



# Testing International

Volume 52, December 2024

Editor: Nicky Hayes

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## Contents

ITC President's Message	2
From the Editor	3
<b>Granada 2024:</b>	
Reflections on the Granada Conference	4
A Journey of Learning	8
The Early Career Programme	12
An atmosphere of special welcome	15
Building connections: graduate students	17
An EFPA Consultation	19
<b>Committee reports:</b>	
The Conference Committee	20
The Diversity and Justice Committee	21
The Publications Committee	22
The Learning Centre Board	23
International Journal of Testing	24
The Membership Committee	25
The Guidelines Committee	26
The Strategy & Policy Committee	27
Book Review: Assessment & selection	27
in the 21st century	
Wayne Camara: My career path in testing	30



## President's Report

**Kadriye Ercikan**  
ITC President



Dear ITC Colleagues,

I am delighted to reach out to you in my first ITC Presidential update. The memories of the wonderful Granada conference are still fresh. I want to thank once again the local organizing committee José-Luis Padilla, Isabel Benítez Baena and Luis Manuel Lozano who worked tirelessly to make it a successful conference. Since the conference, the *Executive Committee*, consisting of the President, myself, the President-Elect, Neal Schmitt, Treasurer Anita Hubley, Secretary-General April Zenisky, and the Office Manager Ananda van Tonder, and all the other committees have been hard at work on many aspects of running the ITC. You can find summaries of the committee activities in this issue of Testing International.

Since the conference, the *Executive Committee* has been focusing on finalizing the 2026 conference plans. I am happy to say that we have signed the contract for the 2026 conference with the University of Auckland team headed by Gavin Brown. The conference in New Zealand will be a great opportunity for ITC to expand its membership and support the field of measurement in Australasia and Asia.

I encourage you to start thinking about your participation in the conference, explore collaborations on workshops and presentations with colleagues from the region and help start engaging them with ITC. Because the planning for the ITC conferences takes a long time, the call for proposals for the 2028 conference has already been announced. We are looking for teams who are interested in organizing the conference in 2028!!!

As you may recall from my speech at ITC, as well as my first Presidential letter, I am focusing on three key priority areas: (1) Expanding and diversifying our membership; (2) Increasing continuous engagement with members; and (3) Promoting our impact on critical aspects of testing and measurement. I am grateful to several committees and members who are helping to support these priority areas. Membership expansion is in great hands with a very proactive *Membership Committee* which is working to increase individual, affiliate, and full members. Do you know individuals or organizations you think would be great to add to ITC? In addition to the committee's work, we need your help to reach out to colleagues and organizations and connect. Feel free to reach out to me or Steve Dept, if we can help with your recruitment efforts.

Our conferences and publications play a critical role in keeping us connected and informed of key developments, research and professional activities in the field. However, in a greatly connected world, ITC can become a go to organization for resources, information about what's going on in the field and member activities on a regular basis. The ITC *Outreach Committee*, under Felipe Valentini's leadership, is working on a set of international webinars that will be held on key

topics in the field, given by scholars from different regions of the world. Look out for invitations to these webinars, and send your suggestions for speakers!

The field of testing and measurement is in deep transformation through integration of AI in many aspects of testing and measurement. This integration requires rethinking many aspects of the field for optimizing and de-risking AI applications for advancing validity, fairness and equity in assessment. Therefore, it's a critical time for us to guide the field in arising opportunities and challenges. The Guidelines Committee co-chairs, Wayne Camara and Yasmine El Masri, are working out the best approach to define the scope and focus of a possible new set of ITC guidelines for the use of AI in assessments.

I would like to end this update by thanking all of you for your interest and contributions to ITC. Your involvement, ideas, and engagement are essential for the success of the ITC, to continue influencing testing and measurement around the world.

Stay in touch,

Kadriye Ercikan ([kercikan@ets.org](mailto:kercikan@ets.org))



## From the Editor



**Nicky Hayes**  
Editor: Testing International

Welcome to issue 52 of Testing International!

This issue shares the joyful experience of our first face to face conference in six years. We have reflections on the conference by ITC member Nicola Taylor, and a report by a first-comer on the experience of the ITC conference by Melissa McMullen. Special thanks to Felipe Valentini, too, for co-ordinating and compiling the reports from our Young Scholars.

Page 19 carries a notice about an EFPA consultation on testing. Responses are due by January 6th, and you all are welcome to have your say - whether you live in Europe or not. So do check it out.

And as well as all that, we have a full set of committee reports, as our diligent volunteers let you know what efforts they have been making on behalf of all of us in the ITV. We also have a book review for a new textbook which among its regular content, addresses some of the major concerns in modern testing, and we have the first in what I hope will be a new series, in which some of the stalwarts of our profession reminisce about their careers in testing.

Happy Reading!

Nicky

# ITC 2024 in Granada



## Reflections on the Granada conference

Nicola Taylor

The excitement leading up to the 2024 ITC Conference in Granada was palpable, if scrolling through the LinkedIn feed is anything to go by. People were jumping at the opportunity to attend the first in-person conference in 6 years, in the beautiful town of Granada in Spain.

Even the prospect of a gruelling day and a half's travel wasn't enough to discourage those of us living far away from attending. I travelled from South Africa with my colleague, Pakeezah Rajab, who was a recipient of one of the Early Career Scholarship awards for her work on psychological factors related to mathematics achievement. All inclusive, it took around 24 hours of travelling just to get to Madrid, so when you see a large contingent of us Saffers (and this also goes for all our friends in the southern Hemisphere), you'll appreciate our great desire to attend the conference!

On our first night in Granada, we attended a Flamenco show in the iconic caves of Sacromonte, which was the perfect introduction to a week that was to be filled with Spanish passion, flair and tradition. I was lucky to have a day before the conference to explore a bit of Granada, taking advantage of the Sightseeing train to have an overview of this historic town. Spain was experiencing a heat wave at the time we were there, and coming from the middle of winter to the blazing heat was somewhat of a shock to my system. I half envied those colleagues attending the pre-conference workshops in the airconditioned Palace.



The welcome ceremony that evening on the roof of the Granada Conference Palace was a joyous reunion! Steve Sireci gave a rousing welcome toast that was to set the tone for the rest of the conference. I have to say that applying sunscreen at 8PM is an unusual experience for me, as the sun blazed confidently in the evening sky, but we were well refreshed and the renewing of friendships in person easily distracted us from both the time and the heat. The conference was also the first time that I got to see some of my dear South African colleagues in person for more than a year – that we had to travel halfway around the world to see each other is poor form indeed!

Day One started with some insightful presentations in parallel sessions, already sparking the discussions and debates that lie central to such a meeting of the minds. Steven Sireci opened the conference with a bang, on the Failure and Future of Psychometrics – challenging us to consider the consequences of testing in our consideration of the validity of tests. His work on improving fairness in testing should challenge us all to work harder to eliminate unfair discrimination in our assessments and measurement processes.

Later that morning, Alina von Davier gave us a beautiful practical overview of the utility of AI in the remote proctoring of assessments. She charmed us all with some of her anecdotes and highlighted many of the challenges that practitioners face in the remote administration of assessments. I'll admit that I am a bit naïve when it comes to matters such as cheating syndicates, so it was an eye-opener for me to hear the lengths that people will go to pass an English test! Alina put forward some excellent uses for AI in detecting patterns that proctors could easily miss.

I attended the sessions related to the EFPA guideline updates in the afternoon, which were so helpful in understanding how other countries approach the process of reviewing assessment quality. After the day's proceedings ended, we piled into busses and were spoiled with a guided tour of the Alhambra, which was simply magnificent! The architecture and attention to detail is awe-inspiring, so it was a privilege to be able to visit as part of the conference programme.



I think many of us imagined ourselves seated on cushions overlooking an orangery or beautiful fountain, enjoying the cool stone's protection from the blazing Spanish heat. The night would not have been complete without meeting up with friends for some welcome refreshments and local tapas to round off a happy, busy day.



Day Two started again with parallel sessions, where I caught up on some of the excellent work being done on creating guidelines for standardising the norming process by Marieke Timmerman and her colleagues. I know I'm in a safe space when I can nerd about creating guidelines to improve the way in which we develop and report on our assessments!

For the morning plenary session, we all gathered for an interesting round table discussion on the lessons learnt from survey and psychological assessment represented by the esteemed Beatrice Rammstedt, Ana Villar, and Bruno Zumbo. A key takeaway for me was that no matter the format of assessment, it is important to balance the need for comprehensiveness against the implicit costs (be they financial, time, or human costs).





The afternoon sessions again brought some fairly heated debates around foundational competencies needed for educational measurement practitioners, as set out in the latest NCME guidelines. The last session of the day was the ITC General meeting, with the handover of the baton from Steve Sireci to Kadriye Ercikan as President. It was wonderful to see Aletta Odendaal and Dave Bartram joining the meeting virtually. The last few years appear to have been busy and productive for the ITC, and as members, we are all excited to see what the next few years holds. We certainly are grateful to all the dedicated committee members who selflessly volunteer their time to ensure that the ITC continues to produce quality work in guiding the field of testing and measurement.

