

Testing International

Volume 49, June 2023

Editor: Nicky Hayes



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President's Report

Stephen G. Sireci
ITC President



The Hibernation is Over: ITC on the Move

It has been a busy 10 months since I assumed presidency of the ITC. I am fortunate to have assumed this role post-COVID, as we were able to have our first in-person ITC Council meeting in four years. The Council met in Granada in March 2023, in part to preview our 2024 conference city and venue. I can assure you we are poised to have perhaps our best conference ever in that beautiful and historic city. The multicultural hospitality of the Andalusian region of Spain has endured for centuries (see this informative PBS documentary, for some history: <https://www.pbs.org/video/the-ornament-of-the-world-jdbclz/>), which makes the city an especially appropriate location for our organization. The conference venue is spectacular, and as you will read elsewhere in this issue of *Testing International*, the conference programming and planning are impressive.



Although I can go on and on about the 2024 conference, there are many other recent ITC activities I would like to announce and describe. In this column, I will first provide a brief overview of the “state of the ITC,” review my Presidential Strategic Objectives, and then describe some recent initiatives I think are particularly exciting. I conclude a request for all of you to help promote the ITC by helping us gain new members and attendees to the 2024 conference. As a reward for those of you who make it to the end of this article, I provide my “Top 10 Favorite Things About Granada.” Do **not** skip to the end. ChatGPT and Google are tracking your every eye movement and will give you away.

State of the ITC

My impression of the State of the ITC is: we are healthy, but in need of growth—in both membership and influence. Like a bear emerging from hibernation in the spring, we are hungry and looking for nourishment. Fortunately, nourishment is all around us. We have an ITC Council comprised of international superstars, and all Council members are engaged and focused on growing the ITC and helping accomplish our mission. We have ten ITC Committees with active members doing incredible work; and we have a small, but vibrant membership of full, affiliate, and individual members. We have a talented, dedicated, and energetic team organizing the 2024 Conference in Granada, and we have greatly improved the organizational processes by which we operate. Slowly, but methodically, we are getting stronger.

The Executive Council, which comprises the President, Vice-President (Kadriye Ercikan), Treasurer (Anita Hubley), and Secretary (April Zenisky) has worked with our Office Manager (Ananda van Tonder) to improve the organization and structure of the ITC. We developed an *ITC*

Committee Handbook that outlines the roles, responsibilities, and membership of all ITC committees, and assigns an Executive Committee liaison to each. This *Committee Handbook* will be folded into the larger *ITC Handbook* that will describe all administrative processes of the organization. Much thanks to President-Elect Ercikan for developing this comprehensive *Handbook*! It might not sound like much, but these documents have helped resolve many questions about roles and responsibilities and how activities should be conducted.



In addition, our superstar Treasurer Hubley has solved one of the biggest mysteries in the history of testing—the ITC budget! Although we lost our primary revenue stream with the cancellation of the South Africa conference, we now have a good understanding of our ongoing expenses and revenues. Thanks to Anita, we can properly budget our activities to maximize membership benefits and meet the vision, mission, and goals of the ITC.



To summarize, I believe the State of the ITC is strong, given that we have just come out of our COVID hibernation, and we are strong because of the incredible members who are contributing their valuable time to our organization. Membership does remain a concern, so go out and recruit a

member or two for us. At £35 (\$44) we are the greatest deal in the measurement world! Send your friends here : <https://www.intestcom.org/page/8>, or buy them a gift membership. Note that organizations can join, too!

ITC Mission, Vision, and Goals

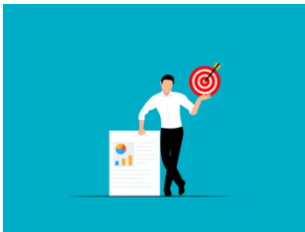
One of my priorities has been to formalize a vision/mission statement for the ITC and establish some common goals for our organization. The *Strategy and Policy Committee* drafted a mission/vision statement and some goals, which were deliberated by the full ITC Council in March 2023. Based on the Council input, a revised statement and goals were posted on for comment to all ITC members. The draft statement was:

The International Test Commission works in a variety of psychological, educational, and related areas; to promote fair, valid, and efficient testing, assessment, and measurement practices and policies to benefit individuals and societies throughout the world

The draft goals were,

- Develop and distribute guidelines that promote effective practices in assessment based on evidence and consensus across national borders, languages, and cultures.
- Build and maintain an inclusive community of measurement organizations, practitioners, researchers, and scholars focused on promoting reliable, valid, fair, and effective assessments in health, education, psychology, industry, and other areas.

- Provide support to individuals and professional associations striving to learn more about effective practices in educational and psychological assessment.
- Develop and maintain comprehensive educational and professional development resources for learning about the science of measurement and promoting effective practices in educational and psychological testing. Such resources include publishing an impactful peer-reviewed journal, books, guidelines, a learning centre, and other online resources.
- Provide engaging and informative conferences where the international testing community can gather to share cutting-edge research and practices that reflect important issues throughout the world.



Thanks to all of you who provided input on these drafts. The *Strategy and Policy Committee* is reviewing the comments we received and we expect to have the final statement and goals formalized sometime this summer. It will be good to have a solid statement that defines our community as well as common goals for us to work on to fulfill our mission.

Other Committee Work

There have also been other considerable outstanding accomplishments by ITC committees. For example, the *Outreach and Capacity Building*

Committee has established relationships with representatives in two countries with little or no prior collaboration with the ITC—El Salvador and Indonesia. Instructional webinars on assessment fundamentals are planned for governmental assessment organizations in both countries.

This Committee has also resurrected the Early Career Scholars Program that will help 5 early-career colleagues in lower-income nations attend and participate in our conference in Granada.

The *Digital Communications Committee* has resurrected our presence on LinkedIn, and developed improvements to be made to the ITC website, and to make it easier to join the ITC or renew membership.

The *Guidelines Committee* recently put out a call for input on what ITC Guidelines need to be revised and also supported the *Test Adaptation and Reporting Standards (TARES)* project, spearheaded by former ITC President Dragos Ilescu. Dragos is currently revising these draft standards based on input received from the call for comments to our membership.

We can see an important benefit of ITC membership is influencing the development of important guidance and principles in testing worldwide.



In addition to *the Local Organizing Committee* working on the Granada conference, the ITC *Conference Committee* revised the *Conference Handbook* and put out a call for proposals for the 2026 conference. We look forward to reviewing those and announcing the location of the 2026 conference. The *Membership Committee* has also been busy and plans to start membership recruitment and renewal initiatives.

Strategic visioning



You may be wondering in addition to the outstanding committees and Executive Council, what has the President been up to? When assuming the role of President, I announced the following *Presidential Strategic Objectives*:

- Improve management of ITC
- Improve communications with membership
- Increase member involvement
- Position the ITC 2024 Conference in Granada as the most important conference in International Testing
- Increase the quantity and diversity of membership
- Promote our influence

It seems only fair to evaluate the current status of these objectives. With respect to improving the management of our organization, I believe we have made progress on that objective, much of which I described in the “State of the ITC” section. That said, at some point, I hope we have sufficient funds to get more management staff, or at least some backup for our Office Manager.

With respect to improving communications with membership, I think we have some progress to report, but of course that work is ongoing. Within the past 10 months, we have put out a call for committee volunteers, called for comments on the mission/vision statement and goals, called for comments on TARES, and posted regular announcements on LinkedIn.

We are planning updates to the website to make it more user friendly, and we will (very) soon launch the Granada 2024 Conference website. Our superstar Secretary Zenisky strikes a fine balance between regular informative updates and jamming your inbox, and she is working with the outstanding *Digital Communications Committee* to improve communications. If you have suggestions for improving communications, please let me or Secretary Zenisky (secretary@intestcom.org) know; and don’t forget to follow the ITC on LinkedIn!



Our membership involvement has also improved. Our call for committee volunteers led to 23 new committee members! Another opportunity for member involvement is coming—volunteer to review proposals for the ITC conference and put together a proposal. In addition, our superstar newsletter editor, Nicky Hayes, is always looking for good content for this newsletter. Contact her if you are interested. The best way to share international testing news is to have contributions from across the globe.

We are working hard on positioning the 2024 Granada Conference as the most important and valuable venue for testing researchers and practitioners worldwide. You can help us by (a) promoting the conference (i.e., inform your

colleagues and get them to come), (b) submitting conference proposals, and (c) becoming a sponsor for the conference [Conference sponsorship](#).

Increasing the quantity and diversity of our membership remains a challenge. I believe by increasing recruitment to the Granada conference we will increase our individual members. It would be good to also increase institutional members. In that direction, I am pleased to announce the University of Massachusetts Center for Educational Assessment will join as an affiliate member, and I encourage other university programs working in testing and measurement to join, too. It should be easier for us than most organizations to diversify our membership because we are truly international.



