will be meeting to discuss operations as well as carry out strategic planning for the future. As noted by ITC President Dragos Iliescu in his President's Note in the last issue of *Testing International*, there are many exciting initiatives going on with the ITC at the present time. During the upcoming Council meetings, ITC leadership will receive an update about planning for the 11th conference of the ITC, to be held in Montreal in July 2018, as well as talk about efforts to revise and update the various ITC guidelines.

Looking to the future of the ITC, the Council will be involved in a brainstorming and strategic analysis session in which they will discuss the future evolution and projects of the ITC. If you have any ideas for improving how the ITC serves the membership and the larger professional community, please reach out and contact any member of the Council with your thoughts (contact info for officers is on Page 10 of this newsletter).

It is my hope that you will find this issue of *Testing International* especially interesting. A year ago at this time many of us were preparing for the 10th Conference of the ITC in Vancouver, and now, the Call for Proposals for the 2018 meeting in Montréal is about to open. The theme of the next ITC conference is "On the Beat of Testing" and it is marked by several subthemes, including best practices in testing and assessment, instruments and validity, effectiveness and efficiency in multicultural environments, and challenges, innovations and advances in testing technology. The conference Chair, Dr. Nathalie Loye, and her colleagues have provided information about this Call on Page 14.

This issue of *TI* features an article by two researchers from the University of Nebraska-Lincoln who have shared their work assessing children's emotional and behavioral strengths with the Behavioral and Emotional Rating Scale-2 (BERS-2) with the readership of *TI*. They are seeking to form collaborations with other researchers to further investigate use of this instrument in other cultural contexts and language versions, so I encourage you to contact the authors with the email address provided if you wish to explore this opportunity.

Also included here is an update on research to develop text-free assessments for use in a range of testing contexts, as well as an interview with Dr. Barbara Byrne, a longtime member of the ITC who has long been involved in ITC's governance, beginning with her editorship of this newsletter in the mid-1990s and more recently serving as Treasurer. Dr. Byrne was named a Fellow of the ITC in 2012.

As always, I welcome your suggestions and article submissions for future issues of *TI*. Please contact me in the coming months to discuss your ideas or to submit a manuscript for consideration. Lastly, please consider submitting a proposal for the 11th ITC conference - the submission system opens in mid-July and more information will be sent to the ITC membership by email in the coming weeks. I hope to see many of you there!

EFPA Roe Award Winner

EFPA Robert Roe Award 2017 awarded to Dr. Dave Bartram

The Executive Council of the European Federation of Psychologists' Associations (EFPA) would like to congratulate Dr. Dave Bartram for being elected to be the first winner of the EFPA Robert A. Roe Award for Outstanding Contribution of Psychology to Society award 2017 winner.

The Robert A. Roe Award for Outstanding Contribution of Psychology to Society is an award initiated in 2016 by EFPA, EAWOP, the Department of Organization Studies of Maastricht University, and the Research Institute IDOCAL of University of Valencia, to be awarded to a psychologist who has made an outstanding contribution to bringing psychologists from all over Europe together, either from a scientific, professional, practical, or policy-making perspective.

The chair of the Robert Roe Selection Committee and EFPA President Telmo Baptista stated that:

• Professor Bartram has had a distinguished career as both an academic and practitioner psychologist. Over the past 30 years he has contributed for the development standards of testing across Europe and the world. His work and collaborations have approached many European psychologists and advanced the adoption of international standards for testing.

• He has been involved with EFPA for many years, first as member of the EFPA-EAWOP Task force on Test User Qualification of which he was chair from 2003. He was convenor of the EFPA Standing Committee on Tests and Testing from 2004 to 2011, and later convenor of the EFPA Board of Assessment.

• He has also been a longstanding member of the Council of the International Test Commission including two terms as president.

• Professor Bartram has over 270 scientific journal articles, book chapters and other publications in a range of areas relating to psychometric testing, computer-based testing, test standards, occupational standards, occupational assessment and occupational competence.

• Professor Bartram's work reflects a permanent concern to contribute to society and creating the best standards of practice for the profession.
unquote.