As if a day packed full of learning and discourse wasn't enough, we bustled out in the early evening to don our glad rags for the evening's gala dinner, held at the enchanting Carmen de los Mártires Palace. The gardens were luscious and cool, providing the perfect setting for an evening of friendship and laughter.



The last day was an early start for me, presenting my paper on the predictive value of the Big Five across the lifespan. I was pleasantly surprised to not just be presenting to my co-author, so very much appreciated those who dragged themselves out for the early morning sessions.

For the keynote session, Jennifer Randall delivered a powerful address titled "The house that hate built". She reminded us that an ideology of meritocracy does not ensure a neutral distribution of resources when you consider who gets the merit. In any assessment context, we need to ask ourselves who gets the advantage, and how any decision is going to impact on marginalised groups. She laid bare excuses we might make to avoid actively addressing injustice in assessment practices and gave us a roadmap to work towards measurement justice. Jennifer certainly reignited a fire for me to find answers to the questions she posed, so I imagine that everyone who attended her session was left moved or inspired to use assessment as a tool for change.

After a well-deserved coffee break, I attended the Early Career Scholars session, where our up-and-coming young minds impressed me with their excellent contributions to our body of knowledge on assessment. I know you'll read more about their research elsewhere in this newsletter, so I'll keep it short here, but I would like to congratulate each one of the Early Career Scholars for their work. I know that I really look forward to seeing what they have to offer at the next conference and in the literature. I'm sure you'll also hear this many times, but Felipe Valentini did a sterling job in mentoring the scholars and guiding them through what was likely their first international conference presentation. Well done!

And in the spirit of awards, the last session of the conference was the Thomas Oakland award and closing ceremony. The Best Poster went to José Ángel Martínez-Huertas, Guillermo Jorge Botana, Ricardo Olmos, and José A León for their poster entitled: “Distilling vector space models for psychoeducational assessment: honing semantic indicators in automated summary evaluation.” The distinguished Prof José Muniz was the winner of the Thomas Oakland Award. He took us on a journey through time and how things have changed in assessment in his lifetime. He left us with some points to ponder, with questions about the sustainability of silicon and carbon for technological demand, the human-digital interface (is the next step in the evolutionary cycle the phono-sapiens?), and the impact on AI and particularly large language models on the measurement landscape. Kadriye closed us off with a peek of what’s to come, and as we spilled out into the blazing Granada sunlight in search of helado and souvenirs, I was filled with a deep sense of satisfaction and purpose.



Being on the Conference committee, I had some insight into the hard work that the local organising committee put into the preparation, so credit to the success of the conference must go to José-Luis Padilla, Isabel Benítez and Luis-Manuel Lozano, and the rest of the committee members who made the conference an unforgettable experience! Well done also to all the ITC committees who supported the conference team, ably assisted by the lovely and capable Ananda van Tonder. The gauntlet has been thrown for Gavin Brown and his team for the New Zealand conference. I hope to see you all there in 2026.

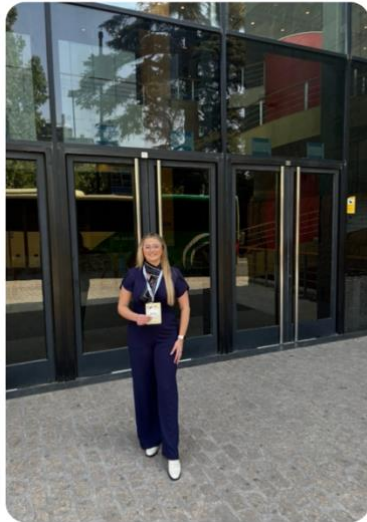
Nicola Taylor  
Johannesburg University



Saffers Unite!

# A Journey of Learning: My Experience at the International Test Commission Conference 2024

**Melissa  
McMullan**



From the 2nd to the 5th of July 2024 I attended my first international conference; The International Test Commission biannual conference, held in Granada, Spain. Dr. Nicky Hayes recommended this event, which significantly contributed to the enhancement of my research skills and stands as a pivotal moment in my academic journey. One of my highlights was engaging with scholars whose work I have frequently cited throughout my studies. It was a unique experience to meet these influential figures in person - putting faces to the names in my reference list, like a real-life version of in-text citations coming to life!

I have always been driven by unanswered questions, the pursuit of knowledge, and the opportunity to contribute to its advancement



through my research - principles that were at the core of this conference. The passion of all speakers, panellists and symposiums was unwavering and inspiring. Academics, researchers, practitioners and other divisions of the research community gathered from all over the globe in the pursuit of learning and sharing in psychology, psychometrics, testing, and assessment to present their research findings and journeys. Despite my early anxieties about attending and presenting I was encouraged and inspired by every person I encountered at this friendly and welcoming organisation, I was further enthused by the postgraduate student committee; this was a new addition to the International Test Commission when I attended the conference and provided a space for students attendees to connect.

## ***My Presentation: Navigating Anxious Certainty***

Despite my experience in the performing arts, presenting my research has been challenging for me and I often find myself feeling overwhelmed and anxious. Despite these anxieties I was eased by the room I presented in and felt the interest of those who attended my presentation. I had not previously presented at an international conference so this was daunting and exciting.



I presented my research titled 'What Does it Take to Make It: The Dark Side Of The Performing Arts', exploring involvement and achievement in the performing arts and whether these can be predicted by Dark Triad traits. This research inspired my current work which explores creative self-efficacy, extrinsic and intrinsic motivation, grandiose and vulnerable narcissism and the performing arts.

### *Short Courses, Symposia and Presentations*

On the 2nd of July, there were short courses available for attendees; I attended 'Sequence mining methods on process data in large-scale assessments,' with speakers Qiwei He, Esther Ulitzsch and Bernard Veldkamp. There were many excellent short courses to choose from; taking an unorthodox approach I decided to attend the short course in which I had the least prior knowledge, hoping to expand my understanding. Aside from engaging with some pre-reading and the provided materials, I had little expertise in sequence mining methods. Entering the session with only a basic foundation, I left with a solid grasp of the key approaches, models, and the critical importance of accuracy and cross-cultural adaptations. While I was unable to attend other short courses, feedback from peers who participated in different sessions echoed my experience, with many struggling to choose which session(s) to attend.

Interesting keynotes captured my attention, one notable for me was from Duolingo chief of assessment Alina Anca Von Davier, discussing integrity and accessibility in the digital age. I particularly enjoyed the talk from Professor Bruno Zumbo, he shared his academic journey, detailing

the path that led him to his current position and infused the conference with humour by discussing the concept of Egomania Rageosis. The following presentation was also intriguing delivered by Hudson Golino, which explored whether there is a natural law of validity, using the movie *The Godfather* to illustrate made this presentation both memorable and unique.

The symposiums at the conference were a novel and enriching experience for me, as I had not previously attended this style of presentation. I found that observing the discussions unfold was instrumental in deepening my understanding of complex concepts. This format allowed me to gain valuable insights into cross-cultural assessments, the challenges posed by language differences and test translations, and strategies for making surveys more accessible and equal. One notable symposium discussing survey research and psychological testing with Bruno Zumbo, Ana Villar Casas and Beatrice Rammstedt, was particularly memorable for me as it allowed me to reflect on my work. Through this experience, I learned to appreciate the nuances of these issues and recognised the importance of addressing them in my own research, as I hope to move forward to PhD studies in the future.

### *Themes and Finding My Way*

The presentations at the conference explored a diverse range of topics, from personality surveys and cognitive assessments to ADHD and autism evaluations using interactive apps, low-stakes testing, cross-cultural measures, and psychometrics. With so many intriguing sessions, choosing which ones to attend was an exciting challenge. The Whova app significantly enhanced

my experience, helping me track and remember the sessions that interested me. The map feature made navigating the venue straightforward, and chat groups and agenda pages kept me organised and engaged. Sharing photos and staying connected with other attendees also added to the overall convenience and enjoyment of the conference, as I felt part of a community.

### *Dynamic Networking Opportunities*

The conference was well organised with opportunities to meet people formally and informally. I attended the welcome reception on the 2nd of July on the roof of the conference building, this was a daunting experience as I was the only person from my university in attendance and I felt anxious to approach people. I was welcomed by those I did approach and had opportunities to discuss research in an informal environment for the first time, I was introduced to people who gave me great advice for going forward in my studies and for qualifications I should consider pursuing and I left feeling more confident and excited for the future.



On the 3rd of July, I went on the organised tour to the Alhambra which was a great way to learn some history of Granada and the Alhambra itself!

### *The Gala Dinner*

I enjoyed the Gala dinner at Carmen De Los Mártires on the 4th of July, with stunning views of Granada and picturesque gardens, this was a night to remember. Overall, these opportunities provided me a chance to meet new people, talk about all things from family, work, hobbies and research interests - leaving me feeling reassured for my academic journey ahead.

