

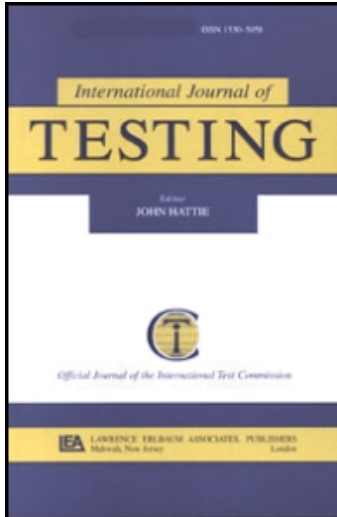
This article was downloaded by: [University Of Massachusetts]

On: 29 June 2010

Access details: Access Details: [subscription number 918552030]

Publisher Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



## International Journal of Testing

Publication details, including instructions for authors and subscription information:

<http://www.informaworld.com/smpp/title~content=t775653658>

## International Test Commission: Its History, Current Status, and Future Directions

Thomas Oakland; Ype H. Poortinga; Justin Schlegel; Ronald K. Hambleton

Online publication date: 13 November 2009

**To cite this Article** Oakland, Thomas , Poortinga, Ype H. , Schlegel, Justin and Hambleton, Ronald K.(2001) 'International Test Commission: Its History, Current Status, and Future Directions', *International Journal of Testing*, 1: 1, 3 – 32

**To link to this Article:** DOI: 10.1207/S15327574IJT0101\_2

**URL:** [http://dx.doi.org/10.1207/S15327574IJT0101\\_2](http://dx.doi.org/10.1207/S15327574IJT0101_2)

## PLEASE SCROLL DOWN FOR ARTICLE

Full terms and conditions of use: <http://www.informaworld.com/terms-and-conditions-of-access.pdf>

This article may be used for research, teaching and private study purposes. Any substantial or systematic reproduction, re-distribution, re-selling, loan or sub-licensing, systematic supply or distribution in any form to anyone is expressly forbidden.

The publisher does not give any warranty express or implied or make any representation that the contents will be complete or accurate or up to date. The accuracy of any instructions, formulae and drug doses should be independently verified with primary sources. The publisher shall not be liable for any loss, actions, claims, proceedings, demand or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of this material.

# International Test Commission: Its History, Current Status, and Future Directions

Thomas Oakland

*Department of Educational Psychology  
University of Florida*

Ype H. Poortinga

*Department of Psychology  
Tilburg University  
Tilburg, The Netherlands*

Justin Schlegel

*Strasbourg, France*

Ronald K. Hambleton

*Center for Educational Assessment  
University of Massachusetts at Amherst*

The history of the International Test Commission (ITC) is described beginning with its conception by Jean Cardinet in the mid-1960s, its birth in 1976, through the year 2000. The article describes the context for the ITC's origin by briefly reviewing the history of test development and use, identifies the ITC's goals, reviews major milestones that are consistent with its goals, and suggests ways the ITC may continue its efforts to positively impact test development and use internationally. The article also helps inaugurate the first issue of the ITC's *International Journal of Testing*.

The origins and development of assessment practices within psychology and education may be understood best by examining external and internal conditions that influence them. Examples of external conditions include the nature of a nation's goals and amount of financial support provided to education and other important institutions, the nature of prevailing social problems that may be addressed by the use of tests and other assessment techniques, availability of funds to support test development and use, attitudes and values societies hold toward educational and psychological assessment, and concerns about test misuse and abuse. Examples of conditions internal to psychology that effect assessment practices include the availability of technology and sufficient numbers of professionals prepared to develop and use tests properly, the availability of suitable measures that assess a broad range of important qualities, and attitudes held by the profession as to the value of assessment.

## BRIEF HISTORY OF PSYCHOLOGICAL AND EDUCATIONAL TEST DEVELOPMENT AND USE

### Conditions External To Psychology

The first widespread use of psychological and educational assessment occurred in China more than 3,000 years ago. Measures of problem solving, visual spatial perception, divergent thinking, and creativity were used somewhat commonly. Later, under the Sui dynasty (B.C. 581–618), a national civil service examination system was developed that assessed three broad and important areas: cultural knowledge, planning and administration, and martial arts (Wang, 1993). Forms of this examination system continued in China to the beginning of this century. However, few if any other countries seemingly duplicated these assessment practices or developed others on a national scale until the 20th century.

Various social and economic conditions occurred during the Industrial Revolution within Europe and the United States that gave rise to the need for tests. Three important needs emerged for which there was considerable public support: to educate more children and youth at higher levels, to meet the special learning needs of students, and to help ensure children and others with severe disorders were cared for socially. Assessment methods emerged, in part, to meet these needs.

During the Industrial Revolution in Western countries, many people migrated from rural areas to urban areas seeking jobs and improved community services. As populations grew and child labor laws were enforced, public support for education grew, first for schools at the primary level and later at the secondary level. The public soon became concerned about the quality of regular education and, in many locations, began to ask for evidence that educational programs were having desired effects. Educators, too, wanted information about students' academic aptitudes and achievement. As a result, educational and psychological tests were developed to provide information relevant to these and other important educational issues.

In addition, students with special learning needs required additional assessment services. Programs designed to meet the special needs of students with psychological, social, and learning disorders soon developed in many communities. Methods of assessment were needed to diagnose, classify, and in other ways assist in the development and administration of special programs for them.

Social conditions in Western countries changed significantly during the Industrial Revolution. Prior to this period, families often were self-contained social and economic units, dependent on one another for meeting important needs. Members of one's nuclear family and, as needed, those of one's extended family together with others in one's local community, shared responsibility for meeting important social and economic needs. However, as families moved to the cities, they became more reliant on factories for work and on community-supported agencies for social and other services. Agencies were created to provide services to persons with mental, social, and psychological problems. Personnel working in these agencies needed tests to improve the quality of their services.

### Conditions Internal to Psychology

The academic discipline of psychology began during the Industrial Revolution, principally within Western Europe and the United States. Three examples of pioneering efforts from Western Europe and one from the United States that were to impact testing are provided.

Fechner, Weber, Wundt and other early psychologists in Germany helped establish the scientific foundation for this fledgling discipline. They and their colleagues established laboratories for the study of human behavior and developed and used various measures, largely for research purposes. Tests generally assessed cognitive abilities consistent with prevailing theories (e.g., British empiricism).

Galton and his colleagues in England extended important themes expressed by Charles Darwin in *The Origins of Species*. They conceptualized mental abilities within the context of organic evolution, stressed the importance of individual differences, and developed laboratories and tests of sensory skills to measure mental abilities.

Binet and his colleagues in France took assessment in a somewhat different direction. After discarding phrenology, handwriting, and palmistry as viable methods, Binet developed measures of judgment, reasoning, and comprehension to assess enduring mental abilities, measures that proved to be useful in various applied settings, including education.