The award will be handed over during the Opening Ceremony of the European Congress of Psychology at the RAI Convention Center in Amsterdam on Tuesday, July 11, 2017 at 17.00 o'clock and there will be a keynote speech during the congress.

efpa
European Federation of Psychologists' Associations

International Study of Children's Emotional and Behavioral Strengths Using the Behavioral and Emotional Rating Scale

Matthew C. Lambert
University of Nebraska-Lincoln, USA

Michael H. Epstein
University of Nebraska-Lincoln, USA

Assessments are used to make important educational, social, and mental health decisions about children. These decisions involve screening, diagnosing, placing children into programs, and then evaluating the outcomes of these programs. Several assessment models are available to gather information for these decision-making purposes. While these assessment models differ with respect to constructs, assumptions, measures and data-collection procedures, historically they have been targeted on identifying problems in children. In general, the instruments used to identify these problems meet acceptable professional standards for reliability and validity, are useful in understanding and diagnosing the behaviors of children, and assisting children and families in gaining access to specialized services. However, over the past few decades, there has been a movement in U.S., Europe, and other areas of the world, away from deficit-based assessment towards assessing the emotional and behavioral strengths of children, which has been called *strength-based assessment*.

Strength-based assessment is the measurement of emotional and behavioral competencies, skills, assets and resources that create a sense of personal accomplishment, contribute to meaningful relationships with peers, family members, and adults, enhance one's ability to deal with adversity and stress, and facilitate one's personal, social and academic development (Epstein, 2004). Advocates of a strength-based orientation believe that (1) all children, even those with the most challenging behavior, have strengths; (2) children can be motivated by how adults and peers respond to their strengths; (3) failure to demonstrate a strength does not mean a deficit on the part of the child; and (4) education and service plans for children need to be based on strengths (Epstein, 2004). Moreover, a strength-based perspective views the child and family as individuals with specific skills, competencies and life experiences as well as having unique unmet needs. When assessment instruments and practices and prevention and intervention services are based on strengths, children and families are more likely to become full participants in the treatment process (Epstein, 2004).

Importantly, the principles of strength-based assessment align with the concept of child well-being which has garnered significant support worldwide, particularly since the United Nation's Convention on the Rights of the Child (UN General Assembly, 1989). The Rights of the Child position argue that a child has the right to achieve an acceptable level of growth, development, learning and and overall quality of life. Numerous professional organizations and governing bodies support the UN convention (e.g., American Psychological Association, Division 16; International School Psychology Association; National Association of School Psychologists). Although no single definition of child well-being exists, most definitions of child well-being have included constructs such as interpersonal development, quality of life, individual opportunity, and family functioning, among others. While difficult to operationally define, one common element in the various definitions of child well-being is not merely the absence of problems, but the presence of positive individual characteristics such as personal strengths, competencies and assets (Ben-Arieh, 2008).

The emphasis on child well-being, in general, and on children's strengths, in particular, has received the attention of policymakers, service providers and researchers both nationally and internationally. Educators and service providers are asked to develop strengths, competencies, assets and skills in the children they serve. In the U.S., the Individuals with Disabilities Education Act (IDEA) requires educators to assess competencies when designing individualized educational programs for children with disabilities. The European Agency for Development in Special Needs Education recommended that all school personnel be trained in strength-based assessment procedures (Watkins, 2007). Similar efforts to emphasize individual child and family strengths are evident internationally including in such countries as Finland, France, Lithuania, Portugal, Japan, South Korea, among others.

Behavioral and Emotional Rating Scale: U.S. Research

A widely disseminated strength-based assessment system is the Behavioral and Emotional Rating Scale-2 (BERS-2; Epstein, 2004), which is a multi-informant system that collects data from the youth (12-18 years of age), parents, and teachers. Each informant completes a 52-item rating scale that assesses the emotional and behavioral strengths of children 6 to 18 years of age. Respondents are asked to judge each of the items on a four-point response scale (0 = *not at all like* to 3 = *very much like*). The BERS-2 provides five subscale scores and a Total Strength Index. The five subscales are as follows. Interpersonal strengths subscale (15 items, "accepts no for an answer") assesses a child's ability to control his or her emotions or behaviors in social situations. Family involvement subscale (10 items, "participates in family activities") measures a child's engagement in and relationship with his or her family. Intrapersonal strengths subscale (11 items, "is self-confident") assesses a child's outlook on his or her competence or accomplishments. School functioning subscale (9 items, "pays attention in class") assesses the child's ability and experience on classroom and school activities. Affective strengths (7 items, "asks for help") measures a child's ability to accept and express affection toward others.