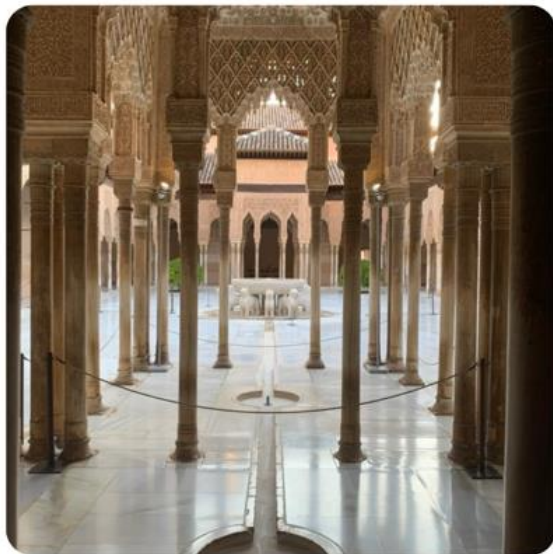


### *Concluding Thoughts: My Final Reflections on the Conference Experience*

Upon reflection, I thoroughly enjoyed the conference experience, but have considered a few ways in which it could be improved, particularly for first-time attendees or those who have not previously attended an international conference like myself.

The additional costs for attending short courses may limit participation, as these expenses, on top of conference fees, travel, and accommodation, made it challenging for me to attend more than one course. This could restrict access for some of the attendees, especially students, of the valuable learning opportunities these courses offered.

Additionally, while I appreciated the diversity of presentations within each session, I believe the running order could have been more organised around specific topics. For instance, my research on personality was not grouped with other related presentations. While the variety allowed for exposure to different ideas, it also led to some attendees entering or leaving sessions based on interest in specific presentations, or missing out on talks they might have wanted to attend due to parallel sessions - an issue I myself faced. Nonetheless, these are minor aspects of what was otherwise an intellectually stimulating and rewarding experience.



Overall, attending this conference has been an enriching experience, both personally and professionally. I was initially anxious and unsure of what to expect, especially being an early career research student, who faces a sense of “imposter syndrome” at events like these, but I was quickly put to ease by those I met at the conference and their encouraging and welcoming natures.

The sessions provided valuable insights and fostered a deepened appreciation for the pursuit of knowledge within my field. I found the exchange of ideas and the diverse perspectives shared by experts to be particularly impactful.

The lessons learned will undoubtedly inform my future work, allowing me to apply new concepts and strategies with greater confidence and understanding. This experience has not only broadened my intellectual horizons but also reaffirmed the importance of continuous learning in my professional development. The International Test Commission Conference 2024 was an invaluable experience for my academic career so far.

**Melissa McMullan**

*Master by Research Student ,Edinburgh Napier University, Scotland*

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## Highlights from the Early Career Program at the ITC Conference in Granada

**Felipe Valentini**  
*(Chair of the Outreach and Partnership Committee)*



**Ariela Raissa Lima-Costa**  
**Pakeezah Rajab**  
**Siwei Peng**  
**Fernando Mena Serrano**  
**Hanif Akhtar**

*(Members of the Early Career Program)*

The Outreach Committee has as one of its core activities the integration of young researchers into the ITC community. In this context, we aim to continue the outstanding work of Solange Wechsler by advancing the Early Career Program. The program's primary focus is to enable recipients to attend the ITC and provide ongoing networking opportunities for scholarship recipients to connect with each other and field experts.

For the current edition, we received 19 applications from ten different countries, with six from graduate students and thirteen from undergraduates. After reviewing the applications, five promising young scholars were selected for awards. The main selection criterion was to enhance diversity and representation among participants.]

During the ITC conference in Granada, the Outreach Committee organized activities with current members of the Early Career Program, including a happy hour and a symposium.



In the symposium, the scholars had the opportunity to present their recent research. **Ariela** presented her study on the Narcissism Inventory; **Pakeezah** reported findings on the impact of psychological factors on math performance; **Siwei** presented a mixed IRT model to identify applicant faking; **Fernando** discussed his research on private and public schools in relation to anxiety and depression; and **Hanif** explored balancing test-taking experience with the efficiency of tests administered via CAT.

The young researchers shared their experiences during the conference. Ariela Raissa Lima-Costa highlighted the opportunity to deepen her understanding of global psychological assessment and emphasized the importance of adapting methods with cultural sensitivity and ethical considerations. Siwei Peng stressed the value of discussions on process data modeling and forced-choice tests, which inspired new directions for her research. Pakeezah Rajab celebrated the strengthening of both local and international connections, underscoring the importance of fair and inclusive testing practices in a global context. Hanif Akhtar noted the inspiring impact of



presentations on validity and fairness in testing, along with the rich learning opportunities provided by participating in such a prominent event. Fernando Mena Serrano reinforced the importance of developing assessments that are more responsive to the needs of marginalized communities, as discussed at the conference, and expressed his commitment to contributing to this mission. Through these reflections, they highlighted their unique experiences.

### **Ariela Raissa Lima-Costa, Brazil**

The Early Career Scholarship for the 2024 ITC Conference in Granada, Spain, was a pivotal opportunity for me, both professionally and personally. It allowed me to connect with prestigious researchers from around the world, exposing me to diverse perspectives on research methods and statistical analysis. This exposure significantly enhanced my understanding and helped shape the future direction of my career.

The ITC is one of the leading associations dedicated to advancing psychological and educational assessment globally. Their work in promoting fairness and assisting governments and educational institutions aligns with my own professional goals. Being part of this influential process was an unprecedented experience for a young researcher like myself. At the conference, I gained valuable insights into the impact of new technologies on psychological assessment. I learned how these advancements offer technical improvements but also pose potential challenges that must be carefully managed to avoid becoming sources of impairment.

Additionally, the conference facilitated fruitful discussions with professionals from diverse cultural

backgrounds about the psychological assessment process. We explored how local associations should regulate technical instruments to ensure a high standard of quality.

This experience broadened my understanding of the global landscape of psychological assessment and underscored the importance of cultural sensitivity and ethical considerations in this field. In conclusion, receiving this scholarship not only enriched my professional knowledge and skills but also reinforced my commitment to contributing meaningfully to the field of psychological assessment.

### **Pakeezah Rajab, South Africa**

As a student and entry-level practitioner in the southern tip of Africa, I've heard (and read) a lot about the International Test Commission's standards and guidelines for test practice. Being awarded this prestigious ITC Early Career Scholarship, however, has made me even more grateful to be part of this profession and energized to work towards a global psychology that does not discriminate against any gender, ethnicity, or orientation. I thank ITC for the opportunity to connect with the best psychometric researchers from around the globe, as it has not only vastly improved my own understanding of test usage and analysis but also made me aware that issues around fair test use are not solely a South African concern but rather a challenge we, as global practitioners, need to address!

During the conference, I was overwhelmed by how warm and welcoming all these experts were, eagerly sharing their knowledge rather than holding onto it as their own "competitive" intellectual property. It made me realize the

greatness of humility and how those who are truly making a difference are willing to share their knowledge to make an even bigger impact.

In addition to the international networking this scholarship afforded me, I am also grateful for the local connections I was able to make—it sounds so funny to say, but receiving this scholarship created a sense of unity among my South African colleagues who attended, all of whom I have projects or collaborations planned with. Most notably, given the other local societies I am part of, I am looking forward to raising awareness about the ITC within these groups to encourage our early scholars to attend this prestigious, insightful conference.

I can definitely say that attending ITC 2024 has re-awakened the researcher in me, and I hope to continue contributing to this field and industry for many years to come. Thank you again, ITC, for this amazing opportunity!

### Siwei Peng, China

Attending the 2024 ITC Conference in Granada was an immensely rewarding experience, and I am deeply grateful for the opportunity to be part of such a prestigious event. I had the privilege of connecting with leading experts and scholars in my research field, which provided me with invaluable insights.

The presentations, particularly those focused on process data modeling and forced-choice test research, were exceptionally enlightening. They not only deepened my understanding of the current advancements in these areas but also highlighted practical applications that can significantly enhance the quality and fairness of assessment tools.

I walked away from the conference feeling inspired and motivated, with new perspectives and ideas that will undoubtedly shape the future direction of my own research. The opportunity to engage in meaningful discussions with these experts and learn from their experiences was truly invaluable. I am sincerely thankful to the ITC for offering this platform, which has been instrumental in my professional growth and development.



### Fernando Mena Serrano, El Salvador

I was impressed with the diversity of ideas and backgrounds represented at the conference. From translation to socio-culturally sensitive assessment, testing is a dynamic field full of people committed to delivering high-quality research and products that benefit society.

Although each participant brought their own perspective to the conference, common themes in the field were apparent and need to be addressed. As Jennifer Randall highlighted in her keynote address, the most marginalized and poorest communities are the ones most negatively impacted by testing, and the field owes them a commitment to rectify past mistakes. I'm eager to contribute to that goal and to be a part of this organization.

## Hanif Akhtar, Indonesia:

The ITC Conference 2024 is one of the most prestigious and largest conferences in psychological testing I have attended. It not only broadened my understanding of the global landscape of psychological assessment but also inspired me in many aspects of life.

I had the honor of presenting my work and engaging in insightful dialogues with fellow researchers. The sessions on addressing issues in ipsative assessments were particularly noteworthy, and I am deeply grateful to the speaker for her insightful short course.