Within the United States, group tests of mental abilities developed during World War I were helpful in selecting soldiers and were found to be psychometrically sound. Later efforts to develop other group and individually administered tests relevant to issues in psychology and education also proved to be effective.

tive. Efforts to use tests in the selection, training, and placement of military recruits during World War II (WWII) were highly successful.

### Test Development and Use in Post-WWII

Leadership in psychology traditionally thought it to be an academic discipline, one that was not sufficiently prepared to offer professional services at the same level as better established professions (e.g., medicine). Therefore, most psychology departments initially resisted pressure to offer programs that prepared practitioners. Furthermore, standardized tests mainly were seen as methods to use in research, not in applied clinical or selection practices.

However, the ability of those who use tests to accurately describe behavior and to use this information for making important decisions became widely recognized following WWII. This knowledge spawned greater public confidence in and demand for test use, the development of additional tests, as well as various professionals prepared to use them. The public, national governments, and persons interested in clinical and institutional service began to demand that graduate programs prepare applied psychologists and that tests and other technology needed by them be developed.

Tensions between academic and applied psychologists were found on various issues: the degree to which theory or empiricism should guide decisions, the academic preparedness of persons offering themselves to the public as psychologists, their knowledge and practice of ethics, whether psychology is a profession whose members should be licensed, the location of psychology's primary allegiance (e.g., to the public, the profession, or to the commercialization of psychology), and the degree to which tests were properly developed, normed, and validated.

Some psychological societies were established before or near the beginning of the 20th century, whereas most were established later in the century. The primary interest of these psychological societies reflected the members' interest to foster the growth and development of scientific psychology. If a country had a single psychological society, the society was likely to be dominated by scientific and academic psychologists. Therefore, applied psychologists often felt the need to develop a second psychological society, one that would attend to their needs.

These and other conditions during the 2 decades following WWII help set the stage for the work that resulted in the formation of the ITC.

## CONCEPTION AND BIRTH OF THE INTERNATIONAL TEST COMMISSION (ITC)

The life of an association, like that of a human, starts with conception, goes through a gestation period, is born, and either survives or perishes. The ITC was

born in 1976 during the Congress of the International Union of Psychological Sciences (IUPsyS) when its constitution was provisionally approved. However, its conception occurred in Switzerland during the 1960s.

Psychology in Switzerland during the 1960s was not unlike psychology in many nations. Most psychologists working in Swiss universities had little interest in or commitment to preparing students for applied careers in psychology. Some believed the discipline of psychology had not matured sufficiently to warrant the practice of psychology. Therefore, lacking opportunities to acquire needed knowledge and skills within universities, applied psychologists often were self-taught or took courses from semi-private institutes. Separate Swiss associations of psychologists were formed to meet differing scholarly and applied needs.

Some psychologists educated abroad returned to Switzerland. Inspired by seeing greater unity among psychologists in other countries, they succeeded in bridging the various Swiss psychological associations to address two common and inter-related issues: a desire to protect the title of psychologist as well as the methods psychologists developed and used, including tests. For example, psychologists opposed the sale of the *Rorschach Inkblot Test* and other diagnostic tools in bookstores to persons unqualified to use them.

### ITC's Conception

In 1968 Jean Cardinet (Switzerland) presented an article on applications of ethical standards in testing to the General Assembly of the Swiss Psychological Society. He and others were concerned with the use of important tools to make life-changing decisions by people who lack sufficient training and experience. In addition, tests were used that lacked adequate psychometric quality and diagnostic value. Cardinet, together with his Swiss colleagues, discussed possible solutions to these test-related difficulties. These problems originated in Switzerland yet extended to other countries. For example, a restriction on the sale of tests in Switzerland would be ineffective if the same tests could be purchased in neighboring countries. Therefore, regional and international remedies were needed.

A project was started to create a test commission in each country charged with two responsibilities: to decide who is authorized to use various types of tests and to scrutinize the sales practices of publishers to insure they do not bypass these controls. The Swiss Professional Association of Applied Psychology approved Cardinet's plan in 1971 (Cardinet, 1995; Commission Suisse des Tests, 1971). Regulations adopted by the Swiss Test Commission to promote the quality of psychological tests and to prevent their abuse were published later that year. The purposes of these regulations were to control the distribution of tests, increase the requirements for test construction, define ethical rules for test use, and inform the public about psychological tests.

Cardinet (1995) contacted all national psychological societies. He became aware that problems experienced by his Swiss colleagues were international in scope and that some countries addressed them better than others. In addition, in their correspondence with him, national psychological societies generally acknowledged the value of forming national test commissions if they had not already done so and of their working together to resolve common problems. Therefore, further support was found for an international association devoted to test-related issues.

The goal to form an association of national test commissions seemingly required support from one of the two most prominent international psychological associations: the IUPsyS or International Association of Applied Psychology (IAAP). However, neither accepted international societies as members. Initial support for an emerging ITC was received from R. Piret (Belgium), IAAP's secretary-general. During IAAP's 1971 congress in Munich, West Germany, Piret organized a session attended by delegates from about 10 countries who discussed a series of recommendations put forth by Cardinet. Given the delegates' support during this session, recommendations to address test-related issues both nationally and internationally were approved by the IAAP's General Assembly 3 days later. The General Assembly also requested a report during its next meeting in 1974 (Cardinet, 1975).

The establishment of test commissions in various countries represented a first step in the implementation of these recommendations. Cardinet identified 15 countries that had established commissions and additional countries that expressed interest in forming one. Each commission was to design a program of work in light of its national needs and conditions as well as to cooperate with other national commissions through their association in an ITC. Cardinet hoped that an ITC would take responsibility for forming a code of ethics and a set of standards for test construction and evaluation as well as for creating a journal to promote an exchange of information. The need to assist colleagues working in developing countries to improve conditions governing the development and use of tests also was stressed.

Cardinet (1974a, 1974b, 1974c, 1995) described events associated with his work to establish the foundation for the emergence of an ITC (i.e., the period from the mid-1960s through 1974). He provided a brief but illuminating discussion of his early visions to help create and strengthen national test commissions, as well as to coordinate the establishment of a code of ethics together with standards that contribute to sound technical, scientific, and legal practices. He noted some early successes, including agreements among psychologists from the east and west to work together on issues important to testing, the development of methods for the exchange of information, and agreements reached with publishers to restrict the sale of tests to qualified users, and to establish high standards for test development.

He noted differences in opinions, often strongly held, as to whether an ITC should emphasize the needs of the profession or those of consumers. Relatedly, he also acknowledged that the work of such a commission may add momentum to emerging requests by psychologists for licensure and other forms of legal protection of their title and the nature of their services.

Cardinet's 1974 report to IAAP's General Assembly (Cardinet, 1974a, 1974b, 1974c) delineated a series of accomplishments. In addition, given the press of other responsibilities, he expressed his desire to discontinue his leadership. The membership asked the Dutch Committee on Testing, a test commission that had been active for several years, to assume responsibility for this emerging ITC until the next IAAP congress in 1978. The Dutch Committee in turn asked its representative, Ype Poortinga (The Netherlands), to serve as its interim president. Some may consider this 1974 meeting to be the first meeting of the ITC's general membership. Although it was not formally established, an ITC began to function.