In the U.S. several studies have been reported which indicate that the BERS-2 yields scores that are reliable and valid. Researchers have demonstrated that scores from the test exhibit adequate internal consistency, short-term (10 days) and long-term (6 month) test-retest reliability, inter-rater reliability, and cross-informant agreement. Researchers have also reported acceptable levels of validity evidence based on the test content, internal structure, convergent and test-criterion relations to other variables (see Epstein, 2004).

Behavioral and Emotional Rating Scale: International Research

The BERS-2 has been adapted for use in several countries including China, Finland, Kuwait, Lithuania, Portugal, Romania, and

South Africa. In a recent review of the international research of the test, we identified 14 published international articles of the BERS-2 (Lambert, Sointu, & Epstein, submitted). While the psychometric characteristics of the BERS-2 scores was the primary focus in this research (9 studies), it was also used as an outcome measure (3 studies), a correlate measure (1 study), and a moderator variable (1 study). In these studies, researchers reported data from teachers (9 studies), parents (5 studies), and youth (7 studies). However, in only three investigations were data collected from all three respondents (parents, teachers, and youth). The reported sample sizes were acceptable ranging between 91 to 608 individuals. However, none of the studies reported securing a nationally representative sample of youth.

Overall the test met psychometric standards outlined by professional groups such as the International Test Commission. With respect to reliability, the researchers reported that the BERS-2 scores exhibited acceptable internal consistency, test-retest reliability (r = 0.38-0.80), and cross-informant agreement (r =0.11 to 0.58). With respect to validity, the researchers reported acceptable levels based on the test's internal structure (i.e., CFA and IRT models), convergent relationships (i.e., Child Behavior Checklist scores) and test-criterion relationships (i.e., gender, disability status).

Although the current international research base on the BERS-2 meets professional standards, this research needs to be extended to other other areas to address limitations and identified research gaps. These can be summarized as follows: a) researchers in their countries need to secure large, nationally representative samples of children with respect to age, gender, race, ethnicity, socioeconomic status, educational functioning and mental health status in order to conduct conduct meaningful psychometric research; b) the internal structure of the youth and teacher forms of the BERS-2 needs to be explored using appropriate CFA and/or IRT approaches; c) investigators need to explore measurement invariance analyses across important demographic variables (e.g., age, gender), racial and ethnic backgrounds, and educational and mental health functioning, among others; d) researchers need to extend the convergent validity studies of the test with particular emphasis on samples involving children with or at-risk of special educational needs or mental health issues; and e) investigators need to conduct predictive validity research to determine if the BERS-2 scores predict outcomes on measures of educational, family, and mental health functioning, and other variables of importance.

BERS-2 International Research: Future Efforts

The purpose of this newsletter article is threefold. First, we are interested in disseminating the U.S. and international research on strength-based assessment, in general, and the BERS-2, in particular, to an international audience. Second, we are interested in forming a collaboration with international researchers in order to extend and expand research to study adaptations of the BERS-2 (and perhaps other instruments) in their countries and cultures. These investigations might include replications of previous international research and/or address some of the future research issues listed above. Third, through this collaboration with international researchers we would like to conduct multicultural investigations to compare and contrast the emotional and behavioral strengths (and perhaps other behaviors) of children across countries and cultures. We believe this research will have a significant impact on our understanding and documenting strengths and child well-being across countries and cultures, and impact the manner in which educational, mental health and social services are delivered to children and families.

References

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To connect with Dr. Lambert and Dr. Epstein regarding their research and/or to explore collaborative opportunities, please use the following email address:

mlambert2@unl.edu

About the Authors

Matthew C. Lambert, Ph.D., is an assistant professor in the department of special education and communication disorders at the University of Nebraska-Lincoln. Dr. Lambert's research focuses primarily on behavioral assessments and interventions for children and adolescents with or at-risk for emotional and behavioral disorders. His research cuts across disciplines that serve children with disabilities, and has recently published articles in the areas of special education, children's mental health, psychopharmacology, social work and child welfare.

Michael H. Epstein, Ed.D., is Professor Emeritus of special education at the University of Nebraska-Lincoln. Dr. Epstein is the founding editor of the Journal of Emotional and Behavioral Disorders and authored the Behavioral and Emotional Rating Scale, the Scales Assessing Emotional Disturbance, and the Emotional and Behavioral Screener; . He has studied and written extensively on academic, behavioral and family interventions for children with or at-risk of emotional disturbance.