All presentations offered numerous resources to explore advancements in testing, particularly in reconsidering validity, fairness, and the use of emerging technologies. The attendance of representatives from testing companies provided valuable insights into how the business in the testing field operates. Finally, I am thankful to the ITC for giving me the opportunity to participate in this conference.



Thanks to **Felipe Valentini**  
**Chair: ITC Outreach and Partnership Committee**  
for co-ordinating and compiling these reports

## An atmosphere of special welcome

**Claudia Gusso**  
**Outreach and Capacity Building Committee**



Congratulations on the great event! Everyone is grateful for the amazing ITC Conference 2024 in Granada. Coming from many and faraway places in the world, the participants lived together extraordinary days, immersing themselves in an atmosphere of special hospitality. The conference was truly a significant success for several reasons.

First of all, the fair intellectual exhibition space made available to the speakers as representatives of different cultures was appreciated, offering them equal opportunities for prestige.

From the very first step, the high quality of the organisation of the conference focused on the theme "Working together to improve cross-cultural assessment and research" was recognised, which wrapped the participants up in an interesting multicultural context. The supporting message for interethnic actions was set as a guide to improving the experimental evolution of educational and psychological testing presented by numerous experts who stood out from the unique and challenging background.

As one of them, through a research and invention methodology (R&IM), I was able to present the validation results of a personality test with three patents granted in Italy, the United States of America, and the People's Republic of China.

However, I wondered how much my new research work would have been appreciated at the ITC conference. In such a friendly atmosphere aimed at improving the innovative development of tests, what result could the specialised audience expect from the Static Dynamic Personality Test (SDPT)?

In 2024, after a long time of experimental testing with different types of human performance, the personality test is now on the right track to demonstrate its analytical power and interpretive reliability in the face of the cross-cultural demand. With masterful care in preparing the setting, the ITC organisers offered me a perfect stage for two presentation performance steps: the first to announce the test in techno-style under the umbrella topic "Innovation in test development", and the second to display a poster, reflecting the cutting edge of the event.

As a speaker, I explained that, with a radically new construct and content, the test validation process has stood from a method of simple item combination, which allows both the taker and the user to immediately understand the meanings set out with single words. In this way, the source content items can be easily translated and interchanged with typical words of the target language and culture. Furthermore, since the signifiers were collected in titled groupings, the categories thus made up can be chosen on themes suited to the person and the cultural context.

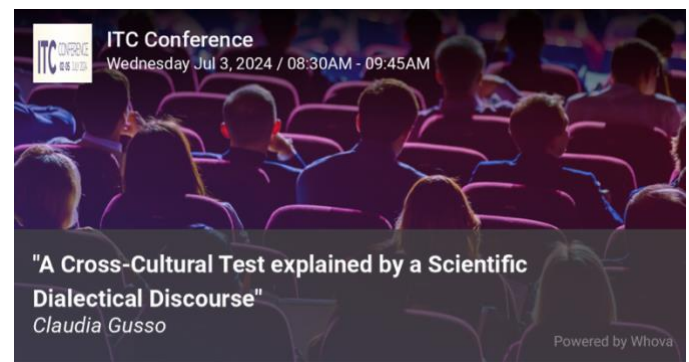
Going deeper, the advantageous interchangeability has been possible because the test construct was scaled using a standard model based on relevant psychophysical principles and consistent linguistic logic.

Currently, my competent team in the SDPT administration and I, belonging to the Squadra Internazionale di Scienze Moderne NPO, invite anyone interested in adapting the test there, where they live and practice assessment and research following the ITC guidelines. Good luck for the next ITC conference 2026 in Auckland, New Zealand!

**Claudia Gusso,**  
<http://orcid.org/0000-0003-0489-0963>

**ITC Outreach and Capacity Building Committee  
member for Italy**

**ITC Affiliate Member "Squadra Internazionale di  
Scienze Moderne NPO", [www.sfecumidoide.i](http://www.sfecumidoide.i)**





## Building Connections: Graduate Students at the ITC Conference

*Fernando Mena Serrano, Sophie Ma Zhu, and  
Nathaniel Chan Jack*



The 2024 International Test Commission Conference held in Granada was an excellent opportunity for learning, connection, and inspiration for graduate students from around the world. For many of the students, Granada marked their first time attending an international conference, and they were impressed by the welcoming atmosphere. The conference theme, “Working Together to Improve Cross-Cultural Assessment and Research,” could not be better suited for the diversity of presentations and attendees, and resonated throughout the sessions and conversations.

As the three members of the newly formed Graduate Student Committee (GSC), we are committed to creating a supportive and collaborative network for graduate students in educational and psychological testing and measurement. We saw the conference as an ideal starting point to build toward our goals.

Before the conference, with the support of Dr. Zenisky, Dr. Hubley, and the ITC Digital Communications team, we tried to reach out to graduate students to encourage conference submissions and promote ITC student membership, and actively made plans for a student-focused event at the conference.

During the conference, we successfully hosted the Graduate Student Lunch, a session designed to help students connect with peers and learn about the GSC. Sixteen students joined us, and over lunch, we noted the growing presence of students within ITC, shared our vision, and talked about the GSC’s roles. The lunch sparked lively discussions, with students offering suggestions such as starting a graduate student symposium, creating an online community, and organizing virtual seminars.

As part of our own learning and professional developmental journey, attending the 2024 ITC Conference was an inspiring experience that underscored the collective commitment in our field to advancing fair and inclusive testing practices. The conference brought together a diversity of perspectives and expertise, reminding us of the importance of addressing inequities in testing and making meaningful connections between research and practice. We left Granada energized and motivated to contribute to ITC’s mission, ready to apply the insights and connections we gained to our own work as we continue developing as scholars in the field.

After the event, we also invited other students attending the conference to share their experiences. Dora Leander Tinhof from Bielefeld University, who presented her study evaluating the psychometric properties of the BFI-2 in a German sample, expressed how

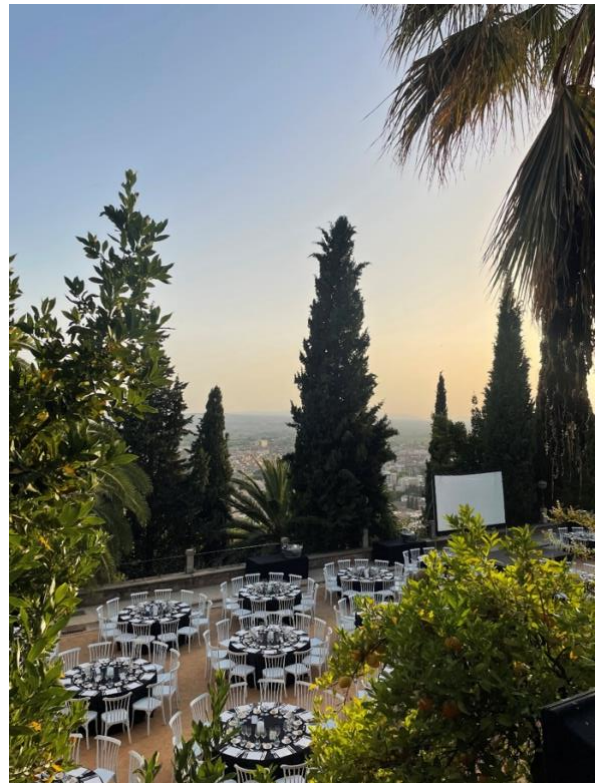
much she enjoyed the rich interdisciplinary communications at the conference. “The resulting diversity of topics and perspectives was very refreshing,” she said. The warm and welcoming atmosphere at the graduate student lunch also made it easy for her to connect and share ideas.

Similarly, Clara Cuevas from the University of Valencia, who presented on careless responding and its relation to sociodemographic variables, was pleasantly surprised by how approachable and friendly everyone was. “I think the human component is very strong in the ITC,” she shared, “and it shows through events like the graduate student lunch.”

For Alexis Webster from the University of British Columbia, the Granada conference was the first conference she attended where she truly felt a part of an academic community. “Everyone was friendly and open to discussing research interests and sharing ideas. The conference events were engaging and structured in a way that facilitated these conversations to happen.”

Looking ahead, we’re excited to build on the momentum from the Granada conference. The feedback and suggestions we received from students are helping us shape new initiatives where we hope to focus on facilitating collaboration, knowledge-sharing, and potentially mentorship. While getting online activities or events started, we are already working on ideas for the next ITC conference, including a symposium or round table session for graduate students to present their research and a career panel with professionals from various work settings.

By increasing the graduate student involvement within ITC, we aim to bring fresh perspectives to our field and help students feel more connected to both their peers and experienced professionals. The GSC is here to amplify student voices and to support our growth as emerging scholars. We look forward to expanding our community and for graduate students to become increasingly active in advancing the ITC’s goals.



Gala Dinner at Carmen de los Mártires.  
Photo by Alexis Weber.