### ITC's Gestation and Birth Period

Activities associated with the formation and emergence of the ITC had been carried out in association with IAAP, although not under its direction. No official documents linked the ITC and IAAP. However, there seemed to be an informal understanding among those involved with the budding ITC that its work and goals were of considerable interest and relevance to applied psychology and thus to the IAAP membership. However, Piret, severed all ties between the ITC and IAAP, given his interpretation of the IAAP constitution that membership was restricted to individuals. An ITC, as an organizational entity, did not qualify for an individual membership. Piret also rejected suggestions for other forms of relations. Therefore, lacking a parent body, a budding ITC found itself orphaned and in need to develop its independence.

The unexpected refusal of IAAP to allow a budding ITC to be linked to it seemingly undercut the realization of a vision that an ITC could function within it and simultaneously contribute to and assist the IAAP. Although persons affiliated with the ITC then and now may view this decision as being shortsighted yet understandable, the decision encouraged the ITC's growth and independence. Later, during its 1978 Congress, IAAP President Ed Fleishman singled out the ITC as an important initiative, a clear sign that IAAP leadership recognized the importance of tests and testing within applied psychology.

Lacking an external structure, its own administrative structure had to be built. The minutes and personal contacts from previous international meetings as well as the work by Cardinet (e.g., his recommendations, other articles, and correspondence) were helpful in forming a structure. Two goals seemed most prominent: to establish an active advisory council to assist in forming and carrying out policy and



programs and to establish a newsletter to facilitate contact between interested persons and institutions.

Administrative and infrastructure-building issues generally characterized activities between 1974 and 1976 under Ype Poortinga's leadership. No formal board or executive committee had been elected during this 1974 meeting. Therefore, at his request, the following persons present at this meeting agreed to become members of an advisory council and to attend a forthcoming meeting in Montreux, Switzerland in May 1975: Iraj Ayman (Iran), Jean Cardinet, Ken Miller (United Kingdom), and E. Belvin Williams (United States).

The newly formed advisory council met first in 1975. The main agenda item focused on the association's future as an independent international association. Decisions taken during this meeting formed the basis for the first draft of a constitution. A small set of other activities also was approved. Some were achieved (e.g., establishing cooperative relations with the International Association for Educational Assessment), whereas others were not (e.g., the preparation of a set of ethical guidelines for test users). A newsletter, started in 1974, continues to serve today as the ITC's principal means of communicating with its membership.

A plan to begin a few projects intended to address important needs while promoting the ITC's visibility was initiated. At this time tests often were regarded by the general public and psychologists with considerable suspicion. Therefore, a survey on test attitudes was proposed. The initiation of additional projects would have been desirable but not possible, given the meager human and financial resources available to achieve additional goals.

During the 1976 congress of the IUPsyS, a draft constitution was presented to ITC's Advisory Council, other representatives of national test committees, and some test publishers. The draft specified two membership categories: full members consisting of national test commissions recognized by the association(s) of psychologists in their respective countries, and affiliate members consisting either of international associations that had an interest in assessment or national groups from countries not full members of the ITC. A decision on affiliate membership of test publishers was postponed. This draft constitution was approved provisionally to serve as a guideline for the ITC until a meeting in 1978, at which time a revised version of the constitution would be considered (Poortinga, 1976). Ype Poortinga officially assumed the office of president at this time.

Justin Schlegel (France) was appointed editor of the *ITC Newsletter* during this meeting. The *Newsletter* later spawned the *ITC Bulletin*, the Commission's first publication that disseminated scholarly work relevant to ITC goals. Additional information on the work of those responsible for the *Newsletter* and the role of other ITC follows.

A revised constitution was approved during its General Meeting in 1978, and Iraj Ayman was elected president. With a formal administrative structure in place, ITC leadership could place greater attention on substantive scholarly and

professional issues. During the 1978 IAAP congress, a symposium was held on psychological testing, organized under the auspices of the ITC. The results of a small international survey on attitudes of psychologists toward various types of tests and test uses were presented. A larger survey spanning several countries in Europe later was published together with other articles on testing in a special issue of the *International Review of Applied Psychology* in 1982 (Poortinga, 1978; Poortinga et al., 1982).

Political upheavals in Iran soon forced newly elected Iraj Ayman to leave his country and to put aside responsibilities associated with his role as president. Vice President Ken Miller assumed the office of president. The names of those who served the ITC as members of the executive committee or council, their roles in the commission, and years of service are found in Table 1.

### ITC'S INFRASTRUCTURE: GOAL, INCORPORATION, MEMBERSHIP, AND FISCAL ISSUES

Issues regarding an association's constitution, legal status, membership, and financial issues often are intertwined. Moreover, they form the foundation that either facilitates or limits an organization's abilities to pursue its goals. An understanding of these issues facilitates one's understanding of the ITC's history.

#### ITC's Primary Goal

The ITC's primary goal has been to assist in the exchange of information on test development and use among its members and affiliate organizations as well as with nonmember societies, organizations, and individuals who desire to improve test-related practices. This goal has been accomplished through a wide range of ITC activities. They include two international and one regional conferences, publishing a journal (i.e., the *Bulletin* and later the *International Journal of Testing [IJT]*), various books, scholarly activities that lead to guidelines for adapting tests and test-user qualifications, and responding to requests for assistance. These and other issues are discussed later.

#### Incorporation

Two events occurred during 1999 that required the ITC to legally incorporate. Barbara Byrne (Canada) assumed the office of treasurer in July 1999 and transferred the ITC's bank account from The Netherlands to the United States. In addition, the contract with Lawrence Erlbaum Associates, Inc. to publish *IJT* was signed on October 21, 1999 by President Thomas Oakland (United States). Both events required the ITC to be a legal entity. Thomas