However, our membership continues to lack diversity with respect to individuals from historically marginalized groups around the world. One obstacle is likely the membership fee, and the Council is exploring ways we can make ITC membership affordable for our colleagues in lower income countries. We are also discussing the best ways we can initiate a task force or committee to directly address issues of diversity, equity, and inclusion.

Finally, with respect to increasing the influence of the ITC, in addition to the work of the *Outreach and Capacity Building Committee* and the TARES project described earlier, we have also gained recent praise and exposure through our collaboration with the Association of Test Publishers in developing the International Test Commission and Association of Test Publishers (ATP) *Guidelines for Technology-Based Assessments* (<https://www.intestcom.org/page/16>).

Given that the AERA, APA, and NCME *Standards for Educational and Psychological Testing* are 10 years old, these ITC/ATP *Guidelines* are particularly relevant today, and deal with important technology issues not covered by other guideline documents. Over 40 authors and 100 reviewers contributed to these *Guidelines* and John Weiner (ATP Co-Chair), I, and other steering committee members have presented these *Guidelines* at conferences such as ATP, E-ATP, NCME, and SIOP. They will also be presented at the annual meeting of the Association of Language Testing in Europe in November of this year.



To summarize the progress on my Presidential Initiatives, we are making progress on the path, but the path is a long one. The important progress we have made is due to the selfless contributions made by the ITC Council members and many other members throughout the organization. Please contact me if you would like to help us work on any of these initiatives.

Concluding Remarks

As the information I provided in this column illustrates, the ITC has made important improvements and accomplishments over the past 10 months. Not bad for a bear in hibernation! Now that the thaw has ended and summer is around the corner (in the continental USA at least), watch out for more to come!

Steve's Top 10 Favorite Things About Granada

Congratulations! You made it to the end of this effusive column. Here is your reward.

10. Hammam Al Ándalus
9. The Albaicín neighborhood
8. Plaza de Toros de Granada
7. Monumento a Isabel la Católica
6. Catedral de Granada
5. The Alhambra
4. Flamenco!
3. Tapas!
2. Chupitos!
1. Our local organizing committee—Isabel, Jose-Luis, and Luisma!

Stephen G. Sireci,
ITC President

May 21, 2023.

From the Editor

Welcome to our latest issue of Testing International. Sadly, we honour Professor Houcan Zhang in this issue: an outstanding figure in the testing world, whose commitment and contribution to testing was unparalleled. We have lost a truly great individual.

In other news, we have a milestone development from the Publications Committee, along with a special offer for members; our other committees report on their activities, and we have the usual round-up of events to look out for from our indefatigable Peter Macqueen. Speaking of events, too, we're all getting excited about going to Granada next year. What a beautiful city that is!

All that, plus a fascinating book review from Jon Twing and a thought-provoking article from Mexico.

Happy Reading!

Nicky

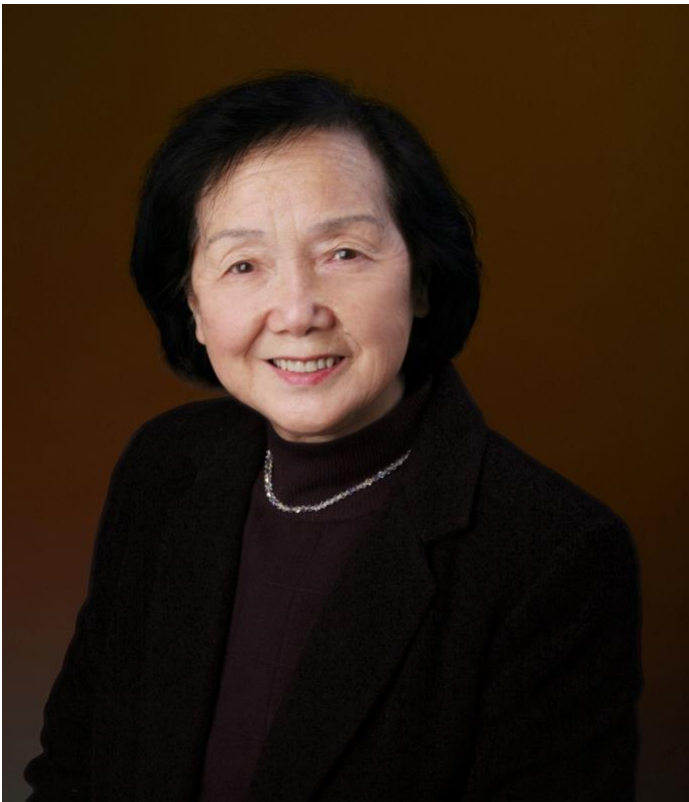
Your Newsletter Needs You!

We are always looking for new articles and ideas for Testing International. Please send your contribution or idea to:

newsletter@intestcom.org

In Memoriam

Prof. Houcan Zhang



Professor Houcan Zhang is a stalwart of psychology education and psychological assessment in China. She has dedicated herself for over 70 years to teaching and educating students in the psychological sciences and to relentlessly promoting rigorous, innovative, and practical scholarship in the development of psychology and education in China up till she passed away on December 24, 2022 in Beijing at the age of 95.

Prof. Zhang's legendary career began in 1948 when she graduated in Psychology with high honors from Beijing Fu Jen University, where she stayed on to

teach when it merged with the Beijing Normal University in 1952. There, she remained as Professor until her death in 2022. Over her long career at the Beijing Normal University, she supervised a large number of outstanding scholars and has inspired many cohorts of students in psychology.

Professor Zhang was considered the founder and pioneer of modern Chinese psychometric measurement, testing, statistics and examination research. She is considered the “Mother” of Chinese testing and assessment. She also developed an ambitious research program on the cognitive mechanisms involved in the reading and comprehension of the Chinese language and documented the positive effects of the Chinese tradition of putting emphasis on early education.

After the tough time in the late 1960s to 1970s, during which higher education and psychological research were suspended, she established the testing research group at the Psychology Department in Beijing Normal University in 1980 to conduct systematic analysis of the test items of the public examinations which led to the adoption of standard scores in 1988 and the scientific foundation of public examinations using modern psychometric methods. In 1984, she led the establishment of the psychological measurement division under the Chinese Psychological Society and in 1988, the educational measurement and statistics committee under the Chinese Educational Society.

Since 1980, Prof. Zhang undertook the Chinese translation and standardization of the Wechsler Intelligence Scale for Children (2nd edition in 1982, 4th edition in 2008, and the 5th edition which is ongoing), the Ravens Progressive Matrices (1985), Chinese Edition of SON-R 6-40 Non-verbal Intelligence Test (2014). She led her students to develop the Embedded Figures Test for Adult and Children (1982), Mechanical Aptitude Test Battery (1988), Reading Test (1992), Cognitive

Development Scale for Chinese Children (1994), Interest Scale for College Entrance and Career Guidance (2004), and Chinese Preschool Cognitive Ability Scale (ongoing). Over the past 40 years, these scientific measures provided useful tools in research and applications for psychological and educational testing. She was active in promoting psychometric advances in human resource development and recruitment examinations. She was commissioned to design assessment for screening disability and illiteracy. These major contributions led to objective and fair selection reforms in government and corporations as well as equal opportunities in society.

Her leadership positions in national and international psychology associations were extensive. Only a few would be mentioned here. She was the Vice-President of the Chinese Psychological Society for two terms (1984-1989; 1993-1997). She served on the IUPsyS Executive Committee from 1996 to 2000 and was elected Vice-President from 2000 to 2004.

Professor Zhang's contributions to the International Test Commission have spanned over three decades. She served the International Test Commission as a member of Council from 1990 to 1994 and contributed to the development of the scientific programme for the joint ITC/IACCP conference held in Austria in 1999. She attended and presented at many ITC conferences over the years, including Hong Kong (2010), Amsterdam (2012), and San Sebastian (2014). She was also involved in the ITC Scholars program, help to recommend candidates for that honor.

Among her numerous honours, the 2016 International Union of Psychological Sciences' Achievement against the Odds Award stood out. This IUPsyS Award honours "a researcher who succeeded in conducting psychological research under extremely difficult circumstances".

Imprisoned for several years and subjected to "reeducation" during the Cultural Revolution in China, she survived and courageously persevered despite the attack on psychology as a pseudoscience at that time. She did not harbor any bitterness and

2010 ITC Conference in Hong Kong.



The late Prof. Houcan Zhang at the ITC Conference in San Sebastian 2014

instead rode above life's turmoil to take the lead to ensure the recovery of scientific psychometric methods and the recognition of psychology as an academic discipline in China.