*Nathaniel Chan Jack, Fernando Mena Serrano and  
Sophie Ma Zhu are members of the GSC.*

## Granada 2024 Abstracts Book now available

On behalf of the 2024 Local Organizing Committee of the Granada conference, the ITC is happy to announce that the final abstract book is now available on the conference website for you to download, peruse, and enjoy.

You can access it [here](#).

We hope your memories of sunny Granada remain fresh in your mind, and we will be in touch in the coming months with new opportunities and offerings from the ITC including the Call for Proposals for the **New Zealand 2026 conference** - it will be here before we know it!

**April L. Zenisky, Ed.D.**  
Secretary-General, International Test Commission



## Testing News

### An EFPA Consultation

**Deadline 6th January 2025**

#### **MODEL FOR THE REVIEW, DESCRIPTION AND EVALUATION OF PSYCHOLOGICAL AND EDUCATIONAL TESTS**

The European Federation of Psychologists' Associations (EFPA) is consulting on the latest version of their document:

#### **Model for the Review, Description and Evaluation of Psychological and Educational Tests**

**Anyone in the testing space is  
welcome to contribute.**

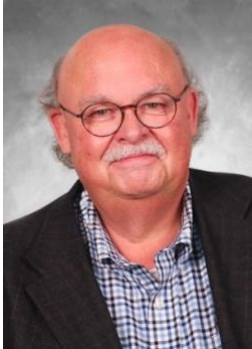
Here is the link: [EFPA Testing model](#)

Feel free to make your own contribution, and also to pass this information and link on to any friends or colleagues you think might like to contribute.

If you want the link in full, here it is:

<https://www.efpa.eu/consultation-model-review-description-and-evaluation-psychological-and-educational-tests>

## The Conference Committee



### Jon Twing & Jose-Luis Padilla Co-Chairs

#### A Brief Update

It has only been three short months since the completion of a most wonderful conference in Granada and already the ITC Conference Committee has been busy supporting the planning for the 2026 conference in Auckland, New Zealand as well as soliciting interest to host the 2028 conference.

For those of you who were not able to attend the Granada Conference, or those of you who want to relive some of the great moments we shared, check out these wonderful videos from the Local Organizing Committee (LOC):

<https://youtu.be/9RxBHMdxQJg>;

<https://www.youtube.com/watch?v=ML53c-h3Cyc>

The Granada Conference certainly “set the standard high” but our Auckland LOC has risen to the challenge! Check out the wonderful video posted to the ITC website about our upcoming conference in Auckland:

<https://www.intestcom.org/page/23>.

The dates for this conference are:

**Tuesday, 30 June 2026 – Friday, 03 July 2026**

so mark your calendars and diaries now! It will be a beautiful and well attended conference for sure.

Now is a great time to speak with a colleague about hosting the 2028 Conference at your venue. The Expression of Interest to host the 2028 ITC Conference was posted to ITC members by the ITC Secretary (April Zenisky) in September (See the advert on the next page). If you have an interest, are curious or want to discuss it in more detail, please contact us.

Spread the news! Share with your friends! This is your conference and participating as a host or supporting a host is a great way to keep ITC strong and relevant for the future. We do ask that anyone interested lets us know by December 1<sup>st</sup>, 2024 so that we can adapt the solicitations for formal participation accordingly.





## Submit a statement of Interest!

### The ITC is inviting interested parties to submit a one-page statement of the key benefits to host the 2028 conference

The ITC Conference Committee will select and invite one or more interested parties to submit their detailed proposals to the Council.

The deadline for applicant organizations to respond to this call for expressions of interest (EOI) is **1st December, 2024**.

On receipt of an EOI the International Test Commission will determine those EOI's that will be moved forward and request greater budget and organizational detail.

The benefits for the Host organizations or professionals include:

- Association with the ITC's 'brand image' for quality and high standards
- Interaction with leading figures in the field in the process of establishing the conference themes and keynotes
- Identification as being a leader in research and development or practice in the field of testing and assessment
- Opportunity to shape the agenda for the field

The ITC operates as a not-for-profit organization so registration fees and proposals for conference budgets should be set with that in mind.

To submit a one-page statement, or if you have questions, please email the Secretary-General of the ITC (Dr. April Zenisky) at [Secretary@intestcom.org](mailto:Secretary@intestcom.org)

## The Diversity & Justice Committee

### Jennifer Randall

#### Chair



The Diversity and Justice Committee has set several priorities for the upcoming year. These activities include drafting working definitions for equity and justice (with respect to testing) to guide our processes and priorities.

The committee will also review current ITC guideline documents to better understand how issues of equity/justice are addressed in these guidelines; and to make recommendations (where appropriate) for updates and revisions.

Finally, the committee will conduct a review of current assessments (particularly those used in commercial settings) to identify examples of equity/justice-oriented practices for design and development to share with the larger ITC community.



## The Publications Committee

### Maria Olivieri Chair



#### Update on the ITC Book Series

In July 2023, the ITC Council adopted a [new mission statement and goals](#) following months of discussion and input from leadership and membership. Key among the goals articulated was the following:

- *Provide support to individuals and professional associations striving to learn more about effective testing and decision-making practices in educational and psychological assessment.*
- *Develop and maintain comprehensive educational and professional development resources for learning about the science of measurement, advancements in testing technology, and promoting best practices in educational and psychological testing. Such resources include publishing an influential peer-reviewed journal, books, guidelines, and maintaining a learning centre and other online resources.*

Since 2017, the ITC has [published a number of books](#) through contracts with first Oxford University Press, and later Cambridge University

Press. These books represent a significant contribution to our field and the ITC is very happy to continue to support a book series in line with the above-listed mission and goals.

As an organization, the ITC is committed to fostering a community of scholars and providing access to knowledge and information to promote fair, valid, transparent, and efficient testing, assessment, and reporting practices. A critical aspect of that is committing to expanded open access of ITC materials, including our books. However, the landscape for publishing is evolving, especially in the past few years or so. At present, the costs associated with traditional publishing houses to ensure open-access texts are prohibitively expensive, royalties for authors are minimal (recently, \$26 USD annually), and the marketing support provided has been limited.

On that front, we are happy to report to the membership that moving forward, the ITC Book Series is going to be open-access! A proposal for self-published, open-access books was voted on and accepted the ITC Council in Granada in July 2024. Below are key details of the process and the reasoning behind the choices made.



The ITC Publications Committee is finalizing the Self-Publishing Process, consisting of several steps including proposal submission, review by ITC's Book Proposal Review Board, content editing, copyediting, layout design, and online publication. The finalized book will be hosted on a scholarly publishing platform such as Janeway (examples

from [Iowa State University Digital Press](#) and the [UMass Amherst Libraries](#)) and promoted through ITC's social channels.

As part of the process being finalized by the Publications Committee, authors, editors, and the ITC will all have defined roles in developing, editing, and marketing the content. Additionally, the publishing platform will support technical aspects like ISBN assignment and format compatibility. Part of this decision was informed by research into cost: Estimated costs include copyediting (\$1,800) and formatting (\$750), totaling approximately \$2,550 per published volume, and hosting on Janeway through UMass Amherst would be free through an ITC liaison at UMass.

To be published in the ITC book series, authors would start by submitting a detailed proposal, including market analysis, target audience, content structure, and alignment with ITC's mission. The manuscript must follow APA formatting and specific ITC standards for open access. That proposal would go through a series of reviews by ITC leadership, and once approved, editors and/or authors would work with the Publications Committee to develop a timeline for drafting the manuscript and then, the sequential steps in manuscript preparation and eventual publication.

This approach, which has the backing of the ITC Council, reflects the ITC's commitment to an accessible, impactful, and financially sustainable publishing model, prioritizing scholarly engagement and openness, in alignment with our aims and goals.



## The Learning Centre Board

### Dragos Iliescu



The ITC Learning Centre will go through a number of changes in the near future. The Board of the Learning Centre has proposed and the Executive Committee of the ITC has decided that this important resource will cease to be only available to ITC members, and will become free for any who wish to use it in order to develop their competence related to testing and assessment.

This increased usage will hopefully be supported by a form of sponsorship from interested third parties, possibly testing organizations that are full or associate members of the ITC. A call to this end will go out in the near future.

The Learning Centre will also go through a facelifting process until mid-2025, in terms of its look and feel, and also in terms of an update of the training resources with respect to the latest scientific progress in our field.



## International Journal of Testing

### Christopher Nye Editor



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 continues to grow in terms of impact and article downloads. In Q3 of 2024, we had 7,052 article downloads. This represents a consistent increase from the same quarters in 2023 (6,606 downloads), 2022 (5,498 downloads), and 2021 (4,956 downloads). Here is a list of the five most viewed articles of 2024:

#### [Identification and validation of severity standards for the academic anxiety scale](#)

W. Holmes Finch et al.

Published online: 14 Mar 2024    1462 Views

#### [The Test Adaptation Reporting Standards \(TARES\): reporting test adaptations](#)

Dragos Iliescu et al.

Published online: 12 Jan 2024    1089 Views

#### [Where nonresponse is at its loudest: Cross-country and individual differences in item nonresponse across the PISA 2018 student questionnaire](#)

Kseniia Marcq et al.