TABLE 1  
International Test Commission Leadership

<i>Individual</i>	<i>Country</i>	<i>Roles</i>	<i>Time Period</i>
John Adair	Canada	IUPsyS Representative	1998–
Iraj Ayman	Iran	Executive	1978
David Bartram	England	Council	1994–1998
		Executive	1998–
Marise Born	The Netherlands	Council	2000–
Eugene Burke	England	Council	1998–
Bruce Bracken	United States	Council	1998–2000
		Executive	2000–
Barbara Byrne	Canada	Council	1998–1999
		Executive	1999–
James V. Check	Canada	Council	1990–1994
R. Farr	England	IUPsyS Representative	1985–1988
Rocio Fernandez-Ballesteros	Spain	IAAP Representative	1994–1998
J. Ferreira-Marques	Portugal	IAAP Representative	1982–1986
Patricia Genat	Australia	Council	2000–
J. Goodman	England	Executive	1978–1982
Jacques Gregoire	Belgium	Council	1900–1994
		Executive	1994–
F. Abou-Hatub	Egypt	IUPsyS Representative	1994–1998
Ronald Hambleton	United States	Council	1982–1986
		Executive	1986–1998
		IAAP Representative	1998–
Douglas Jackson	Canada	Council	1986–1990
John Keats	Australia	Council	1986–1990
		Executive	1990–2000
Madeleine Lavoegie	France	IAAP Representative	1985–1994
T. Mamiya	Japan	Council	1986–1990
Barry McGaw	Australia	Council	1999–2000
Ken Miller	England	Executive	1978–1990
Jose Muniz	Spain	Council	1990–
Elizabeth Nair	Singapore	Council	1986–1990
Thomas Oakland	United States	Council	1990–1994
		Executive	1994–
Kurt Pawlik	West Germany	Council	1982–1986
L. Phillimore	England	Executive	1982–1984
Ype Poortinga	The Netherlands	Executive	1974–1978
		Council	1978–1982
Rudolph Prinsloo	South Africa	Council	1982–1986
Justin Schlegel	France	Council	1978–1994
D. Sinha	India	Council	1978–1982
Charles Spielberger	United States	Council	1994–1998
Marti Takala	Finland	IUPsyS Representative	1990–1994
Norbert Tanzer	Austria	Council	2000–

*(continued)*

TABLE 1 (Continued)

<i>Individual</i>	<i>Country</i>	<i>Roles</i>	<i>Time Period</i>
John Toplis	England	Executive	1984–1994
Fons van de Vijver	The Netherlands	Council	1998–1999
E. Belvin Williams	United States	Council	1978–1981
Heinrich Wottawa	West Germany	IAAP Representative	1990–1994
Jac Zaal	The Netherlands	Executive	1982–1999
Houcan Zhang	China	Council	1990–1994
Bruno Zumbo	Canada	Council	1999–

*Note.* IUPsyS = International Union of Psychological Sciences; IAAP = International Association of Applied Psychology.

Oakland, living in Florida, developed and later filed Articles of Incorporation for the ITC, Inc. on November 3, 1999 as a not-for-profit corporation within the state of Florida.

## Membership

ITC membership initially was fairly restricted, open only to full and affiliate members as stated previously. Three constitutionally-approved changes broadened membership. Testing companies and universities first were allowed to apply for affiliate membership. Then, in 1998, all organizations interested in tests could apply for affiliate membership. In 2000 two new membership classes were created: organizations unable to pay yearly dues (e.g., psychological associations from developing countries) and individuals involved in test development and use. These decisions reflect the desire of the ITC to further increase and broaden its membership base and to include as members all persons with legitimate interests in test development and use, including nonpsychologists.

Ronald Hambleton (United States) proposed the creation of a committee responsible for expanding membership during the 1995 council meeting in Athens, Greece. Hambleton, Oakland, David Bartram (United Kingdom), and Bruce Bracken (United States) have chaired this committee. The work of the committee resulted in a 20% increase of the ITC membership between 1995 and 2000. The ITC president-elect currently assumes responsibility for membership recruitment and retention.

The ITC had 85 members as of July 2000: 27 full and 58 affiliate members. Most national psychological societies in Europe and North America are members together with national societies from the other continents. Nearly all of the major test publishers around the world are affiliate members together with many research departments in educational and psychological measurement.

## Financial Issues

Annual revenues have been derived almost exclusively from membership dues and until recently were within a \$5,000 to \$6,000 range (in U.S. dollars). Approximately 30% of the annual budget was related to expenses associated with the *Bulletin*; 20% each for administrative, newsletter, and annual council meeting expenses, and 10% for special projects. Elected officers and council members generally have not been reimbursed for travel or office expenses.

ITC membership dues vary in accordance with an association's ability to pay. Annual dues of associations with a larger membership base (e.g., the British Psychological Society and the American Psychological Association [APA]) have been considerably higher than for associations with a smaller membership base. Most full and affiliate members have been in the smaller dues category. The ITC has attempted to encourage membership in countries that are smaller and in which psychological testing is emerging by offering reduced dues and, at times, waiving dues. This practice, although commendable, limits revenue.

The payment and receipt of annual dues within international societies often are complex for the following four reasons. Persons responsible for paying the annual dues may be difficult to locate as they often change from year to year. The amount of time and expense associated with transferring money from one's national currency to widely accepted international currency poses additional problems. Variations in currency values complicate currency transfer. Some countries restrict or even prohibit the transfer of their national currency into internationally-accepted currency. Therefore, the use of credit cards was arranged in 1999 to help overcome some of these problems.

## THE PURSUIT OF ITC'S GOALS

Activities engaged in by the ITC to promote the publication and communication of relevant information, develop and promote standards governing test development and use, organize international and regional meetings and discussions, and in other ways advance professional knowledge and development, and work cooperatively with others, are discussed next.

### Publications and Communications

As previously noted, Jean Cardinet identified the need to establish a journal to help promote communication and dissemination internationally. The ITC has had an abiding commitment to fulfill this dream.

*ITC's Newsletter and Bulletin.* The *Newsletter/Bulletin* first served as the ITC's vehicle of communication and dissemination. It has evolved through three stages: its birth under Ype Poortinga (1974–1976), its maturity under Justin Schlegel and Ken Miller (1976–1992), and its division into a newsletter and scholarly publication in 1992 (in Brussels, Belgium).

Ype Poortinga served as the first *Newsletter* editor. He considers the establishment of the *Newsletter* as one of his major ITC-related accomplishments. Six issues were published in mimeographed form: two in 1974, three in 1975, and one in 1976. All were written in French and English as was the *Newsletter's* title: first as *International Test Commission/Commission Internationale des Tests* and later as *Newsletter of the International Test Commission/Bulletin de la Commission Internationale des Tests*. The goal to publish in additional languages was not achieved. The *Newsletter* soon became the ITC's major communication vehicle. The *Newsletter* initially focused mainly on administrative matters and distributed documents, including the various drafts of the constitution.

During his brief period as ITC president, Iraj Ayman also served as president of IAAP's Division of Psychological Assessment. Given his desire to provide additional recognition to the IAAP, he arranged for the *Newsletter* to add "and of the Division of Psychological Assessment of the IAAP" to its caption. Despite this apparent form of ITC–IAAP affiliation, full collaboration never was achieved. IAAP members unaffiliated with the ITC never submitted a manuscript for possible publication to the *Newsletter*. A proposal by C. Levy-Leboyer (France) resulted in changing the name of the *Newsletter* to *Bulletin of the International Test Commission/Bulletin de la Commission Internationale des Tests* after issue 19.

Justin Schlegel assumed responsibilities for the *Bulletin* in 1976 during the IUPsyS conference in Paris and ended his term as editor in 1992. The content of the *Bulletin's* 13 issues between 1977 and 1984 is reviewed later as it provides some insight as to issues critical to the profession during this period.