As aptly stated by the IUPsyS in delivering this award to Prof. Zhang at the 2016 International Congress of Psychology, "Prof. Zhang has overcome many challenges to inspire multiple generations of students and scholars in China and become an ambassador of Chinese psychology to the world".

Prof. Zhang's legacy will ensure that psychological assessment and testing will thrive, and her pioneering spirit will continue to inspire many generations to come.

by

Fanny M. Cheung, Chinese University of Hong Kong

and

Jian Li, Beijing Normal University



The late Prof. Houcang Zhang conversing with the late Prof. Barbara Byrnes and the late Prof. Fons van de Vijver at the 2010 ITC Conference in Hong Kong.

Call for Nominations: Thomas Oakland Award for Distinguished Contributions to Testing and Assessment

The Thomas Oakland Award for Distinguished Contributions to Testing and Assessment recognizes an individual who has made noteworthy one or more significant contributions to research or practice in educational or psychological assessment that has had a positive impact at either an international level, or within their home country that represents a model for others to follow. Examples include (but are not limited to):

- Innovative assessment formats that lead to more valid assessment
- Contributions to statistics or research design in test validation
- Improved procedures for adapting tests across languages
- Improved methods for evaluating assessments used across multiple languages or cultures
- Contributions to improved testing policies and practices

Nominators must:

- be Full, Affiliate or Individual members of the ITC
- submit a nomination letter describing the nominee's contributions

- forward a current copy of the nominee’s CV, highlighting the scholarly accomplishments relevant to the nomination
- arrange for 2 letters of support from two different countries

Nominations should be sent to M. Dolores Hidalgo, Chair, Thomas Oakland Award Committee at mdhidalg@um.es

Deadline for receipt of nominations: October 1, 2023.

The Thomas Oakland Award is given every second year during the ITC conference. Past winners of the award include Ron Hambleton (US) in 2016, Dave Bartram (UK) and Barbara Byrne (US) in 2018, and Fons van de Vijver (Netherlands/Australia) in 2020. The next Thomas Oakland Award will be given in July 2024 during the ITC conference in Granada, Spain. The winner of the award will deliver a speech at a future ITC conference and receives free conference registration and £1000 towards travel expenses to attend the conference.

Committee:

M. Dolores Hidalgo (Spain), Chair
 Giray Berberoglu (Turkey)
 Brian F. French (US)
 Ana Hernández (Spain)
 Susan Niessen (Netherlands)

ITC Executive Liaison: Anita Hubley (Canada)



Publications Committee

Chair

Dr Maria Oliveri



We re delighted to announce that we have been working with Cambridge University Press to see whether the books we currently publish with them can be available in other formats (paperback and ebook). At present, most of them are hard cover, and therefore more expensive.

One of our books "Higher Education Admissions Practices" has now been published in a paperback version and has a 20% discount if you order before April 2024. See our flyer on the next page.

Maria Oliveri
 Buros Center for Testing
 University of Nebraska, Lincoln USA

What's your Idea?

Any suggestions as to authors or books are welcome: please send them to Maria Oliveri at mailto:moliveri2@unl.edu



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Higher Education Admissions Practices

An International Perspective

Edited by María Elena Oliveri

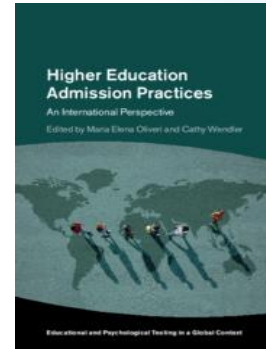
Educational Testing Service, Princeton, New Jersey

and Cathy Wendler

Educational Testing Service, Princeton, New Jersey

This book provides a path for resolving challenges related to access, diversity, equity, and other issues facing higher education admissions. It illuminates current higher education admissions practices in a global context, highlighting common obstacles. The chapters outline decision-making models used in college admissions, details those assessments commonly employed in admissions, and provides innovative perspectives on the future of admissions. The book's multidisciplinary approach defines much-needed changes in admissions brought about by shifts in the makeup of student populations and in higher education itself. Rationales for moving away from traditional assessments used in admissions and expanding the criteria used to ensure a student's academic success are discussed. Readers will come away with an understanding of the current issues, philosophies, and historical circumstances facing higher education admissions across the globe and will be equipped to contemplate and react to future possibilities and opportunities.

Part I. Global Challenges and Common Admissions Models: 1. An overview of higher education admissions processes; 2. Comparing college aspirations across PISA countries: are 17 percent oranges less than 75 percent apples?; 3. Merit-based admissions in higher education; 4. The open admissions model: an example from the United States; 5. Character-based admissions criteria in the United States and in Europe: rationale, evidence, and some critical remarks; 6. Cross-cultural and global competencies and their role in admissions policies and practices; Part II. Country-Specific Admissions Practices: 7. Admission policies and practices and the reshaping of access patterns to higher education in Africa; 8. Chile's admissions tests: pending changes and revisions; 9. Issues of perceived fairness in admissions assessments in small countries: the case of the Republic of Cyprus; 10. Higher education admissions practices in Israel; 11. Access, equity, and admissions in South African higher education; 12. Admissions practices in Sweden; 13. Revisions of admissions testing in Vietnam: from elite to mass higher education; Part III. Assessments Used in Higher Education Admissions: 14. General academic and subject-based examinations used in undergraduate higher education admissions; 15. Language proficiency assessments in higher education admissions; 16. Measuring student character: modernizing predictors of academic success; Part IV. Rethinking Higher Education Admissions: 17. The ACT holistic framework® of education and workplace success; 18. Using mathematical models to improve access to postsecondary education; 19. After admissions: what comes next in higher education?



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Conference News



Granada 2024

The 13th International Test Commission Conference, 2 – 5 July 2024, will be held in Granada, Spain.

Conference update and important dates!

Dear ITC Individual and Organizational Members and Sponsors,

Just over a year to go to hold the 13th International Test Commission Conference, 2 – 5 July 2024, in Granada, Spain. It could seem we have a lot of time ahead, but as the saying goes, time flies! Since our last news in *Testing International*, the Local Organizing Committee (LOC), together with the ITC Executive Committee and the ITC Conference and Treasure Committees, has been working to give attendees and sponsors the best ever ITC conference experience and honour the conference theme:

“Working together to improve cross-cultural assessment and research”

You can find all the major developments in the ITC 2024 conference on the conference website: <https://www.itc2024granada.com/>. We want to thank all professionals worldwide who have accepted our invitation to be on the scientific and international advisory committees. We cannot imagine such an enthusiastic and supportive commitment with the conference. They all are well-known researchers with different expertise, stages in their professional careers, and working in different world country regions.

The conference website lets you know the main thematic lines and topics. We will add new thematic lines and topics as we receive your proposals and suggestions.

We can announce one of the scientific plenary events: the keynote titled **“Embracing the Future of Remote Proctoring: Ensuring Test Integrity and Accessibility in the Digital Age”** by Dr. Alina von Diver, Chief of Assessment at Duolingo.



Conference room for plenary events

We are working on other scientific plenary events with different formats focused on common challenges and solutions between psychometric and survey research, fairness, and validity from an international perspective.



Last but not least, or perhaps, the most important...: go to the conference website and put in your agenda the list of important dates we have already published.

We also wanted to include some pictures of significant places for the ITC Granada conference in the news. Look at them if you need additional reasons for attending or sponsoring the conference... So, stay tuned and send us your suggestions, ideas, proposals, etc., so we can all make the ITC Granada conference “our congress.”

Kind Regards,

Jose-Luis Padilla
Luis Manuel Lozano
Isabel Benítez

Co-Chairs of the Local Organising Committee

ITC Conference 2024

Some dates for your diary

Call for pre-conference full and half-day workshop proposals	June 15th 2023
Deadline for pre-conference full and half-day workshop proposals	July 31st 2023
Announcement of pre-conference workshops	September 11th 2023
Call for special sessions abstracts	September 15th 2023
Deadline for special sessions abstracts	November 1st 2023
Notice of acceptance for special sessions	November 10th 2023
Call for individual abstracts	November 15th 2023
Deadline for individual abstracts	December 16th 2023
Notice of acceptance for abstracts	February 15th 2024
Early-Bird Registration start	January 8th 2024
Early-Bird Registration deadline	May 17th 2024



International Journal of Testing

Christopher D. Nye
Editor

News and Updates



The *International Journal of Testing (IJT)* is dedicated to the advancement of theory, research, and practice in the areas of testing and assessment in psychology, education, counseling, organizational behavior, human resource management, and related disciplines. IJT publishes original articles addressing theoretical issues, methodological approaches, and empirical research, as well as integrative and interdisciplinary reviews of testing-related topics and reports of current testing practices. All papers are peer-reviewed and are of interest to an international audience.