Using Image-Based Assessments Across Cultures: Is it Possible?

Lisa A. Keller
University of Massachusetts-Amherst, USA

As I was sitting at my computer taking yet another ridiculous internet quiz, claiming to be able to determine my age based on my selection of a series of photos, I wondered how well these quizzes could actually work. The psychometrician in me had to put them to the test. I took the same quiz multiple times to see if I would get the same result each time. For most of the quizzes, I did get the same result when I chose the same options, so I had some evidence of reliability. For some quizzes, I felt the answer seemed to make sense (i.e. face validity) while for others, the answer seemed random and wrong. As an example, a quiz guessed I was a 6'2" male, whereas in reality I am a 5'3" female. This quiz clearly lacked validity. Then I began to think about how I would design a quiz like this, where the respondent chose pictures that they like, that could be psychometrically sound, and I wondered if it was possible. So, I set about trying to do this.

In the midst of thinking about creating these types of quizzes, it occurred to me that if it were possible to create a valid assessment consisting of only images, there might be some real advantages in many testing contexts. First, the test-taker would enjoy the experience more, perhaps than answering multiple-choice questions. Secondly, these types of assessments could be used regardless of the level of literacy of the test-taker; that seemed to be a real advantage! I then wondered if it would be possible to select photos/images that could be used cross-culturally so that the task of adapting a test to a different cultural context could be simplified. I had no idea if this would be possible or not, but why not try?

It is widely known that testing across cultures presents unique difficulties, in that testing materials need to be adapted into the various languages in which the test will be administered. The adaptation process does not just involve translating text into a different language, but also being aware of cultural context of the test items themselves. This process can be quite laborious and time consuming. Perhaps it would be simpler to find a set of images that could be used in multiple cultures, or perhaps it would not be!

While non-verbal, or picture-based assessments are not a new idea, and have been developed in several contexts, including the very young or disabled, these types of assessments were designed for paper administration. In that context, it was not possible to choose vibrant color images as items. Further, the assessments were often individually administered, instead of being administered on a computer. This next generation of computer internet quizzes are quite popular and fun to take. Using this technology, it might be possible to create assessments that are more engaging with reduced literacy needs.

I decided to first try to make an assessment that measured some well-understood construct, for which there would be a clear criterion against which to compare the result. This led to the choice of measuring personality, in the mode of the Big Five Personality Inventory. This inventory has a long history of use, both within a country, and across different cultures. I did find that there was two companies that were administering image-based personality measures, that yielded results highly correlated with the text-based version of the Big Five Inventory. However, these measures included both images and text, and while that might still serve as an advantage over assessments that include only text, I wanted to see if it was possible to avoid the use of text so as to limit the translation burden of the assessment. In this case, the translation of the assessment meant finding images that could evoke similar reactions in different cultures.

My research took me to look into how different elements of visual images were interpreted in different cultures. It was not surprising for me to learn that colors had different meanings in different cultures. For example, in Western cultures, white typically signifies purity or innocence while in Eastern cultures, white represents death and mourning. These differences have implications for the choice of images that would be used in different cultures. There were other aspects of how different cultures process images that did surprise me, with some being relatively complex, such as identifying focal images in a scene, and others being as simple as how color is perceived and even named. Not surprisingly, the greatest differences were between Eastern and Western cultures, generally, and not within either of those two groups. All of these features would have to be taken into consideration in the choice of images.

The first assessment was actually just a subscale of the Big Five Personality Inventory: Extroversion. I thought that it would be relatively easy to find images that displayed introversion and extroversion, and so this seemed like a natural place to start. I selected images from royalty-free image databases to use in the assessment. I started with 14 images to measure extroversion, knowing that some of the images would not work. I first piloted the assessment on a sample of American adults. Based on the responses, I chose the items that had the best item statistics (8 items). These items were administered, along with the text-based extroversion questions from the Big Five Personality measure to a sample of adults from the United States and India, to represent both Eastern and Western cultures. The details of the results are not presented here, however, the results were quite encouraging. A multiple indicator, multiple cause (MIMIC) model was fit to the data, and five of the eight items were shown to be equivalent across the two cultures. This result was exciting given that only Americans selected the images. In the future, using expertise from multiple cultures would likely result in more agreement. The full findings of the study, as well more development of the instrument itself can be found in the forthcoming book: Cross-Cultural Analysis of Image-Based Assessments: Emerging Research and Opportunities, by Lisa A. Keller, Robert Keller, and Michael Nering, published by IGI Global (due out August 2017).