General issues related to psychological testing were discussed. Topics included objections to test use; psychodiagnosis; modern test theories; training persons to take tests; appraisal of learning potential, personality, and interests; computer-based tests; and the futures of testing.

Test use in specialty areas was discussed (e.g., clinical psychology, clinical diagnosis, and therapy; educational and vocational guidance; and industrial and organizational psychology, including selection issues related to the military). Issues related to test development and use also were discussed (e.g., test quality and standards, ethical dilemmas, bias and cultural factors, and equal opportunity and test use).

Other articles highlighted important national or regional issues in East Germany, France, Hungary, Israel, The Netherlands, Romania, Slovakia, South Af-

rica, Switzerland, the United Kingdom, and the United States. Additional articles summarized ITC committee activities.

Justin Schlegel published one issue in mimeographed form. Knowing this form of a newsletter did not portray a quality professional image the ITC needed, he obtained the support and assistance of G. Guilloux, Director General of the Editions du Centre de Psychologie Appliquée in Paris. Through their efforts the *Newsletter* and later the *Bulletin* were printed using better quality paper and were mailed as a supplement to the *Revue de Psychologie Appliquée*, which went to its subscribers and approximately 120 people who subscribed to the *Newsletter* or *Bulletin*.

The French postal system later revoked his privilege, resulting in substantially higher mailing costs. As a result, although Justin Schlegel remained as content editor, Ken Miller became production editor, assuming responsibilities for editing, publishing, and mailing the *Bulletin*.

The *Bulletin* maintained its format and featured various topics under the joint editorial work of Schlegel and Miller. For example, Issues 23 and 24 featured articles on computer-based testing that had been presented at a 1984 symposium in Jerusalem, Israel. Articles in Issues 25 to 26 discussed professional standards for measures of cognitive and intellectual abilities. Issue 27 discussed social and economic aspects of test use. Issues 32 and 33 discussed test translations for use in cross-cultural studies.

The *Bulletin* attempted to incorporate articles of a scholarly nature as well as to provide more general membership information typically provided through newsletters. Recognizing a need to separate the two content areas, the ITC council decided in 1991 to reestablish a newsletter. James Check (Canada) served as its first editor in 1991. Barbara Ellis (United States) served as the *Newsletter* editor from 1992 through 1994, Barbara Byrne from 1995 through 1999, and Bruno Zumbo and Anita Hubley (Canada) following her term.

The ongoing theme of the ITC's limited human and financial resources prompted a discussion in 1992 as to the ITC's ability to continue to support the *Bulletin*. It was consuming approximately 50% of the ITC's budget yet had a very low subscriber base. Moreover, council members expressed a desire to improve the quality of the articles by instituting a more stringent peer review system, increase its circulation and readership, and substantially decrease publication costs.

The ITC immediately entered into an informal agreement with the editors of the *European Journal of Psychological Assessment (EJPA)*, Rocio Fernandez-Ballesteros and Fernando Silva (Spain), and its publisher, Hogrefe & Huber Publishers (Germany), that resulted in reserving 16 to 20 pages of each issue for the ITC. *EJPA's* cover acknowledged that the journal included the *Bulletin of the International Test Commission*. Ronald Hambleton served as its first editor for the 1993 volume year, and Fons van de Vijver (The Netherlands) served as editor for the 1994 through 1999 volume years.

The *Bulletin's* affiliation with *EJPA* achieved two of the three previously-stated goals: to improve the quality of articles by instituting a more stringent peer review system and to increase its circulation and readership. Its third goal, to substantially decrease publication costs, was not achieved. Approximately 35% of the ITC's budget was allocated to this one activity, an amount higher than council members were willing to continue to support.

### Laying the Foundation for an International Journal

As noted elsewhere, the ITC's financial resources have been very limited. Unlike many other international associations, council members, including elected officers, receive no financial support for travel or per diem expenses. Expenses for telephone and office supplies typically have not been reimbursed. Furthermore, various projects important to membership (e.g., international conferences and guidelines on test adaptations) went unfunded, given the limited funds available after paying for the *Bulletin* and *Newsletter*.

Therefore, in 1998, the council approved a motion by incoming President Thomas Oakland to create a task force, chaired by Bruce Bracken and Fons Van de Vijver, that would investigate the possibility of launching a new journal under the ITC's exclusive direction and ownership. Their work resulted in the approval in 1999 of a contract with Lawrence Erlbaum Associates, Inc., for *IJT*. Norbert Tanzer (Austria) served as its first editor; Bruno Zumbo (Canada) succeeded him as editor.

The development of *IJT* enables the ITC to meet a long-standing need: to create a truly international journal that addresses issues important to the development and use of tests. The creation of *IJT* at this time is consistent with other efforts to positively impact testing throughout the world. In addition, *IJT* allows the ITC to have full editorial control over its journal, to make further improvements to the quality of the articles, and to assume greater responsibility for its circulation and readership. Furthermore, as the owner of *IJT*, the ITC established a revenue stream. Instead of consuming a plurality of its budget to support a scholarly publication, the ITC expects to earn money as a result of its work.

### Directory

President John Keats (Australia) recommended during the 1995 council meeting in Athens, Greece, that the ITC publish a directory including the association's goals, its constitution and bylaws, and the names and addresses of its members. The directory was prepared by Jacques Gregoire (Belgium), ITC Secretary, first in November 1995, and has been revised and reissued yearly.



## Web Site

The creation of a Web site, approved by the council in Montreal, Canada, in 1995, provided another method to improve communication between members and to communicate the ITC's goals and programs internationally. The Web site initially was developed by Fons van de Vijver on the server of the University of Tilburg (The Netherlands). Eugene Burke (United Kingdom) assumed responsibility for the Web site in 1999. The site has provided information about membership, ITC projects, the *Newsletter*, and launched documents (e.g., the international guidelines on test adaptations and test use).

## DEVELOPMENT AND PROMOTION OF STANDARDS THROUGH CONFERENCES

Jean Cardinet expressed a desire that an international commission develop and promote standards governing test development and use. This ongoing goal has been pursued in various ways. As noted later, the ITC developed important standards and is working to disseminate them. Council members have recognized a need to propose and sponsor international and regional meetings on topics that hold special importance to the ITC. Some ITC activities that center on this theme are summarized later.

### 1993 Oxford Conference on Test Use With Children and Youth: International Pathways to Progress

The first international conference independently proposed and organized by the ITC was held in June 1993 at St. Hugh's College, Oxford University, England. Thomas Oakland served as conference chair, and Ronald Hambleton assumed responsibility for organizing its scholarly program. Keynote addresses from this conference were subsequently published (Oakland & Hambleton, 1995).

The conference mission was to stimulate efforts that promote proper test development and use; its primary focus was on testing practices in developing countries. This mission was consistent with the goals of the recently completed World Summit for Children in 1990 and the World Conference on Education for All in 1991. Both underscored the importance of promoting children's educational development through using test results to assist in planning and evaluation efforts.