Published online: 24 Jul 2024    348 Views

#### [A meta-analysis of the relationship between Wonderlic test scores and school success](#)

Chet Robie et al.

Published online: 16 Feb 2024    264 Views

#### [Fitting the mixed Rasch model to the listening comprehension section of the IELTS: Identifying latent class differential item functioning](#)

Farshad Effatpanah et al.

Published online: 20 Oct 2024    228 Views

The editorial team at IJT is focused on continuing to increase the visibility and impact of the journal. As part of this effort, we are continually working to increase the number of high-quality papers that are published in our journal. In addition, we are also working to improve the review and publication process by reducing the average time from submission to an editorial decision.

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 Mpopu (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**  
**Michigan State University**



## The Membership Committee

### Steve Dept Chair



After the Granada Conference, the Membership Committee (MC) worked with ITC Office Manager Ananda van Tonder to reach out to conference attendees who were not yet Individual members or who were representatives of organisations that are not yet Affiliate members. The MC plans to expand, hoping to attract volunteers from several continents and reach out to their respective networks.

The MC met virtually on 19 September and set the objective of doubling the membership in 2025. One member of the MC has stepped forward to become Co-Chair of the Committee.

One of the MC's charges is to identify and propose opportunities and activities for recruiting new members. Potential members can be reached through events, such as webinars organised by the Outreach and Capacity Building Committee. The two committees will coordinate to engage with members between conferences and combine this with a membership recruitment action.

The Graduate Student Committee has a representative on the MC, and is seeking advice to help the student members set up an online community to engage between conferences and

possibly share research and have access to the ITC community to ask questions about their research.

In collaboration with the Digital Communications Committee, a large-scale campaign will be organised in early 2025 to showcase the benefits of being a member of the international Commission.

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## The Graduate Students Committee

### Fernando Mena Serrano



In July, the Graduate Student Committee (GSC) hosted a student engagement event at the ITC conference, which included a networking lunch and open forum that drew sixteen student attendees. The session provided a space for feedback, with students suggesting initiatives such as a Graduate Student Symposium, regular virtual research sessions, and an online community for ITC student members.

In response, we contributed an entry to the ITC newsletter to showcase student reflections and are recruiting two new GSC members, including a liaison to the 2026 conference LOC. We're also planning a virtual brown bag session in the following months, where students can present research and discuss future GSC activities.

## The Guidelines Committee



### Yasmine El Masri & Wayne Camara, Co-Chairs

The Guidelines Committee is actively working on updating and supporting the translation of its guidelines. Specifically, we are focusing on revising the ITC Guidelines on Test Use. Additionally, they are assisting with the translation of the ATP-ITC Guidelines on Technology-Based Assessments into Polish.

#### Ethical Issues in AI Assessment:

During the 2024 ITC conference in Granada, Spain, the Guidelines Committee organized an insightful session addressing ethical concerns related to AI in assessment. The session was led by Wayne Camara (LSAC), John Weiner (JW Advisers), Jon Twing (HumRRO), and Dragos Iliescu (University of Bucharest) and was well received by delegates.

#### New ITC Guidelines on AI Use:

The committee is laying the groundwork for developing a fresh set of ITC guidelines specifically focused on AI use in assessments. They may seek input and support from their members as the process unfolds.

## The ITC publishes several Guidelines For Professional Practice.

International Test Commission. (2018). ITC Guidelines for Translating and Adapting Tests (2<sup>nd</sup> Ed.). *International Journal of Testing*, 18 (2), 101-134.

[[https://www.intestcom.org/files/guideline\\_test\\_adaptation\\_2ed.pdf](https://www.intestcom.org/files/guideline_test_adaptation_2ed.pdf)]

International Test Commission (2001). International Guidelines for Test Use, *International Journal of Testing*, 1(2), 93-114.

[[https://www.intestcom.org/files/guideline\\_test\\_use.pdf](https://www.intestcom.org/files/guideline_test_use.pdf)]

International Test Commission. (2014). ITC Guidelines on Quality Control in Scoring, Test Analysis, and Reporting of Test Scores. *International Journal of Testing*, 14 (3), 195-217, [[https://www.intestcom.org/files/guideline\\_quality\\_control.pdf](https://www.intestcom.org/files/guideline_quality_control.pdf)]

International Test Commission. (2015). International Guidelines for Practitioner Use of Test Revisions, Obsolete Tests, and Test Disposal.

[[https://www.intestcom.org/files/guideline\\_test\\_disposal.pdf](https://www.intestcom.org/files/guideline_test_disposal.pdf)]

International Test Commission. (2016). The International Test Commission Guidelines on the Security of Tests, Examinations, and Other Assessments. *International Journal of Testing*, 16 (3), 181-204.

[[https://www.intestcom.org/files/guideline\\_test\\_security.pdf](https://www.intestcom.org/files/guideline_test_security.pdf)]

International Test Commission. (2019). ITC Guidelines for the Large-Scale Assessment of Linguistically and Culturally Diverse Populations. *International Journal of Testing*, 19 (4), 301-336.

[[https://www.intestcom.org/files/guideline\\_diverse\\_populations.pdf](https://www.intestcom.org/files/guideline_diverse_populations.pdf)]

International Test Commission and Association of Test Publishers (2022). Guidelines for technology-based assessment. [<https://www.intestcom.org/page/28>] and [<https://www.testpublishers.org/white-papers>]

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

## The Strategy and Policy Committee

**Kadriye Ercikan**  
Chair & President of ITC



As the new President of the ITC I have taken over the Strategy and Policy Committee from Steve Sireci since July 2024. The first meeting of the committee will be scheduled after the Council meeting to identify and address issues arising from the Council and advance ITC's impact.

Some priority issues I would like the Strategy and Policy to focus on is going to be (1) how to facilitate continued engagement with the ITC membership; (2) development of code of conduct at ITC conferences; and (3) ITC membership structure.

The Committee will meet in early December to discuss policy and strategy relevant issues arising from the Council meeting, and set up regular monthly meetings.

Kadriye Ercikan



## Book Review

### **Assessment and Selection in the 21<sup>st</sup> Century:** Fairness, Equity and Competitive Advantage

Alwyn Moerdyk & Adrian Furnham

ISBN: 978-1-80374-006-5 Publisher: Peter Lang

Assessment and selection in the 21st Century, presents a detailed exploration of testing and assessment, with a specific focus on fairness and equity - critical aspects that can become overlooked in psychological assessments and testing.

The book begins by anchoring the discussion within sociological and social theory, effectively highlighting the importance of these foundational elements. This approach is refreshing, especially given that psychological assessments often may not adequately consider the broader social context in which they operate. However, while the in-depth discussion of sociological factors adds value, it may pose challenges for readers who lack a background in sociology.

Despite this, the inclusion of these elements becomes more appreciable as the reader progresses, reinforcing the idea that understanding the social and cultural contexts is crucial for developing fair and equitable assessment practices including discussion of individual, group and stakeholder testing. This becomes especially important when assessing individuals across diverse social and cultural backgrounds and WEIRD (Western Educated Industrialised Rich Democratic) populations; as limiting discussions of these factors

would hinder the potential for more fair and accurate assessments.

I had not previously thought in depth about the ideal number of items in Likert scales, the authors argue that more than four or five response options should be avoided to ensure fair and accessible testing, particularly for those with lower education



levels:  
considering that many scales include up to seven items this is an important insight.

The discussion of reliability, fairness and validity is outlined throughout the book and the criteria for how to determine these are described at each stage. I enjoyed this, as it was clear and easy to understand and particularly good for early career researchers – providing clarity which is not always apparent when reading widely on research topics and exploring methodologies in journal articles. As a student who can become confused with the correct way to assess the validity and reliability of my samples, I found this comprehensive and helpful.

Adding depth, the authors discuss a few concepts; gamification as a potential way to enhance participant engagement, improve ecological validity and reduce dishonesty, as cheating becomes more difficult for participants; advantages and disadvantages of the interviewing process and suggestions for moving forward. The impacts of assessment centres (as techniques), described as the 'Rolls Royce' of assessment, although costly and manpower dependant, was educational and suggests they have an interesting and promising future.

The importance of intelligence testing and the four main criteria for assessing general intelligence were outlined, with a strong historical account for the development of intelligence testing from Galton and Cattell to Binet and Terman. This was interesting and useful, as often researchers focus on the 'status quo' of tests, without accounting for their origins.

The Great British Intelligence Test (GBIT) is a relatively new test of intelligence criticised in this book. The authors state that "the GBIT has all the scientific merits of strictly come dancing" until it has been appropriately peer-reviewed. Although I agree that this is a harsh criticism, the outlined arguments suggest that this test, as stated, has no accompanying psychometric data to show validity, reliability or inter-group fairness, suggesting that it may be teetering on the edge of unfair and potentially inequitable if not properly peer-reviewed.

The inclusion of emotional intelligence in this has also received backlash by Moerdyk and Furnham, as their argument for EQ as closer to measures of personality than intelligence is apparent. However, I do not see this as a measure of personality but rather as its own measure entirely. The ability to learn and increase or decrease one's emotional intelligence does not provide a stable enough measure for inclusion in (current) intelligence testing, and I do not believe it fits the rhetoric of personality assessment either. This concept is addressed when the authors suggest that it may be a 'competency' rather than an intelligence or personality attribute, with which I agree.