As technology changes the way we interact with information, assessments are trying to keep up. This is another attempt at using technology to create assessments that are text-free, to increase ease of use across cultures or across different populations, or simply that are more interesting and engaging. Given the preliminary findings here, I think there is great promise in the use of image-based assessments to assess certain types of constructs.

About the Author

Dr. Lisa A. Keller is an Associate Professor of Education at the University of Massachusetts Amherst, and is committed to research in educational assessment that focuses on fairness issues. Fairness in educational assessment takes many forms, and is a complex topic. Her research interests have spanned the range of more technical aspects of psychometrics, to more policy-based research. Her current focus is on the development of image-based assessment to use cross-culturally, for use in many contexts. While interested in psychometric issues, the goals of assessment, and the consequences of the uses of assessments is of primary interest to help and protect vulnerable populations.

Reminder: As an ITC Member, you have free access to the *International Journal of Testing* online through the Members section of the ITC website!

Latest articles published online in IJT include:

- *Use of Automated Scoring Features to Generate Hypotheses Regarding Language-Based DIF* (Shermis et al.)
- *On Designing Construct Driven Situational Judgment Tests: Some Preliminary Recommendations* (Guenole et al.)

Need to contact ITC Officers?

Further information about the ITC can be obtained from the individuals listed below:

ITC President
Dr. Dragos Iliescu,president[at]intestcom.org

ITC President-Elect
Prof. Kurt Geisinger, *presidentelect[at]intestcom.org*

ITC Secretary
Dr. Aletta Odendaal, *secretary[at]intestcom.org*

ITC Treasurer
Prof. Kurt Geisinger, *treasurer[at]intestcom.org*

Editor of *International Journal of Testing*
Prof. Stephen Stark, *ijteditor[at]intestcom.org*

Editor of *Testing International* (newsletter)
Dr. April Zenisky, *tieditor[at]intstcom.org*

Call for Papers and Announcements: *Testing International (TI)*

Deadline for the December 2018 issue: November 15, 2017

TI is the newsletter of the International Test Commission, and disseminates information about national / international assessment projects and initiatives, new test developments, recently published books / articles, upcoming conferences and workshops, and topical issues in the field of testing and assessment to the international community.

Please contact me, Dr. April Zenisky, with your ideas, proposals, announcements, and brief papers

Third in a Series -
Interviews with ITC's Early Leaders:
Dr. Barbara Byrne

Editor's Note: Beginning in 2015, the ITC Council initiated an archives project to document the history of the organization. A series of questions were developed to elicit perspectives on the past, present, and future of the ITC, and these were sent to various individuals who have held positions of leadership over the years. In this issue of TI is the third in this series of interviews; previous issues of TI have included interviews from Tom Oakland (v33/July 2015) and Ype Poortinga (v35/July 2016). Dr. Byrne's responses to these questions were gathered in Spring 2015.

During what year did you become involved with the ITC, how did this affiliation occur (e.g. were you asked to join the ITC, were you a representative of another organization, or did you elect to become involved), and what was the nature of your initial work on the ITC?

I initially became involved with the ITC at the meeting held in conjunction with the IV European Congress of Psychology, which was held in Athens, Greece, July 2-5, 1995. I had been invited by ITC President, John Keats, to serve in the role of Newsletter Editor following resignation of the previous (and first) editor, Barbara Ellis. I held this position until 1999, at which time I replaced Jac Zaal as Treasurer.

What were your initial impressions of the ITC, including its organizational structure, missions, and personnel?

I found the organizational structure to be somewhat confusing. For example, I did not know that the Executive Committee consisted only of the President, Secretary, and Treasurer. As a case in point, being a new member on Council I was, of course very keen to learn as much as I could about the ITC at my first Council meeting. Thus, I arrived early at the meeting room only to be told rather brusquely by the President that I was not entitled to sit in the room when the Executive was having its meeting.

Who were some of the key leaders in the ITC at that time and what were their roles?