IJT and its impact on the field are continuing to grow. In 2022, articles in IJT were downloaded 29,279 times, which represents a 30% increase over the previous year. Moreover, these downloads illustrate the international impact of the journal, with 38% coming from Europe, 30% from North America, 21% from Asia, and the rest from other regions around the world. In addition, the number of citations of articles published in IJT is also increasing. The CiteScore (Scopus) for IJT has increased from 1.4 in 2017 to 5.0 in 2021. To read the IJT articles that have attracted the most attention over the past 12 months (as indicated by the number of downloads), see the following list:

Niessen, A. S. M., & Neumann, M. (2022). Using personal statements in college admissions: An investigation of gender bias and the effects of increased structure. *International Journal of Testing*, 22(1), 5-20.

Karakolidis, A., O'Leary, M., & Scully, D. (2021). Animated videos in assessment: comparing validity evidence from and test-takers' reactions to an animated and a text-based situational judgment test. *International Journal of Testing*, 21(2), 57-79.

Newman, D. A., Tang, C., Song, Q. C., & Wee, S. (2022). Dropping the GRE, keeping the GRE, or GRE-optional admissions? Considering tradeoffs and fairness. *International Journal of Testing*, 22(1), 43-71.

Landers, R. N., Auer, E. M., Mersy, G., Marin, S., & Blaik, J. (2022). You are what you click: using machine learning to model trace data for psychometric measurement. *International Journal of Testing*, 22(3-4), 243-263.

As a reminder, full access to all IJT articles is provided to members of the ITC as a benefit of their membership. To access the full-text articles, members will need to first log into their accounts. Once logged in, go to the 'IJT Online' button and click on the link to the International Journal of Testing. Then, click the link to the IJT website to get full access to all IJT articles.

On behalf of the editorial team, including myself and **Dr. Elias Mpofu (Associate Editor)**, we thank all of our editorial board members, authors, and readers for their continued contributions to and support of the journal. Your support is greatly appreciated and has helped to contribute to the success of IJT.

Christopher D. Nye
Editor IJT Michigan State University



Guidelines Committee

NOTICE TO ALL!

We are seeking self-nominations to refresh the Guidelines on Test Use, and Guidelines on Quality control in Scoring, Test Analysis, and Reporting of Scores.

Wayne J. Camara

Chair: Research & Guidelines Committee



The ITC Research and Guidelines Committee has approved an initiative to refresh two sets of ITC Guidelines:

- Guidelines on Test Use (10/8/2013, Version 1.2) (Lead author was David Bartram)
https://www.intestcom.org/files/guideline_test_use.pdf
-

Guidelines on Quality Control in Scoring, Test Analysis, and Reporting of Test Scores (10/12/2013, Version 1.2) (Lead author was Avi Allalouf)

https://www.intestcom.org/files/guideline_quality_control.pdf

A membership survey on the current state of guidelines identified these two as top priorities for refreshing. The Committee is planning to appoint a diverse working groups by August to review the structure, framework and content of each set of guidelines and develop a proposal for refreshing them in a manner that is consistent and complementary to the original work, but proposes addition elements in frameworks and addresses changes and innovations in assessment from the past decade.

The goal of refreshing the Guidelines is to make them more responsive to changes in practice since their original release 10 years ago, rather than a revision which would likely change the scope and framework of the documents. The working groups would do preliminary work through July and convene a meeting or hearing to solicit input from ITC members at the 2024 ITC Conference in Granada Spain, with the goal of producing refreshed versions for public comment by the end of 2024.

The Guidelines on Test Use relate to the competencies (knowledge, skills, abilities and other personal characteristics) needed by test users. These competencies are specified in terms of assessable performance criteria. In turn, the criteria provide the framework for specifications of the evidence of competence that would be expected from someone seeking qualification as a test user. They apply to all modes of administration, any procedure used for testing whether they are comprised of written items, performance tasks, or simulations, and generically across settings (e.g., clinical, educational, licensure,

organizational). The key purpose of the Test Use Guidelines are to describe competent test users the necessary competencies to carry out the testing process, and the knowledge and understanding of tests and test use that inform and underpin this process.

Three main areas of competence include;

1. Professional and ethical standards of good practice that affect the way in which the process of testing is carried out and the way in which test users interact with others involved in the process.
2. The knowledge, understanding and skills relating to the process of testing: what test users need to be able to do.
3. The knowledge and understanding that are necessary to inform and underpin the Process of testing.

The International Guidelines on Quality Control in Scoring, Test Analysis, and Reporting of Test Scores.

These focus on large-scale testing operations where multiple forms of tests are created for use on set dates. However, they may also be used for other testing situations (e.g., individual testing for career guidance or personal development) and assessment techniques (e.g., multiple-choice tests, performance assessments, structured and unstructured interviews, assessed group activities) and for almost any situation in which assessment occurs (e.g., for educational purposes, or at employment assessment centres). While some of the Guidelines are specific and relate to various individual or group-administered standardized tests, other elements in the Guidelines have a much wider application (e.g., in clinical, educational and occupational testing), and applicable across mode and setting. There are both general guidelines to improve the efficiency and quality of scoring, analysis and reporting, as well as step-by-step working guidelines with detailed specifications which are identified by format and context of assessment.

Since these are international guidelines, ITC is seeking nominations and self-nominations from diverse scholars and practitioners from a wide range of nationalities. Interested parties should email wayne camara (wcamara@lsac.org) by August 1st.

In other actions, Dragos Iliescu led the development of "Test Adaptation Reporting Standards" (TARES) which are designed to alleviate the problems arising from inadequate reporting of test adaptations. The TARES checklist comprises an evidence-based minimum set of information for reporting in test adaptations. The TARES was developed by an international group of experts, under the leadership of the [International Test Commission](#) (ITC) to support an increase in the accuracy, transparency, and usefulness of test adaptations documentation. ITC release a draft to membership this spring and recommendations and comments will be reviewed and a revised version will be submitted to ITC's Council for approval. Finally, the guideline survey completed by membership resulted in many recommendations for a new ITC Guideline on the application and ethical use of AI in assessment. Interest will be further reviewed by the Committee this summer and could result in a request to Council.

Wayne J. Camara, Law School Admissions Council

The ITC publishes several Guidelines for professional practice. They can be found [here](#).

If you need further information, please contact the Secretary-General of the ITC (Dr. April Zenisky) at: Secretary@intestcom.org

Membership, Involvement & Marketing Committee

Peter Macqueen, Chair



Following a call for committee volunteers in December 2022, we received numerous responses from ITC members keen to contribute to the running of the ITC. The 2023 Membership Committee is comprised of:

Kadriye Ercikan (USA & President-Elect)	Rainer Kurz (UK)
Nigel Evans (UK)	Peter Macqueen (Australia & Chair)
Joshua Chiroma Gandhi (Nigeria)	Vishal Sangale (India)

In addition, the ITC Executive liaison person on the committee is Anita Hubley (Canada); and Ananda van Tonder (Office Manager) also makes a major contribution.



Membership Matters and Renewals:

Our subscription renewals for both individual and organisations are going well in 2023. Furthermore, since our December 2022 TI we are pleased to announce that we have been joined by 4 new organisational members:

- AFAQ for leadership development (United Arab Emirates)
- Faptor Indonesia (Indonesia)
- Cognassist Ltd (UK)
- Aabilities (UK)

In addition, we have 3 new student individual members and also 23 new individual members. Welcome all to ITC!

It is very pleasing to see the geographical spread of these new members. High quality psychological and educational testing practices and policies have much to offer, globally.

The ITC Learning Centre: don't overlook this gem!

Apart from the ITC Guidelines, I recommend that you cast your eye over the ITC Learning Centre <https://learning.intestcom.org/>. This is a great opportunity to enhance your knowledge and skills, even if you do not wish to proceed to complete the full program and the subsequent EFPA Level 2 equivalent accreditation. (We are in the process of streamlining the access to the Learning Centre via the ITC website). The early modules are free for ITC (individual) members.

This online resource has its roots in the highly regarded Bartram & Lindley materials as published by the BPS and Wiley in the 1990s, and subsequently. With the assistance of Dragos Iliescu, the material has been updated and expanded, providing a range of self-directed learning activities for participants.

Forthcoming Events

Elsewhere in this issue of *Testing International* you will find details regarding the next ITC Conference: our first in-person conference since Montreal 2018!

ITC Granada 2-5 July will offer a wonderful programme in a fantastic part of Spain, with easy access from Madrid, Barcelona and Malaga; and even direct flights from London Gatwick and Paris Orly.

<https://www.itc2024granada.com/>

Social media (coming soon):

Twitter: @ITC2024Granada

LinkedIn: <https://www.linkedin.com/in/itc2024granada/>

Other Upcoming Conferences (with some assessment content):

If you have suggestions regarding a potential event which could involve the ITC and testing in general, then please contact the ITC via:

secretary@intestcom.org so it can be forwarded to the Executive Committee and the relevant Council members. Such events or activities could have a regional or thematic base, and may be offered in a range of formats, although 'in person' is often favoured.