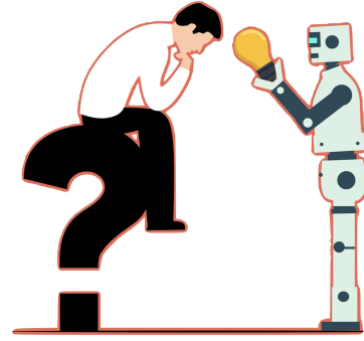
The summary section on intelligence in chapter nine was clear, concise and a good refresher if one does not have time to read a full chapter or has no need for an in-depth discussion of these concepts.

One of my only criticisms lies with the discussion of personality in chapter 10. This was interesting and thorough, but I would have liked to see engagement with the Dark Triad/Tetrad, considering the current controversies in the literature. That would have provided a good follow-on discussion when exploring what psychometric tests are actually measuring. Nonetheless, I enjoyed this section and the concepts discussed were fundamental and clear.

The concluding chapter outlined key areas of discussion and future options for progress, and the authors finished the book with an excellent summary. Social issues they argued must be addressed were: organisational access, pandemics, political upheavals, diversity issues, language use,

ageing and the post-millennial workforce, environmental and ethical issues. New ways of discussing old concepts were outlined with a particular focus on personality and intelligence research and assessment, on the grounds that tests and assessments should provide “equitable access to organisational rewards and power”. The authors provided suggestions for “content-free” intelligence testing and the “periodic

table” of personality assessments amongst others. Technology, social media and internet-based testing going forward were discussed alongside gamification and anti-WEIRD social issues.



Overall, this was a comprehensive book discussing psychometric properties, exploring reliability, validity and fairness for various testing forms, and explaining the most effective way to assess. I found the tables, figures and boxes with further information included throughout to be perfect supplements for in-text discussion: they helped to clarify important discussions and concepts.

The use of technologies such as artificial Intelligence, gamification, social media, video resumés and online assessments were explored, showing how these may provide a promising future for psychological testing.

To conclude, I believe this book should be a handbook for organisational psychologists, researchers and students. It is a text I will refer to often.

**Melissa McMullan**



**Have you had a book published recently, or come across a good book you think ITC members should know about?**

**We'd like to hear about it. Just send your contribution to [newsletter@intestcom.org](mailto:newsletter@intestcom.org)**

# A new series!

**Testing International is proud to announce the start of a new series, in which we ask key figures in the world of testing to reminisce about their experiences, and explore how things have changed in psychometric testing over the time they've been involved.**

**We begin with a contribution from Wayne Camara, Guidelines co-Chair and much-respected stalwart of the ITC.**

## My Career Path in Educational Testing<sup>1</sup>

Wayne J. Camara, Laws  
School Admissions Council



Like many undergraduate students, I entered college without a clear choice of a major or a career goal. I was soon drawn to the study of human behavior and chose psychology as a major (my fourth!).

In my junior year, I enrolled in an elective course, Psychological Testing, which used the classic text authored by Anne Anastasi (1976).

I came to understand how information from standardized tests, when used appropriately, could supplement professional judgment and provide a means of comparing individuals to other individuals (a normative purpose), to themselves (a longitudinal purpose), or against a set of established criteria or standards (a criterion-related purpose). In addition, tests could minimize the individual biases we each hold and provide important information for descriptive and inferential purposes. Through this course, and subsequent upper level courses during my undergraduate studies I gained insight into how tests are used in a variety of contexts such as industrial clinical, vocational counseling, and education settings.

As the first in my family to attend college I had no intention of pursuing a graduate degree until I explored typical career options for psychology majors during my senior year, and even then a Masters Degree seemed to present enough of an obstacle. With encouragement from two faculty I concentrated on Master's Degree programs which I could commute to from home in Massachusetts and applied to programs in Educational and School Psychology.

I began a master's degree in educational measurement and psychology at Rhode Island College two weeks after my receipt of a Bachelor's Degree. I recall choosing the program primarily

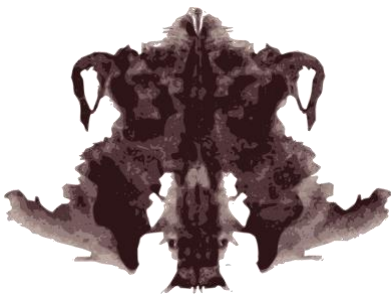
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<sup>1</sup> This paper is based in part on two chapters I authored: (1) Camara, W.J. (2006). Improving Test Development, Use, and Research: Psychologists in Educational and Psychological Testing Organizations. In R. Sternberg (Ed.), *Careers in Psychology* (2<sup>nd</sup> ed., pp.. 343-356). Washington, DC: American Psychological Association and (2) Camara, W.J. (2016).

Psychologists in Educational Testing and Measurement Organizations: Improving Assessment Practices. In R. Sternberg (Ed.) *Careers in Psychology* (3<sup>rd</sup> ed., pp..449-468). Washington, DC: American Psychological Association.

because it was a relatively easy commute with reasonable tuition. My first summer of graduate school required a greater commitment of time than I had anticipated and resulted in my only grade of C during graduate school. Rhode Island College didn't offer doctoral degrees but did have a certificate of advanced graduate study (C.A.G.S.) in school psychology which I completed after the Master's Degree.

School Psychology required experience in test administration, scoring, and interpretation of a range of tests. During the two-year program I administered the WISC-R, WAIS, WPPSI, Stanford-Binet, and various projective instruments including the Rorschach, Thematic Apperception Test, and Bender-Gestalt to children and adults in my family and friends. Test administrations were frequently videorecorded for evaluation by faculty. While completing coursework at nights I secured a full-time position as a school psychology-intern and school psychologist for a small K-6 school district where I assessed students for learning and behavioral issues with a range of cognitive, personality, and projective tests.



Although I enjoyed the testing, measurement, and diagnostic aspects of the work, I quickly understood the limitations that face psychologists who do not possess a doctoral degree, and prior to completion of my full-year internship I began looking for doctoral programs.

Having obtained three college degrees, I finally felt confident enough to apply for doctoral programs far from home. I was relieved to discover that doctoral programs I applied for generally guaranteed full funding for students in the form of teaching and research assistantships. By 1986 I completed a PhD program at the University of Illinois at Champaign-Urbana.

My course of study included a combination of foundation and quantitative courses in both educational measurement and industrial/organizational psychology (I/O psychology). My doctoral dissertation committee was eclectic including Fritz Drasgow (I/O psychology), Gregory Oldham (Labor and Industrial Relations), Joseph Zacaria (Educational Psychology), James Wardrop (Statistics and Measurement), and Helen Farmer (Developmental Psychology).



My master's thesis evaluated the efficacy of a variety of predictors used in employment selection (biodata, interviews, references, cognitive and personality tests), and my dissertation involved developing an adaptive screening assessment for applicants to the state civil service to determine organizational fit. Coursework and research focused on personnel selection, validation, educational testing, computer-based testing, and measurement theory. However, I also completed a number of required courses in statistics and quantitative psychology, and required proficiency

across a variety of statistical software programs (e.g., SAS, SPSS, LISREL) outside of formal coursework. During my graduate studies I gained experience and had funding from the state civil service administration and Department of Defense which influenced my initial job search and selection.

My first post-doctoral position was as a research scientist at the Human Resources Research Organization (HumRRO), where I worked on a number of R&D projects in the military, conducting job analytic studies, identifying personality traits and other noncognitive factors that were associated with success in entry-level managers, examining the validity of the military's testing program, and research related to the development of a biographical inventory (biodata) for personnel selection. As an entry-level research scientist, I was responsible for working with several small teams on different research projects, each of which was managed by a more senior research scientist. I devoted a substantial amount of time to writing responses to federal and state government requests for proposals (RFP's), which are the primary sources of funding for many educational research and testing organizations.



I gained an enormous amount of practical experience in budgeting, staffing, and pricing of research and technical services, areas that are not

taught in graduate programs. However, my training in research design, sampling, and research methodology were invaluable for this type of work. The primary deliverables of all educational research organizations are written reports and oral presentations

After three years at HumRRO I was hired to staff the American Psychological Associations (APA) testing committees and was soon promoted to oversee all Scientific Affairs including the use of human subjects and animals in research, scientific ethical issues, advocacy and lobbying for behavioral science research and staffing the Board of Scientific Affairs. My seven year tenure at APA was during a period of turbulence as scientists attempted but failed to champion a reorganization of the membership association which would have created a more federated model of governance. In addition, many scientists abandoned APA for the newly created American Psychological Society and there was significant turnover in the leadership of Science at APA resulting in my assuming the interim Executive Director position for nearly a year.



However, despite the fracture among scientific psychologists during this period, I was afforded many valuable experiences including staffing the 1999 revision of the Standards for Educational and Psychological Testing. Jump starting the project required negotiating for funding to support the 18-member committee, recruitment of members, organizing technical materials, and structuring the revision assignments. The revision began in 1991 and wasn't completed till 1999, when ratified by the three sponsoring associations APA, AERA, and NCME.