The conference theme, "Test Use with Children and Youth: International Pathways to Progress," underscored the ITC's concerns about a need to improve educational and psychological assessment practices for children and youth. This need was especially apparent in developing countries as underscored in a series of publications by Oakland on the status of test development in use in 44 countries. (These

findings are summarized later in this article.) Attending were 114 participants from 40 countries. Many were from developing countries. Financial support from 14 associations and test companies allowed conference organizers to reduce conference registration fees and provide travel support for many participants coming from developing countries.

### 1999 Conference on Test Adaptations: Adapting Tests for Use in Multiple Languages and Cultures—The Guidelines and the 1999 Conference

The ITC observed a growing interest in adapting educational and psychological testing. For example, by 1992, some tests developed in the United States had been translated and adapted into more than 50 languages. At the same time, efforts to adapt tests were hindered, in part, because technical guidelines governing test translations and adaptations were unavailable. The ITC, under the leadership of Ronald Hambleton, secured funds from the United States Department of Education along with travel funds from the APA, IUPsyS, National Institute for Education Measurement in The Netherlands (CITO), European Association for Psychological Assessment (EAPA), the European Test Publishers Group (ETPG), International Association for the Evaluation of Educational Achievement (IEA), Colegio de Psicólogos, and the Canadian Nursing Association to form a committee of 12 international experts on test adaptation methodology. Members of the committee included Glen Budgell from Canada, John de Jong, Ype Poortinga, Fons van de Vijver, and Jac Zaal from The Netherlands, Rob Feltham from the United Kingdom, Rocio Fernandez-Ballesteros and Jose Muniz from Spain, Ronald Hambleton (committee chair) and Charles Spielberger from the United States, Ingrid Munck from Sweden, and Isik Savasir from Turkey.

Meetings were held in 1993 and 1994. Participating organizations included EAPA, the IAAP, the International Association for Cross-Cultural Psychology (IACCP), IEA, IUPsyS, the International Language Testing Association, and ETPG. Although representatives from the Far East, South America, and other regions of the world were not included on the committee because of the high travel costs involved, they were invited to review drafts of the guidelines. More than 60 persons accepted the committee's invitation.

The results from these endeavors were summarized in a final report that included 22 guidelines for adapting educational and psychological tests. The guidelines also have appeared in a number of journals and books (e.g., Hambleton, 1994; Hambleton, Merenda, & Spielberger, 2001; Muniz & Hambleton, 1997; van de Vijver & Hambleton, 1996).

Following the success of its 1993 Oxford, England, conference, the ITC decided to sponsor a second international conference on test adaptations due to advances made in test translation methodology, the availability of the ITC guidelines

on test adaptations, and the considerable international interest in the topic. The International Conference on Adapting Tests for Use in Multiple Languages and Cultures was held in May 1999 at Georgetown University in Washington, DC. Its 166 participants from 16 countries heard seven invited speakers and attended eight workshops. The conference was initiated by the ITC, cosponsored by The College Board and Educational Testing Service, and received additional financial support from the following affiliate members: American Guidance Services, CITO, Riverside Publishing, and The Psychological Corporation. The keynote presentations along with several invited articles appeared in Hambleton et al. (2001). Many participants described the conference as being the best they ever had attended on any topic and requested one or more follow-up conferences on this topic.

This conference underscored the widespread interest in issues associated with test adaptations and helped spawn the ITC's involvement in two additional presentations on this topic, one held in Graz, Austria, and another in Stockholm.

### 1999 Conference on Cultural Diversity and European Integration

A conference on cultural diversity and European integration, held at the University of Graz, Austria, in June 1999, also featured issues associated with test adaptations. The ITC cosponsored this pan-European event with the IACCP. Primary motivation for the conference was the widespread immigration taking place throughout Europe since 1990 and the need for better understanding of cross-cultural issues as the European integration process continued. Many ITC officers participated in this conference. Norbert Tanzer and Catherine Sim (Austria) organized the conference.

## INTERNATIONAL GUIDELINES FOR TEST USE

The ITC's commitment to promote practices that can have a beneficial impact on test use is seen in its original charge. Early records reveal an uneasiness as to the presence of unqualified persons using tests, their making important decisions despite their limited preparation and experience, and their use of tests that lack suitable norms and sufficient validity. In 1995 the ITC Council accepted a proposal by David Bartram to develop guidelines for the fair and ethical use of tests (Bartram, 1998). These guidelines were to provide an internationally agreed framework from which standards for training and test user competence and qualifications could be derived.

David Bartram (1998, this issue) spearheaded the development of the International Guidelines For Test Use (ITC, in press). Following the preparation of a draft framework document, the initial guidelines were prepared during a 2-day

international workshop following the 1997 European Congress of Psychology in Dublin, Ireland. Following two rounds of international consultation and revisions, a final development workshop was held in 1999 during the Sixth European Congress of Psychology in Rome. The guidelines were approved by the ITC in 1999 and have been endorsed by the European Federation of Professional Psychologists Associations (EFPPA) Standing Committee on Tests and Testing. A number of countries are translating the guidelines. The guidelines were formally launched in July 2000 during the International Congress of Psychology in Stockholm.

### ITC CONTRIBUTIONS THROUGH BOOKS, SYMPOSIA, AND OTHER INVOLVEMENT

The ITC's long-standing commitment to disseminate information is found in its members publishing books as well as sponsoring and presenting articles at national, regional, and international meetings.

ITC members recognized the need to more widely disseminate information relevant to test development and use through scholarly books. The first book, an edited volume by Ronald Hambleton and Jac Zaal (Hambleton & Zaal, 1991), highlighted advances in educational and psychological testing. Hambleton et al. (2001) discussed issues central to test adaptations. As noted previously, Oakland and Hambleton (1995) focused on issues underscored in the Oxford, England, conference on test use with children and youth. Special issues of the *Bulletin* in EJPA, edited by ITC leadership, featured computers in psychology in 1994, advances in assessment practices in 1997, and the ITC guidelines for adapting educational and psychological tests in 1999.

ITC members have presented articles and chaired symposia at most international conferences (e.g., those sponsored by IUPsyS and IAAP) and many regional and national conferences since 1978. Topics for international symposia focused on the uses of educational and psychological tests, advances in test adaptation methodology, test standards for practitioners, test security and copyright issues, and psychometric standards for educational and psychological measurement.

### AFFILIATIONS WITH OTHER ORGANIZATIONS TO ACHIEVE COMMON GOALS

Given the ITC's limited resources, pursuit of its goals has required it to work in concert with other organizations that have complementary goals. Previously de-

scribed conference initiatives exemplify this commitment to work with others. Three additional examples follow.

### Efforts to Promote Achievement Test Development in Eight Arab Countries by Working With the Arab Council for Childhood and Development

Few tests have been developed within Arab countries. Tests used in these countries typically have been translated from their original language, often English or French, into Arabic. Local norms often are not obtained and, if available, generally lack population representativeness.