It is highly recommended that you check online for the latest information on a specific conference in terms of its format (in person, hybrid, virtual only), as well as the requirements for entry to the host country. Conference organisers are constantly assessing risks and potential net revenue.

Below, I have retained the listing of some conferences which have finished recently so that you are aware of what may have passed but likely be offered in 2024 (annual) or even 2025 (biennial).

In particular I am highlighting the just completed EAWOP 2023 congress in Katowice, Poland (24-27 May). <https://eawop2023.org/welcome/>.

There were quite a few ITC members attending and presenting, with relevant sessions including:

- Symposium: EFPA Survey of Attitudes to Tests and Testing - findings and impact for WO psychologists
- Panel discussion: workplace assessment, regulation, and test publishers
- Oral paper: Factor Structure of a Facet-level Framework for Entrepreneurial Personality
- Plus many other sessions with applicability to work oriented assessment (including dark triad; leadership; instrument development etc)

Forthcoming Events:

(details were updated as much as possible on 16 May 2023)

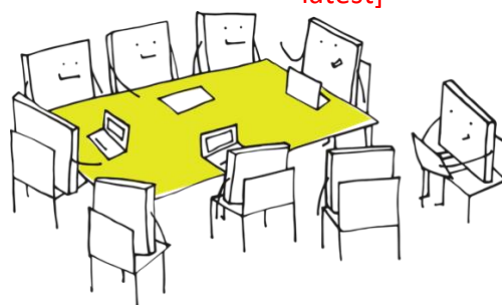
Please note: events may be 'Hybrid' even if not identified as such

AFRICA:

Pan-African Psychology Congress

[28-30 March 2022 (VIRTUAL)]

<https://www.papu.africa/> [check website for latest]



SIOPSA [check website for registration options and latest]

10-12 July 2023 (virtual); 14 July: Johannesburg, SOUTH AFRICA

<https://www.siopsa.org.za/jubilee2025/> (yes, 2025!)

ASIA:

Philippine Educational Measurement and Evaluation Association

ICEME 2023: 24-26 August 2023: Online and Manila
<https://www.pemea.org/>

18th Pacific Rim Objective Measurement Symposium (PROMS).

(Rasch focus)

Conference 29-30 August 2023 (with workshops 28 August):

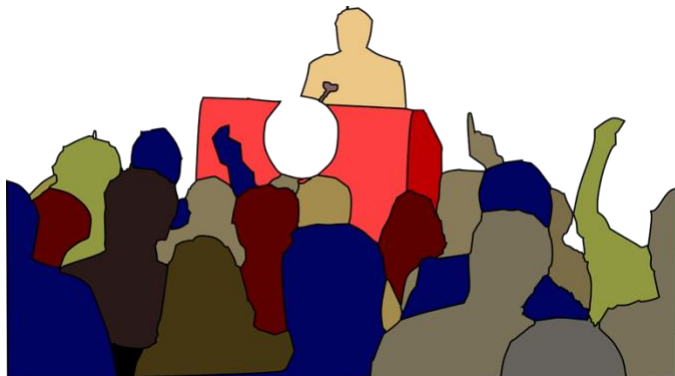
Macau, CHINA

<https://thewsu.org/en/proms-2023>

IACCP (Cross Cultural) (2022 held online, not in-person Hong Kong)

2024: TBA [check website for latest information]

<https://iaccp2022.com/> (Regional Conference in 2023: Ireland)



EUROPE:

European Association of Work and Organizational Psychology (EAWOP) 2023

24-27 May 2023: Katowice, POLAND

<https://eawop2023.org/>

18th European Congress of Psychology (ECP) 2023

3 -6 July 2023: Brighton, UK

<https://www.ecp2023.eu/>

EAM2023 European Congress of Methodology

11-13 July 2023: Ghent, BELGIUM

<https://eam2023.ugent.be/>

E-ATP 2023

19 – 21 September 2023: Vienna, AUSTRIA

<https://www.testpublishers.org/european-atp-conference>

63rd IMTA (military testing) Conference

(updated details)

9-12 October 2023: City of Amersfoort, THE NETHERLANDS

<http://www.imta.info/Conference/FirstAnnouncement.aspx>

13th International Test Commission (ITC) Conference

2-5 July 2024: Granada, SPAIN

<https://www.itc2024granada.com/>

33rd International Congress of Psychology (ICP)

21-26 July 2024: Prague, CZECH REPUBLIC

<https://icp2024.com/>

NORTH AMERICA:

Canadian Psychological Association (CPA) Convention 2023

23-25 June 2023: Toronto, CANADA

<https://convention.cpa.ca/>

American Psychological Association (APA) Convention 2023

3-5 August 2023: Washington DC
<https://convention.apa.org/>

Association of Test Publishers (ATP) 2024

2-6 March 2024: Anaheim, CA
<https://www.testpublishers.org/innovations-in-testing-us-conference>

National Council on Measurement in Education 2024

To be confirmed: April 2024
<https://www.ncme.org/event/annual-meeting/upcoming-meeting>

American Educational Research Association (AERA) 2024

11-14 April 2024: Philadelphia, PA
<https://www.aera.net/Events-Meetings/Annual-Meeting>

Society of Industrial Organizational Psychology (SIOP) 2024

18 -20 April 2024: Chicago, IL
<https://www.siop.org/Events-Education>

OCEANIA:

15th APS IOP Conference 2024
October: Perth, (Western) AUSTRALIA

SOUTH AMERICA:

8th Regional Congress (SIP) 2022

20-22 July 2022: Concepción, CHILE [check website later for 2024 info]
<https://sipsych.org/> (check website for next regional conference)

39th Inter-American Congress of Psychology (CIP) 2023

26-30 June 2023: Asuncion, PARAGUAY
<https://sipsych.org/>
<https://www.facebook.com/cipparaguay2023>

11th Congress of The Brazilian Institute of Psychological Assessment (IBAP) 2023

3-7 July 2023: Brasilia, BRAZIL
[11º Congresso Brasileiro de Avaliação Psicológica \(ibapnet.org.br\)](http://ibapnet.org.br)

12th Meeting of The Brazilian Institute of Educational Assessment (ABAVE) 2023

July 2023, BRAZIL
www.abave.org.br

If you are aware of any upcoming testing oriented conferences in 2023/4 (virtual, physical or hybrid), please let us know!

PLEASE SEND YOUR SUGGESTIONS to:
secretary@intestcom.org

Ananda van Tonder (ITC Office Manager) or Avril Zenisky (ITC Secretary-General) will direct your email for action.



Book Review

The Dark Triad of Personality in Selection

Jon S. Twing, Ph.D.

University of Sydney

Title: The Dark Triad of Personality in Personnel Selection

Author: Dominik Schwarzinger

Publisher: Hogrefe (Berlin)

ISBN: 978-0-88937-618-2

“This book explores the theoretical basis and state of the art of research on narcissism, Machiavellianism, and subclinical psychopathy. (Back Cover)”

Many of us have read about the “Machiavellian leader” of the modern day and, in fact, there is a wide research basis in this regard. For example, Genau, et. al., (2022, pg. 1) recently published report on the effectiveness of the modern day Machiavellian leader provides an example of, for a lack of better terms, the need to “accomplish the mission regardless of the methods”.

- Learn about how people high in these characteristics can, on the one hand, experience individual career success and show adaptive performance in specific fields and situations and, on other hand, present severe risks to others in the workplace with abusive and destructive leadership and counterproductive behavior.

In “The Dark Triad of Personality in Personnel Selection”, Prof. Dr. Dominik Schwarzinger, defines “The Dark Triad” as representing those traits typically known as narcissism, Machiavellianism and subclinical psychopathy and points out its large research base evolving since 2002. While the book was designed and intended for the workplace its discussion of the use of the Triad in personnel selection has insights for all of us. Much discussion is of a legal nature—offering legally compliant ways to utilize the variety of personality characteristics when selecting employees based on aptitude. While this reviewer is not an expert in personnel selection, as an executive for a large multi-national corporation I have hired thousands (tens of thousands?) of employees directly or indirectly and seem to end up managing the most significant complaints regarding what Professor Schwarzinger calls “dark behavior” in the workplace. As such, I found the book a compelling read with much truth in practice revealed in its pages.

The book is organized around seven chapters (many of which contain what you would expect when dealing with personality traits, personnel selection, and The Dark Triad), and is well referenced and well linked to the research database on personnel selection and dark personality traits.