John Keats (President), Ron Hambleton (Past President), Jacques Gregoire (Secretary) Jac Zaal (Treasurer), Tom Oakland, Fons van de Vijver (Editor), Charles Spielberger (APA Representative), Rocio Ballesteros, (EAPA Representative, though I'm not 100% sure if this was the correct European organization)

Every organization and association goes through growing pains. During your first few years on the Council, what were some of the impediments that you felt limited the ITC's work and needed to be changed?

During my time on Council when John Keats was President, there was much dissention between the president and other members of Council with respect to various suggestions of a positive nature in making changes to the ITC structure and activities. *What prominent changes have you seen in the ITC between when you first were a member and now?*

Initially, it was expected that all attendees at the Council meeting would cover all of their own travel costs. Following my first two meetings, I determined that, under these circumstances, I could no longer afford to be a Council member of the ITC. At the 2001 Council meeting in London, UK, I brought this concern to the attention of then President, Bruce Bracken, who put this issue on the agenda. Following much discussion, it was at this meeting that the rules for reimbursement of travel costs associated with ITC meetings were initially established.

Under the leadership of President Tom Oakland, the decision was made for the ITC to establish its own journal. After several discussions with Larry Erlbaum, President of Lawrence Erlbaum Associates Inc., Publishers, a contract was negotiated and signed by Tom Oakland on October 21, 1999 for publication of an official ITC journal to be titled *International Journal of Testing*.

As president of the ITC in 1999, Tom Oakland applied for recognition of the ITC as a non-profit organization in the state of Florida thereby enabling the benefit of tax-exempt status. This status was officially granted in November, 1999.

Where has the ITC done well? What do you think the ITC's biggest accomplishment has been over the years?

I believe the ITC's biggest accomplishment has been the fixed 2-year establishment of ITC conferences, which began with the one in Winchester, UK, under the leadership of President Dave Bartram.

To what extent did you find it difficult to dedicate your time to the work of the ITC?

For at least the first 9 years of my term as Treasurer, I handled every aspect of this position myself, from printing up all the dues statements and mailing them out via the regular mail system three times a year, depositing dues paid by check, manually running credit card numbers through the bank's Visa/Mastercard machine for dues paid this way, to handling all account finances, including preparation of summary annual information required by the tax accountant for submission to the US Internal Revenue Services (IRS). Admittedly, this operation took up a huge amount of my time, but I didn't mind as I loved being able to contribute as a member of the ITC Council. It was only after it became a practice of the ITC conferences to provide attendees with two years of free membership that I began to feel the weight of the job as not only did all of these new names need to be added to my files, but this meant even more letters to be mailed out and payments to be processed. Thankfully, after Ron Hambleton took on the role as Secretary, I was provided with assistance in sending out dues notices and adding the new conference members to the files by his secretary, Peg Louraine. In 2010, the Bank of America (where ITC accounts were held) discontinued use of the individual credit card machine with replacement of a more sophisticated, albeit complicated system for handling credit card payments to accounts. Thanks to the encouragement of Dave Bartram and the invaluable help of Dragos Iliescu, the ITC at that time established an agreement with PayPal for dues payments by credit cards. Although this meant a total change in my record-keeping, I found it to be an absolute godsend and worth its weight in gold as it greatly reduced my time involvement in keeping track of the accounts re: payment and non-payments!

How would you compare the first ITC conference you ever attended with the one hosted in San Sebastian in 2014?

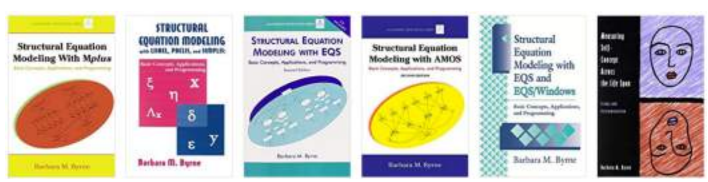
I thought the San Sebastian Conference was very well organized and the location was superb. However, I must admit that I reminisce often about the earlier years of ITC conferences when there were smaller numbers of people and more time to coalesce with colleagues. Although I understand the need to build membership in the ITC, I count myself fortunate in having had the opportunity to be a part of the earlier, smaller conferences. I have many fond memories of those earlier times.

Among your various contributions, what do you believe may be your lasting legacy?

I would say it would be my years as Treasurer – particularly in the years before the membership became so very large. During this time, I came to know most members rather well, typically as a consequence of correspondence about various queries they might have. During that time, also, I have fond memories of often receiving friendly greeting cards from various members at particular times of the year.