Kawthar Abu Ghazaleh (Palestinian), program coordinator at the Cairo-based Arab Council for Childhood and Development (ACCD), recognized the potential value of standardized tests in promoting education in Arab countries. She contacted ministries of education and universities in Arab countries to determine their interest and possible involvement in a multiyear effort to develop group administered standardized achievement tests in their countries. Positive responses from eight countries resulted in the project's initiation.

A 4-year program was outlined during which time classes were to be offered in Cairo to teams (i.e., one person from a country's ministry of education and one from its main university) from these eight countries. The ITC Council, under President Ronald Hambleton's leadership, viewed this project as laudatory yet ambitious and expressed its approval.

Initial classes by Hariharan Swaminathan (United States) and Thomas Oakland were held at the ACCD during the summer of 1995. Participants agreed to assume responsibility for completing various assignments before the next scheduled meeting in 6 months. However, subsequent meetings were not held because the ACCD withdrew its support. Reasons for this withdrawal remain unclear. Although the goals of this project were not realized, ITC members involved in its planning believe the model holds considerable promise and remain willing to institute it with suitable modifications in other developing regions.

### Efforts to Advance Test Adaptations in Developing Countries by Working With the International Union of Psychological Sciences

The IUPsyS members consist of national psychological societies. Therefore, the activities of the IUPsyS can have a broad and positive impact internationally. The ITC sought some form of affiliation with IUPsyS since its inception. However, IUPsyS' membership structure precluded ITC's membership.

IUPsyS' president, Gery d'Ydewalle (Belgium), met with the ITC leaders during IAAP's 1998 International Congress. He proposed that the ITC and IUPsyS

form an association in which the term “in affiliation with” be used to describe their relation. The ITC was pleased with this proposal as it represented the attainment of one of its long-standing goals: to form an affiliation with IUPsyS.

IUPsyS had developed its Advance Research and Training Seminars, typically held in conjunction with its international congresses, to help disseminate some of the latest methods and findings in psychology to psychologists from developing countries. The ITC offered a program on Psychological Test Adaptations to Diverse Cultures in conjunction with its 2000 meeting in Stockholm at the request of IUPsyS and raised money needed to help support this program. Seventeen persons from developing countries attended this seminar that addressed the following issues: conceptual frameworks for use in adapting tests, technical applications when adapting tests, test adaptation methodology, and exemplary test adaptation projects. Program presenters included Barbara Byrne, Ronald Hambleton, Norbert Tanzer, and Fons van de Vijver. Thomas Oakland served as seminar coordinator.

### Monitor Revisions in Standards for Educational and Psychological Testing

The activities of those who develop and use tests generally are guided by professionally-approved standards. The APA published the first set of widely accepted standards in 1954: *Technical Recommendations for Psychological Tests and Diagnostic Techniques*. Revisions soon followed. *Standards for Educational and Psychological Testing*, a 1985 joint publication from the American Educational Research Association (AERA), the APA, and the National Council on Measurement in Education (NCME), became widely accepted in the United States and other countries.

Given its importance internationally, the ITC’s presence on the committee responsible for revising this 1985 publication was desirable. Although the ITC was not asked to nominate a member to serve on this revision committee, two ITC council members, first Thomas Oakland and later Bruce Bracken, participated in its revision as a result of their membership on APA’s Committee on Psychological Testing and Assessment. The revised *Standards for Educational and Psychological Testing* (1999, AERA, APA, and NCME) reflect their contributions.

### SUMMARY OF CURRENT STATUS

The ITC has come a long way during its 22-year history. It has 27 full members and 58 affiliate members. It is fiscally sound, with an annual income and expenditures of approximately \$12,000 (in U.S. dollars). Its financial reserve approximates 2-year expenditures. The broadening of membership requirements, removal of ex-

penditures for the *Bulletin*, and revenue from *IJT* are expected to result in additional human and financial resources for the ITC.

The ITC has helped create two important sets of standards that impact test use, sponsored two highly successful international conferences, promoted the dissemination of scholarship through its journal and membership-edited books, facilitated communication among members through its newsletter, formed important relations with allied professional associations, and participated in many symposia. The ITC has developed a strong voice internationally, one advocating for improved test development and use.

Although those who pioneered the development of the ITC may be pleased with its accomplishments, the work of the ITC is far from complete. A successful organization has its sights on both the present as well as the future. Attempts to understand possible future directions for the ITC are enhanced by considering the international context in which its activities occur.

## POSSIBLE FUTURE DIRECTIONS FOR THE ITC

### Current Status of Test Use Internationally

Test use is universal. Tests are used in virtually every country with newborns through the elderly. An international survey of tests used with children and youth in 44 countries, not including the United States, provides information that helps define the current status of test development and use (Hu & Oakland, 1991; Oakland & Hu, 1991, 1992). Some of the study's general findings are summarized later as they provide some insight as to the status of test development and use internationally.

Identified were 455 frequently used tests. Measures of achievement, intelligence, and personality are used most frequently. Validity studies reportedly are available on between 50% and 70% of the tests and reliability estimates on 50% to 60%. Local norms are available on 80% of achievement tests and about 60% of intelligence and personality tests. At least 16 professional groups commonly administer tests; their levels of postsecondary education correlate strongly with their levels of perceived competency in test use.

Two thirds of the countries report a critical need for both group and individual tests of achievement, intelligence, vocational interests and aptitudes, social development, and personality, as well as more moderate needs for entrance measures used in primary, secondary, and tertiary schools.

The amount of literature on test use with children and youth is considerable and has international origins. Countries contributing to this literature include Australia, Canada, China, France, Germany, Greece, Hungary, Israel, Japan, The Netherlands, Russia, South Africa, Turkey, United Kingdom, United States, Zimbabwe, and others (Oakland, 1995).

Although literature on international test use with adults is less available, information from other sources suggests test use with them also is common and somewhat universal. For example, there is wide test use in the business community to assist in selecting, training, retaining, and promoting employees as well as certifying attainment of critical abilities and skills of persons at entry and midmanagement levels and above (e.g., DiMilia, Smith, & Brown, 1994; Gowing & Slivinski, 1994; Schuler, Frier, & Kauffmann, 1993; Shackleton & Newell, 1994).

In addition, persons seeking positions that require clerical skills increasingly are required to demonstrate competence in the use of software programs by passing tests developed for this purpose. One software company, Microsoft, reportedly administered credentialing examinations to more than 1 million persons in 15 languages and in more than 30 countries in 1997. Tests are used with adults to make various other decisions: by tertiary institutions for entrance, retention, and graduation; by state and national boards to certify and license vocations and professions; and by professionals to evaluate medical, social, and psychological problems.