Chapter 1 reminds us that the investigation of the traits and behaviors called the Dark Triad really kicked off in 2002 with the work of Palhus and Williams and have picked up steam in number of publications since then. Nonetheless, Professor Schwarzinger (2023, pg.2) points out that such publication has not been without criticism and has led to what he calls the “...partially confused state of the research on the Dark Triad.” Some of this confusion has been generated from media hype and sensationalism in nonacademic fields. The motivation for publishing this book came from the perceived need to understand how traits associated with the Dark Triad could be used in personnel selection and done so with sound science. The purpose of the book in essence is to see whether the hype surrounding the Dark Triad is justified (Schwarzinger, 2023, pg. 3).



We know from previous literature that traits of the Dark Triad have a potential “value-added” in personnel selection, offset by the “dark side” or even sociopathic personalities that might be associated with those traits. Adequately measuring such traits has been a challenge in the past due to poor psychometric quality (Schwarzinger, 2023, pg. 4). As such, the timing for such a book bringing these issues together in a coherent and easily understood manner is perfect. Given the great

cost in making poor personnel selection decisions, especially when speaking about executives, is too great to wait for otherwise desired clarity. Based on expert estimates, Simonet et. al., (2018) assume that the cost of a single “derailed” executive can run into the millions (Schwarzinger, 2023, pg. 3), not counting the personal cost in having to deal with a toxic workplace.



Chapter 2 provides an overview of just what “human personality” is, what constitutes the “dark side of personality” as well as the “job-related classifications of ‘bright’ and ‘dark’ characteristics” (Schwarzinger, 2023, pg. 7). This is followed by an overview of the major personality traits commonly studied as well as an explanation of how they impact work performance. This latter discussion includes clinical psychology classifications and the most common personality disorders. Finally, (Schwarzinger, 2023, pg. 7) presents various conceptualizations of job performance (and success) and helps outline the criteria needed to ultimately assess of what he calls “...the aptitude-diagnostic suitability of personality traits and the Dark Triad.” He explores the “Five-Factor Model of Personality” (Costa & McCrae, 1985) and its links to Thurstone’s “original” (1933) lineage along with presenting more modern theories of personality. The chapter goes on to describe the more common “operationalization’s” of job performance and success and links these criteria to the Dark Triad by

discussing the distinction between task performance and “contextualized” task performance (Schwarzinger, 2023, pg. 11) that might be the link to counterproductive workplace behaviors linked to the Dark Triad. As (Schwarzinger, 2023, pg. 14) points out, both subtle nuances and broad factors are indicative of workplace success with more general factors most useful for broad decisions while the specific are more useful for daily job performance.



While currently, there is no generally accepted taxonomy of dark personality traits (Spain, et. al., 2014, pg. 49), the DSM-5 will likely change this going forward by offering a new taxonomy of maladaptive personality traits. As the author discusses, this is not in of itself a solution, given incongruencies between the “maladaptive trait model and the Big Five” but does afford an avenue toward a more coherent and consistent classification taxonomy for the Dark Triad. Schwarzinger, (2023, pg. 20) then compares “subclinical personality traits” and disorders as a basis for his operational definition of “Dark-Side Personality Traits” which he claims are multidimensional compound traits with negative connotations if not negative consequences. This is a very strong but rather helpful articulation and helps solidify the coming together of various commonalities in the literature of dark behaviors.

Schwarzinger’s (2023, pp. 25-26) claims are a bit bolder: “...dark-side personality traits are indeed a meaningful field of research for personnel psychology and especially for practical aptitude diagnostics. By depicting factors that have not yet been integrated into general personality models, they represent a theoretically sound extension of the range of characteristics under consideration. *And they can (partially) clarify incremental variance in bright personality traits (emphasis added).*”

Chapter 3 presents the historical development and current conceptual understanding of the Dark Triad as well as its link to some nonoccupational findings. In this chapter, the author attempts to clarify theoretical and practical questions arising from the research specifically relating to structure (e.g., construct definition) and measurement methodology. In many ways, this might be the most important chapter asking if we can define the Dark Triad well enough to get consistent and accurate measures of its existence: “...if a general assessment of the possible aptitude diagnostic applications of the Dark Triad is to be successful, what are its respective components and overlapping characteristics: What structure does the Dark Triad have and how can the single characteristic be validly measured?” (Schwarzinger (2023, pg. 26).



Chapter 3 starts with a brief history of Narcissism, Machiavellianism, and psychopathy. This makes sense given the long tradition of research on narcissism and related behaviors and as shown in Chapter 4, is linked with other characteristics of the Dark Triad. Similarly, Machiavellianism has always been understood to be a dimensional personality trait (and evidence presented suggests it might be a compound dimension) which the author claims to overlap with the personality traits associated with the Dark Triad.



Finally, psychopathy for aptitude-diagnostic purposes focused on personality-based factors is needed to understand the Dark Triad simply due to practical reasons—severe antisocial or criminal behavior is not likely to be manifest in the workplace for very long and hence not as relevant to explain work outcomes per say. A joint consideration of all the traits associated with the Dark Triad, narcissism, Machiavellianism and psychopathy, and the literature supporting research about these characteristics, adds no real clarity to the construct definition of the Dark Triad. In fact, the author concludes following this review that “...we find confirmation for the view that it is in principle worthwhile to consider the Triad characteristics separately” (Schwarzinger’s, 2023, pg. 45) and to cite Paulhus and Williams, (2002, pg. 562): “...distinct enough to warrant a separate

measurement”. While the arguments presented do suggest there is more to the personalities of the Dark Triad than just narcissism, Machiavellianism and psychopathy, psychometricians world around, including this reviewer, don’t want to build measures associated with ill-defined constructs



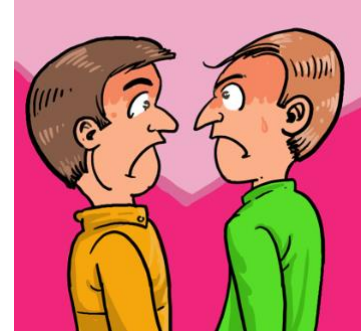
and, as such at this point of the review, an ill-defined construct remains the issue for the Dark Triad, though the author solves this for us in Chapter 7. The author goes on to attempt to arrive at the internal structure of the Dark Triad by looking at the relationships among the characteristics of various meta-analyses across a multitude of measures. The author discovers from this investigation that the various explanatory models share a considerable proportion of variance in common with the Dark Triad. From this Schwarzinger (2023, pg. 48) identified “cores” of the internal structure to be: “interpersonal manipulation; emotional coldness; low Agreeableness, and low Honesty-Humility.” Subsequent review by the author, however, caused him to conclude “...there is solid evidence for the advantageousness of structural interpretations that deviate from a three-factor view”, albeit one full of caveats, assumptions, and cautions (Schwarzinger, 2023, pg. 51). Schwarzinger (2023, pg. 60 emphasis added) concludes this chapter following the discussion of incongruence of facture structure, subscales, and hierarchy with the following: “Thus, there exist both theoretically well-founded and

subscale-backed specific aspects of the Triad characteristics *that differ*. Analyses of the Triad characteristics at the global level, frequently used short procedures that do not allow the identification of subscales, and statistical measures that model latent factors or composite scores limit the constructs so much as to prevent potential explanatory contributions. This might all well be true, but it might also be indicative of an ill-defined construct. For example, the factor structure and consistent subscales might not be discerned because they are not distinct enough. Such thoughts apparently caused the author to focus on the features of the Dark Triad characteristics separately or even multidimensionally and again foreshadow his “TOP scale” in Chapter 7.

Chapter 4 presents further occupational findings for dark-side traits, the focus being on those features that are most prominently represented in the literature in the last years – narcissism, Machiavellianism, and subclinical psychopathy (Paulhus & Williams, 2002) – but have only recently been considered in the occupational context. These are the specific traits most relevant to aptitude diagnostics, an important aspect of personnel selection. In this chapter, the author points out that only recently has the consideration of “dark side” personality changed and that until now it had been operationalized using versions of DSM in combination with facets from FFM and that the Hogan Development Survey (HDS) implemented such a notion in practice Schwarzingler (2023, pg. 61).



The author also presents in this chapter links between this faceted research and those facets (characteristics, traits) that are most able to demonstrate concordance with (i.e., can be predicted by) the Dark Triad characteristics.



One of the conclusions the author makes is that “several of the studies reviewed have demonstrated the usefulness of the Dark Triad for diagnosing aptitude. Together, they form the basis for assessing the effects of elevated forms of narcissism, Machiavellianism, and psychopathy on an organization and its members. We can thus use the effects presented to justify the use of Triad characteristics in practice, for example, for the selection of employees. Schwarzingler (2023, pg. 75).” As such, the author seems to be concluding in the affirmative as he puts it, “...if the Dark Triad of personality is a concept whose use is fundamentally useful in aptitude diagnostics and promises to be beneficial.” but falls short of a unifying endorsement Schwarzingler (2023, pg. 63). Schwarzingler (2023, pg. 82) concludes: “Knowledge of the mechanisms of action of the Dark Triad is thus relevant for many other fields of personnel psychology applications beyond just personnel selection. The characteristics must therefore be further researched in the future in connection with measures of operative work with employed personnel, such as in personnel development.”