About Barbara Byrne

Barbara M. Byrne is Professor Emeritus in the School of Psychology, University of Ottawa, Canada. An internationally recognized expert in the area of SEM, Dr. Byrne's research focuses on construct validity issues related to theoretical constructs and measuring instruments. She is the author of 9 popular introductory books on SEM and has conducted 115 SEM workshops at conferences, universities around the globe. In addition to publication of over 112 book chapters and scholarly journal articles, most of which address SEM application issues, she is the author of an important reference book, *Measuring Self-concept Across the Lifespan: Issues and Instrumentation*. Dr. Byrne is the recipient of three Distinguished Teaching Awards presented by the Canadian Psychological Association, the American Psychological Association (APA), and the APA, Division 5 (Jacob Cohen Award). She is a Fellow in two APA Divisions, is a Foundation member on the International Board of the SELF Research Centre, University of Western Sydney, Australia, and is an elected member of the Society of Multivariate Experimental Psychology. (*Amazon.com*)



Opening Soon:
Call for Proposals

The 11th Conference of the International Test Commission

On the Beat of Testing

Montréal, Québec, Canada: July 2-5, 2018

Nathalie Loye, Conference Chair

E-mail: itc2018@scedu.umontreal.ca

Call for Proposals: workshops, symposiums, papers and posters

Proposals will be accepted beginning in mid-July, 2017. All types of submissions should be an APA style abstract in text-only format and contain no more than 300 words. All submissions will be subject to a blind review process by at least two independent peers.

Dates to Remember

Workshop proposals are due: *October 20, 2017*

All other types of submission proposals due: *December 22, 2017*

The ITC Scientific Committee will notify the authors of decisions: *February 28, 2018*

Early bird registration for the conference begins: *April 15, 2018*

Call for Reviewers

The International Test Commission is seeking volunteers to serve as peer reviewers. We rely on your breadth and depth of expertise in testing/assessment to scrutinize the content and quality of the submissions for the conference program. We deeply value your participation in shaping the program and contributing to the field of testing, assessment and measurement. The deadline to sign up to become a volunteer reviewer is October 27, 2017. Volunteers selected to join review panels will receive an invitation in early December 2017. Reviewers will have a 3-week time period to complete the reviews. Please keep this in mind as you consider volunteering your service.

Conference Notices

International Association for Computerized Adaptive Testing (IACAT, www.iacat.org) Biannual Conference Niigata, Japan: August 18-21, 2017

The conference theme is "Advancing Assessment Through CAT" and consists of presentation, workshops, and symposia. Keynotes at the 2017 meeting will include:

- Prof. Mark Reckase, Michigan State University & Incoming IACAT President: *How Adaptive is an Adaptive Test: Are All Adaptive Tests Adaptive?*
- Gage Kingsbury, Psychometric Consultant, Tony Zara, Pearson Vue: *From Blueprints to Systems: An Integrated Approach to Adaptive Testing*
- Angela Verschoor, CITO: *Grow a Tiger Out of Your CAT*
- Juan Barrada, University of Zaragoza: *Item Selection Rules and Test Security in Computerized Adaptive Testing*
- Yukie Koyama, Nagoya Institute of Technology: *Computerized Adaptive Testing and English for Specific Purposes*

Sponsorship opportunities and graduate student travel grants are available.

Please note: PROPOSAL DEADLINE EXTENDED to JUNE 30, 2017!

Conference website: http://www.iacat.org/2017-iacat-conference-niigata-japan

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Call for Proposals

Open Mid-June through August 1, 2017

2018 NCME Annual Meeting will be held in New York, NY, USA: April 12-16, 2018

The theme for the 2018 NCME Annual Meeting is “Here and There and Back Again: Making Assessment a Stronger Force for Positive Impact on Teaching and Learning”, and is rooted in cultivating the interplay between testing (in all its forms) and the processes of instruction and learning. Submissions with international (including non-U.S.) perspectives are strongly encouraged. More details about the Call for Proposals, including subthemes, can be found on the NCME website.

2018 Program Co-Chairs: April Zenisky and Charles DePascale
email: ProgramChairs@ncme.org Website: http://www.ncme.org/NCME

To volunteer as a proposal reviewer or a discussant: https://goo.gl/N7Pqmg