I had departed from APA in late 1994 for the College Board in New York City. First employed as one of only two research scientists (along with Howard Everson who led the work) we worked closely with ETS on research priorities and funding. The relationship between the College Board and ETS became strained over my 19 year career, which paralleled the growth and independence of College Boards research and assessment operations, which increased to over 80 staff in R&D by 2013. During my tenure dependence on ETS was dramatically scaled-back. During those years, I was responsible for communicating the rescaling and revision of the SAT in 1994-95, negotiating with the University of California on a redesigned SAT with writing by 2005, and research on AP Potential which more than doubled AP Volumes in a decade.



As Senior Vice President of Research and (Horace Mann Research Chair) at ACT I was responsible for a

broader group of scientists including, workplace research, career development, and data/reporting services. Both organizations are globally recognized for the quality and popularity of major assessment programs (e.g., ACT, AP, SAT, Workkeys), as well as research and innovation in measurement, assessment, and educational success. Finally, in 2020, I transitioned to an individual contributor with the Law School Admissions Council (LSAC).

During my 26-year tenure in executive leadership for College Board and ACT I

also promoted engagement in professional associations like the International Test Commission; Elected fellow of APA (divisions 1, 5 and 14), APS, AERA and SIOP,

past president of the National Council for Measurement in Education, past Vice President of AERA Division D, past president of APA's Division of Evaluation, Measurement & Statistics, and past chair of the Association of Test Publishers. Serving on scientific and technical advisory boards for the U.S. Departments of Education and Defense, Private sector and non-profit organizations, and state assessment programs provided broad exposure to different problems and contexts surrounding the appropriate use and validation of testing programs.

### Different Paths within Psychology Leading to a Career in Assessment

Psychologists are among many types of professionals who work in testing organizations (or other educational research organizations) and have typically completed graduate training in quantitative psychology, psychometrics, industrial/organizational (I/O) psychology, or educational measurement -psychology. However, individuals who have graduate training in other areas of psychology and have demonstrable competencies in statistics, research design and methodology, measurement, evaluation, and testing may also find employment in such organizations.

As in most other areas of applied psychology, professionals who have master's degrees do not normally compete for the same positions as doctoral-level psychologists; however, individuals who have accumulated a great deal of experience and recognition of their work despite the lack of a doctoral degree are exceptions to this rule. Psychologists often compete directly with nonpsychologists who possess similar training in research, psychometrics, evaluation, and testing.

In fact, the majority of professionals working in educational testing companies are not psychologists; instead, they have doctoral degrees in educational measurement programs or other disciplines (e.g., sociology, economics) that require strong research and statistical skills. Less than 1% of doctoral-level psychologists who are members of the APA indicate that their primary areas of specialization are in quantitative psychology, psychometrics, or statistics, with another 1.3% who were trained in educational psychology (APA, 2014).



### Roles And Responsibilities

Measurement professionals working in testing organizations assist in developing educational tests that are used in schools. The ACT, the Graduate Record Examination (GRE), the Law School Admissions Test (LSAT), and the SAT are examples of admission tests that are developed, administered, and scored by psychometricians working in educational organizations such as ACT, Educational Testing Service, the Law School Admissions Council, and the College Board.

Educational testing companies also respond to RFP's and are hired by industries to develop certification and licensure tests, or by states and national government agencies to develop educational tests. The General Accounting Office (2003) estimated that states may spend an additional \$3.9 billion to \$5.3 billion on tests mandated under the federal accountability requirements in US schools alone between 2002

and 2008. A more recent study in 2012 estimated states collectively spend \$1.7 billion dollars on assessments annually. Assessment contracts in grades 3-9 accounted for about \$669 million with six vendors owning nearly 90% of this work and per student costs for testing ranging from \$13 to \$105 (Chingos, 2012). While these figures are dated today they account for significant educational expenditures.

Measurement professionals and psychometricians may work in test development to create a test blueprint that is similar to an architectural blueprint. They consider the construct being measured (e.g., mathematical reasoning, chemistry, career interests), the number and types of questions required to cover the knowledge or skill domain that is being assessed, and other psychometric features that are important in producing a fair, valid, and reliable test.

For example, they are concerned with the reliability of tests and with ensuring that when humans score essays or open-ended items, they apply consistent and reliable standards across readers and student responses to ensure scoring is



not biased. They often work directly with teachers to review items and scoring rubrics and conduct statistical analyses once tests scores have been produced; for example, they examine individual test items on achievement tests to ensure that

they represent a range of difficulty for each skill or subject and that students have the appropriate amount of time to complete a test without taking more time from classroom instruction than is necessary.

On tests such as the ACT and LSAC, psychometricians equate each form to ensure that scores from all test forms are comparable. They may also work with educational administrators and counselors to ensure that score reports are accurate, clear, and easily understood by schools, students, and parents.



Testing organizations have R&D units that examine a wide range of research questions concerning assessments and gather evidence of validity to support the use of test scores and results for students and schools. Measurement professionals and psychometricians perform statistical analyses of test results after tests are administered, conduct research to ensure the quality of test results, and evaluate the effectiveness of the testing programs. They may also conduct research on the tests, evaluating educational programs and interventions, investigating individual differences in terms of teaching and learning, examining the impact of testing accommodations and studying the influence of a variety of different factors (e.g., background, social, cognitive, school, and teacher

factors) in these areas. Educational organizations such as the American Institutes for Research (AIR), HumRRO, the RAND Corporation, Westat Inc., and many others are involved in conducting research in these areas.



Master's-level psychologists are employed in test development, psychometric, operations, and research units in these organizations. They typically begin their careers coordinating research tasks, such as contacting schools to coordinate data

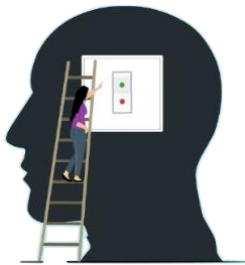
collection from students, writing test instructions, or conducting routine data analyses for doctoral-level professionals. Eventually, with substantial experience and training, some master's-level psychologists are given considerable responsibility in project management and research efforts.

There is no typical day for a research scientist or psychometrician. Each day brings different tasks, different challenges, and different duties depending on the type of organization one works for, the tests one works on or the programs one evaluates, and the specific responsibilities one has. One commonality is that research scientists and psychometricians across organizations, programs, and jobs work independently on their own projects and analyses, but that work is always incorporated into a group product and team environment.

Psychometricians assist organizations and content experts (e.g., reading, math, science) in determining the number and types of items to place on a test. They ensure that items measure all

major areas of a construct without overemphasizing one or two areas. They are similarly concerned that students have an appropriate amount of time to complete the test. In addition, they ensure that no item differentially favors a group of students because of irrelevant factors. For example, items that contain terms or focus on content that is not widely known will not appear on national achievement tests, because they could favor a particular group of students on the basis of regional, ethnic, or cultural differences.

In the past decade, nearly every educational assessment moved to digital delivery, Measurement professionals and psychometricians working on assessments used for student, school, and educator accountability are concerned about the comparability of scores and validity of scores resulting from these differences. They study the impact administration mode (e.g., paper, computer), device (e.g., tablet, laptop), and tools (e.g., spellchecker, on-screen keyboard) have on item rendering, cognitive demand, response times, and performance.



Before including items on tests, psychometricians try them out to determine how students will perform on the items. If the majority of items on a test are very easy, the test will not do a good job of differentiating students who are high performers from those who are low performers. Most

achievement tests not only cover a wide variety of content and skills in an area (e.g., geometry, biology) but also include a mix of items that are considered easy, medium, difficult, and very hard.

Psychometricians also oversee the scoring of tests. Many tests include essays or open-ended tasks that require human scorers to be trained to grade them consistently. They also examine the difficulty of tests and equate scores from different forms of a test so that scores from one test administration are statistically comparable to scores from an earlier and subsequent administrations. Measurement professionals are often concerned with examining a number of ways that irrelevant factors can affect scores. They examine test items and responses to detect possible cheating or other irregularities and conduct validity studies that gather evidence of how test scores can be appropriately used.



Measurement professionals employed in testing or research organizations may have fewer opportunities than their colleagues in academia to conduct research on their specific areas of interest. Research is often dictated by the types of applied problems or challenges confronting the testing program or the demand to introduce improvements in the assessment or additional evidence of its effectiveness. Professionals in an educational organization are also likely to work with many teams, and they need to be willing to compromise and to understand that marketing, business, and customer demands may be just as important to the success of a project as the scientific or statistical expertise they represent.



Successful researchers and psychometricians who work in testing companies combined superb technical skills and organizational abilities, amazing amounts of drive and personal motivation, and an ability to communicate with nonresearchers to explain technical and complex issues in clear and simple language. In addition, they enjoy solving problems in a practical and applied environment and can balance a large number of projects and responsibilities.

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**If you have something you'd like to discuss with other test professionals, or anything else you'd like to share, do get in touch.**

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