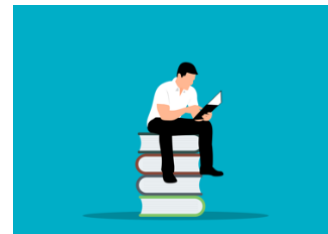
Chapter 5 focuses on how (or whether) an application of the principles of the Dark Triad to be beneficial is possible. The author attempts in this chapter to tackle the legal if not ethical demands of assessing “dark personality”. The author claims, while discussing the concrete dark-side measurement strategies he reviews, that according to the current legislation and legal precedent, “it is perfectly legal when applied in a proper and defensible way” (Schwarzinger, 2023, pg. 84) to measure such characteristics and to use them in personnel decisions.



The remainder of the chapter reviews such history and offers suggestions regarding how to and what to avoid when keeping things legal—mostly following the SIOP Principles for Test Use (SIOP, 2018). Chapter 5 concludes, more or less, where we started: “In light of the specifications presented in this chapter and the available information the usual methods used for measuring the Dark Triad, none of the presented methodology meet the requirements of an aptitude-diagnostic application in an organizational context. However, ... the applied use of these traits specifically (narcissism, Machiavellianism, and psychopathy) for aptitude diagnostics (*is useful*), precisely such a procedure is of major interest. (Schwarzinger, 2023, pp. 108-109).”

Chapter 6 presents what the author calls as “needed”, namely — “...a psychometrically suitable,

job-related procedure for the Dark Triad of personality which measures the characteristics jointly, multidimensionally, and meets the legal requirements of the context and the special demands made...applicants.” (Schwarzinger, 2023, pp. 108-109). Chapter 6 then presents the authors own work in fulfilling “these needs” via the – the Dark Triad of Personality at Work (TOP; Schwarzinger & Shuler, 2016, 2019), as well as initial findings on its application in personnel practice. The author’s work is presented in Chapter 6 as the Dark Triad of Personality at Work (TOP) personality test and was developed between 2010 and 2015 at the University of Hohenheim, Germany (Schwarzinger & Schuler, 2016). The UK and US adaptations were published and validated in 2019 and there are ten additional language versions planned for release. The author describes the construction and validation of the method and reviews the requirements that have been derived regarding the necessary psychometric quality and the application-related needs of Triad measurement in practice (Schwarzinger, 2023, pg. 110). A host of information from research regarding the psychometric qualities of the assessment (multiple types of validity evidence, multiple types of reliability evidence, including construct definitions, internal structure, structural models with path elements, multiple reliability



estimates at both the scale and subscale level, correlations with other measures both near and far from the big three personality sets, predictive relationships, correlations with work success and

outcomes) are all thoroughly presented, referenced and are quite impressive. The chapter concludes with a presentation and discussion of standardization and acceptance of TOP as a measure of the Dark Triad as well as its cautions for use.

Chapter 7 ends the book with a well thought out set of recommendations for practice and research that should be investigated not just for the Dark Triad but for TOP as well. These include more refinement regarding the research and theory of the Dark Triad itself, more practical research (in the field) as well as practical field experience (i.e., personnel decision making with TOP or at least with the acknowledgment of the Dark Triad). The book concludes with: "...if suitable procedures and appropriate actions are applied, the Dark Triad of personality can indeed be implemented in personnel work without further ado. In this context, its primary applications in personnel preselection lie in identifying highly problematic persons at an early stage. Even in more extensive test batteries for personnel selection and for advisory purposes, such as the analysis of the potential for career path planning, career guidance, or in the context of coaching, the Dark Triad characteristics can contribute valuable additional information that cannot be provided by any of the common job-related test procedures. Although this does not justify any hype about these characteristics from a personnel-psychological point of view, it does justify further research, and, in many cases, the practical application of the Dark Triad of personality in personnel selection. (Schwarzinger, 2023, pg. 163)."



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Center for Measurement, Evaluation and Assessment

<https://www.sydney.edu.au/arts/our-research/centres-institutes-and-groups/centre-for-educational-measurement-and-assessment.html>

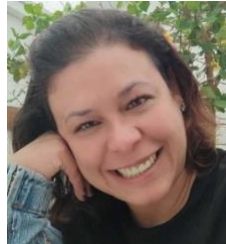
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Food for Thought

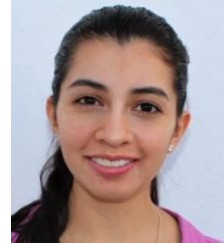
Agustin Tristan-Lopez



Nancy Y. Pedraza-Corpus



Gabriela I. Rodríguez-Gómez.



Objectivity: a fundamental testing attribute.

Objectivity is a necessary attribute for the scientific purpose of all evaluation projects in health sciences, social sciences, and education; in combination with validity and reliability. Five main characteristics are related to objectivity: specificity, neutrality, independence, impartiality and impersonality. These are fundamental for the interpretation of the results, to eliminate or reduce any bias induced by the influence of stereotypes or preferences, among others factors, with ethical consequences or technical implications.

Gaukroger (2012) gives a first definition, saying that an objective judgement “is free of prejudice and bias...to which any fair-minded person could agree, no matter what views they held”. Bias, prejudice and fairness could be negative or positive for objectivity: that has to do with the independence, agreement or impartiality between judges, as a basic quality of justice.

The attributes of validity and reliability of standardized tests have been the subject of many debates and criticisms, partially due to the limited role that has been given to objectivity (Borsboom, Mellenbergh & Heerden, 2004; Phelps, 2005; Padilla, Gómez, Hidalgo & Muñiz, 2006; Mislevy, 2007; Sijtsma, 2009; Newton & Baird, 2016). As Kovač-Šebart & Krek (2009) point out: “objectivity, validity and reliability are interconnected and interdependent categories, and all of them are included in the perception of justice”.

It can be shown that evaluation projects focus on reliability and validity without mentioning objectivity, despite it being a fundamental attribute for the design, administration, interpretation, and use of outcomes. Table 1 illustrate the incidence of the three attributes on the Web and some publications from AERA, ETS or ITC.

Table 1: Frequency within the Google search engine for “validity, reliability, objectivity”.

Word or combination	Frequency (in thousands)
Validity	730,000
Reliability	643,000
Objectivity	183,000
Validity and objectivity	204
Reliability and objectivity	532
Reliability, validity and objectivity	30.9

Reference	Reliability	Validity	Objectivity	Other related words
AERA, 2014	302	371	1	Fair = 190, bias = 66
ITC (2001)	5	10	0	Fair = 13, bias = 3
ITC (2012)	10	1	0	Fair = 2
ITC (2014a)	1	4	0	
ITC (2014b)	2	3	1	
ITC (2017)	25	41	0	Fair = 4, bias = 17
ITC (2018)	28	19	4	Fair = 2, bias = 11
ITC (2022)	34	103	0	Fair= 96, equity = 19
ETS (2014)	63	96	0	Fair = 80
ETS (2016)	0	18	0	Fair = 114

Source: Data from Google, May 2023.

According to the Google search, validity has 730 million entries, but reduces to 31 thousand entries when combined with reliability and objectivity. The ITC Guidelines for the Large-Scale Assessment of Linguistically and Culturally Diverse Populations (2018), is the only that includes objectivity in a glossary. The manuals of the PISA Project (2003-2017) developed by the Organization for Economic Cooperation and Development (OECD) show high validity and reliability criteria, but objectivity only appears in two national reports (Santiago, Halász, Levacíc & Shewbridge , 2016; Shewbridge, Herczyński, Radinger & Sonnemann, 2016).

Objectivity is complex to define and understand and can be defined as the inherent quality of an object itself (ITC, 2018), with various epistemological ontological and ethical implications. It is easy to manage its characteristics, properties or interpretations as being part of validity. For instance, "consequential validity" and "cultural validity" should be associated with objectivity. Design bias, differential item functioning and local objectivity, commonly transferred to reliability or to logistic models (such as the Rasch model), should be also associated to objectivity due to its ethical implications (Wright & Stone, 1999; Muñiz, Elosua & Hambleton, 2013; Sireci & Padilla, 2014; Bond & Fox, 2015).

Objectivity has to do with contrasting (when comparing knowledge and ideas in an empirical world) and intersubjectivity (when defining a conventional construction of an object, independent of the observer). Objectivity implies that it is possible to establish criteria and conventional agreements that eliminate discrepancies between observers. Without objectivity, the interpretation and attributes described by one observer will differ from those of another one.

Gaukroger (2012) points out that objectivity is the inherent quality of an object in itself, unrelated to any speculative approach, with these properties: (1) the absence of bias in interpretation and decision-making, (2) the elimination of personal prejudices, (3) the ability to distinguish between contrasting or conflicting ideas regarding the object, based on (4) the exact definition of the object. Douglas (2004) proposes eight operational definitions of objectivity and Gunton, Stafleu & Reiss (2021) suggest the division of objectivity unbiasedness and repeatability.

Objectivity must not be confounded with closed-form or multiple-choice items and should not be limited to quantitative research. The definition of the object should be the first focus of attention in the design of tests and questionnaires; it is prior to validity, it follows all the evaluation process and goes up to the end, helping to understand the interpretations, uses or consequences of the evaluation.

The original definition of validity, as the degree to which a test serves the expected purpose, organized in content, construct, criterion (predictive, concurrent, discriminant...) and scale validity. Messick (1993-1995) modified this definition considering that it is not an inherent attribute of the instrument but rather depends on the use and interpretation made of the results. This definition is actually disputable in particular because it uses some elements of objectivity (Borsboom, Mellenbergh & Heerden, 2004; Lissitz & Samuelsen, 2007; Zumbo, 2009; Chan, 2014, André & Loye, 2015).

Objectivity is not limited to the definition of the object and its interpretation, but also contains a much broader set of purposes, including the characteristics presented in Table 2, that includes an example corresponding to an Olympic event (Artistic swimming) that the reader can adapt to other applications.

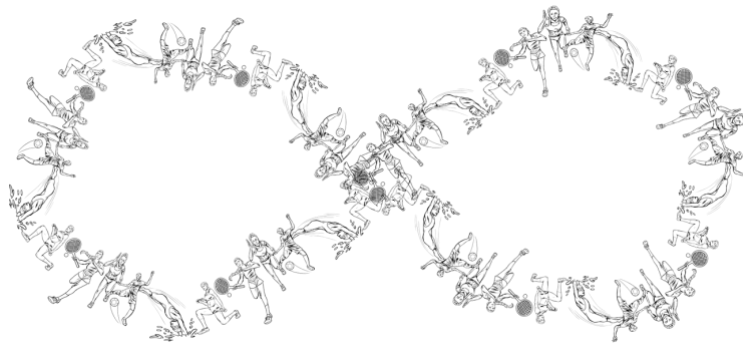


Table 2: Properties of objectivity

Property	1. Specificity	Example
The test has this attribute if:	The object has a complete, pertinent and precise definition, which distinguishes it from other objects.	
Purpose in testing.		
1.1 The characteristics and elements of the instrument are not influenced by external agents to the object itself. The apprehension of the object is based on its inherent properties (categories, comparisons, weightings, measurements, archetypes...)		With exception of the regulatory aspects and the organization by categories, the qualification criteria must reflect the artistic execution (beauty, grace, aesthetics...) and the technical aspects (qualities of the style from the front, from the back, type of acrobatics...). Criteria should not score by nationality, religion, ethnic group or other elements, once defined a group of categories (by gender, age...)
1.2 To distinguish between two contrasting or even conflicting ideas about the object.		Two judges can explain and justify the scores regarding swimmers, acknowledging their coordination or defects.
1.3 The instrument and its specifications are useful to distinguish between the inherent and the accessory characteristics of the object, or other type of requirements.		The regulations clearly establish the categories for artistic swimming (by gender, by type of disability...).
1.4 To have ways to compare the metric qualities of various instruments with a given population (standard error, consistency of results...).		A multi-faceted model can provide measures of the swimmers' ability (set of performances of given difficulty, severity of the judges, acceptable measurement error...).

(continued)



Table 2 continued

Property The test has this attribute if:	2. Neutrality There is no external interference in the value judgments that a judge or other people make with the results of a test.
Purpose in testing.	Example
2.1 To reduce or avoid the subjective interpretation of the judge at a given moment or in different moments, not affected by fatigue or the number of judgments issued in a large population.	The judges should assign equal ratings at the beginning and at the end of the competition, comparable to scores of other swimmers in previous events.
2.2 To avoid or, at least, reduce the difference of appreciation between two judges, or between the judge and the person to be scored.	The swimmers and their coach (or other expert person) must perceive that the rating does not differ from what they can assign. Discrepancies between judges regarding swimmers' performance should be kept to a minimum.
2.3 To avoid that some groups may be favoured or harmed by the design of the test, or by the appreciation of the judge.	Judges must not qualify artistic swimmers from their own country in a more benevolent way to help them. Judges must not be more severe with the swimmers from their country, trying to avoid favouritism.
2.4 To eliminate the discrepancy of opinion about the expected answer (the correct or the most acceptable). Scoring may be done by non-expert personnel or even by a computer program.	The scores issued by the judges must be verifiable within their order of error. The public (non-expert person) can recognize that the swimmers' rating is acceptable, according to a given criteria.
Property The test has this attribute if:	3. Independence Other traits, instruments or aspects do not influence the ratings and judgments.
Purpose in testing.	Example
3.1 Judgements are free of the participation of other people or the characteristics of the instrument used.	Artistic swimming ratings should not be given in comparison to other swimmers but rather in terms of their performance.
3.2 Outcomes in one item must not be influenced by other items of the instrument, nor by the characteristics of specific groups.	Artistic and technical performance ratings must be independent of the performance of other swimmers.
3.3 Guarantee that the ratings of a judge do not reflect the influence or opinion of another judge.	Each judge rates artistic swimming without seeing the rates of the other judges.
3.4 Guarantee that the ratings of a judge are not influenced by previous data about the person or the group of people to be evaluated.	Artistic swimmers must be scored regardless of their performance in a previous event.

(continued)

Table 2 continued

Property	4. Impartiality	
The test has this attribute if:	The test is fair, without prejudice or bias, the outcomes may be compared for every trait under particular conditions or context.	
Purpose in testing.		Example
4.1 To produce unbiased value judgments about one or more traits.		The judges provide ratings based on the performance of the swimmers regardless of other unrelated aspects (gender, country, ethnicity...).
4.2 To eliminate subjective effects in the judges (halo effect, prejudices, stereotypes...)		The judges do not provide better ratings to swimmers from certain countries or according to their physical appearance.
4.3 To provide equal opportunities for the respondents, including adaptations for disabilities or other justified characteristics.		Scoring of an artistic swimming routine may depend on the category, but should be the same regardless of the gender of the swimmers.
Property	5. Impersonality	
The test has this attribute if:	The definition of the object has the same meaning for different groups (social, cultural, ethnic...) at a given moment, assuming its evolution over time and in each context.	
Purpose in testing.		Example
5.1 To prevent specific people from being favoured or disadvantaged in the test.		The judge rates are not based on the swimmers' career but on the specific observed performance.
5.2 To capture the characteristics or features of an object, making its analysis and apprehension transparent by various people, including the evaluator, the subject, and other independent public.		The judge's appreciations of the technical aspects are fully described in the rules available to the swimmers, their coach, other judges and the public.
5.3 To validate the uses and interpretations at a contextual, cultural, group, or other level, that are postulated from data obtained from reality.		The judge's score of the technical characteristics of a performance should not be modified based on the swimmers ethnic origin or other condition.

Source: Adapted from Tristán and Pedraza (2017).

In conclusion, objectivity is a main attribute of the evaluation process, along with validity and reliability. It improves the quality and robustness of the test design, makes clear the criteria to provide specific, neutral, independent, impartial and impersonal tests, translating into fairness, equity, justice and best decisions and interpretations.



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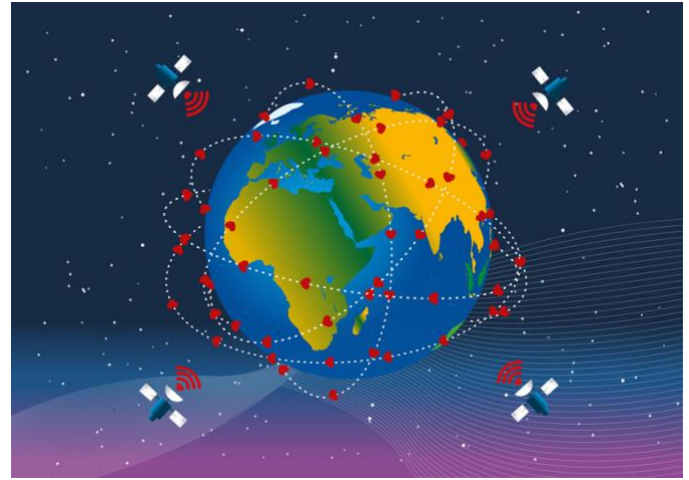
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