Although test use is universal, test availability and use are not uniform throughout the world. Some countries have hundreds, even thousands of nationally developed standardized tests, whereas others have none. About 50% of the tests are developed within other countries and imported for use. In most countries surveyed, foreign developed tests are used more frequently than nationally developed tests. Highest test use occurs in highly industrialized nations, and lowest test utilization occurs in developing countries that collectively have the majority of the world's population (e.g., China, India, and Indonesia). Foreign developed tests are used overwhelmingly in the least developed and Middle East countries.

The ITC, in collaboration with EFPPA, carried out an international survey on test-related issues in 29 countries, 19 of which were European. The non-European countries included those in the Americas, Asia-Pacific, the Middle East and South Africa. The results of this survey (Bartram & Coyne, 1998; Muniz, Prieto, Almeida, & Bartram, 1999) showed that considerable diversity exists between countries in their approaches to testing, their uses of tests, and attitudes to test user qualification issues. There was more consistency within domains of application (e.g., within clinical, occupational, educational, or forensic) between countries than there was between domains of application within countries.

### Conditions That Impact Test Development and Use Internationally

Attempts to foresee the futures of test development and use and thus possible roles for the ITC should consider conditions both external and internal to the specializa-



tion that impacts its status and development. A brief review of some conditions follows.

*External conditions.* Conditions external to the specialization of testing strongly impact its activities. Tests typically have been developed and used to meet the needs of a country's institutions (e.g., governmental, educational, industrial, military, and professional). A country's social, political, religious, industrial, and economic conditions and values, its language, together with its needs and resources, strongly determine the degree to which tests will be developed and used.

Test use is stronger in countries that value science, technology, and individual differences; utilize resources based on notions of meritocracy instead of egalitarianism; have well-established universal education systems and well-developed undergraduate and graduate programs in psychology and other social sciences; have well-established systems supporting commerce and industry; have technology and commercial resources needed to develop and distribute tests; and have and enforce legal protection of copyright (e.g., the photocopying of test materials is illegal and punished). Countries lacking these qualities generally develop and use fewer tests.

The presence of these qualities will strongly impact the status of test development and use, particularly in those countries that have few test resources. Without outside assistance, many countries lacking these qualities can be expected to remain underdeveloped with respect to test development and use through most of the 21st century.

*Internal conditions.* Various conditions internal to the specialty, conditions over which it has some, even considerable control, also will impact test development and use. International advances in test development and use are likely to benefit from efforts that increase the number and quality of graduate preparation programs, increase the number and effectiveness of national test associations, facilitate communication among those interested in test development and use, promote a broader base of theory and research, develop and promote standards for test development and use, and develop assessment methods that respond to important social needs.

## IMPLICATION FOR ITC PROGRAMS

### Efforts to Address External Conditions

The ITC and its members are less able to address important external conditions inasmuch as they have little to no direct control over these important conditions. Nevertheless, efforts to promote science and technology by the ITC, its members,

as well as its affiliate organizations, can impact testing positively. This support can occur through the scientific nature of their work that results in providing needed test and other evaluation resources together with their sound use. Test specialists must be able to demonstrate that their work and tools positively impact society.

The ITC also needs to initiate or support efforts leading to the creation and enforcement of laws that provide copyright protection to test and test-related products. This form of protection is unavailable in most countries. Without this protection, one's motivation to publish and distribute tests is diminished.

### Efforts to Address Internal Conditions

The ITC is better able to impact conditions internal to test development and use. Following are 12 examples.

*Prepare additional professionals.* Few graduate-level programs currently prepare people for leadership positions in test development and use. This holds true within both developed and developing countries. Efforts are needed to increase the number and quality of graduate-level programs; this need is most apparent in developing countries. Regional cooperation leading to joint programs and projects in test development, distribution, and use should be encouraged among resource-limited countries. Programs providing exemplary graduate-level programs in test development and use should be encouraged to publish descriptions of their programs in the ITC *Newsletter* and elsewhere.

*Promote and strengthen preparation programs.* The preparation and use of program review and accreditation procedures may be advisable. Graduate professional preparation programs increasingly are subject to external review and accreditation. The ITC should consider the merits of developing standards and accreditation procedures that may lead to the voluntary accreditation of programs for preparing specialists in test development. These efforts have the potential of elevating standards for academic and professional preparation.

*Mentor neophytes.* ITC members are encouraged to mentor others interested in developing programs and contributing to journals and textbooks in developing countries. Students from developing countries who show considerable promise for excellence should be encouraged to attend world-class programs for 1 or more years and then return to their native countries to assume leadership positions. Efforts to promote postdoctoral internships in world-class settings that further promote their development are needed. The Australian Council for Educational Research (ACER) created the first internship of this nature. ACER is to be commended for its leadership. Other world-class locations are needed to offer similar opportunities.

*Increase the number of national test associations.* Twenty-seven national psychological societies comprise the ITC's full members. Issues pertaining to test development and use generally find a forum for discussion and promotion in these countries through their national societies. However, associations devoted to advancing test-related issues are not present in more than 140 countries that lack national psychological societies. The ITC should explore ways to assist countries in forming national or regional professional societies interested in test development and use.

*Facilitate access to information.* Improved access to information relevant to test development and use is needed. The ITC can help meet this need through its *Newsletter*, Web site, and *IJT*. Further expansion of and improvements to the *ITC Newsletter* are carried out through the efforts of its coeditors, Anita Hubley and Bruno Zumbo. A request by more than 200 nonmembers to receive the *Newsletter* is a testament to its importance and the ITC's commitment to create conduits for information. Needed improvements to the ITC's Web site are being made under the direction of Eugene Burke.

*Work to insure the success of IJT.* This first issue of *IJT* evokes considerable pride together with additional responsibility for the ITC. Pride results from the realization of the commission's long-standing goal to establish a scholarly journal that promotes the science and practices associated with test development and use internationally. The ITC is required to work hard to insure *IJT* lives up to its promise and responsibilities.

*Attend to the needs of developing countries.* The low status of test development and use in many developing countries constitutes major challenges to the profession and warrants considerable attention by national societies, the ITC, and other international bodies. For example, the many countries that comprised the Soviet Union and that comprise sub-Saharan Africa, the 22 Arab countries, 12 North African countries, 12 South American countries, and the seven Central American countries have few tests and test specialists. Moreover, there are few quality graduate-level programs in these six regions to prepare psychometricians. Therefore, continued efforts to develop and strengthen test development and use in developing countries are needed.

The ITC, if requested, is prepared to assist in promoting regional cooperation among resource-limited countries, leading to joint programs and projects in test development and use. The model developed jointly by the ITC and the ACCD holds considerable promise elsewhere if applied with suitable modifications.

*Advance measurement models and methods.* *IJT* also underscores the continuing efforts of the ITC and its members to develop, promote, and disseminate theory and methods that further advance measurement models and methods. Many who serve on the ITC's council contribute to the specialty through their research and other forms of scholarship. *IJT* encourages them and others to do so.

*Broaden the base of theory and research.* The current base of theory and research is narrow and needs to be broadened. Western Europe and North America provided the cradle for psychology's birth, nurtured its development, and continue to be the major contributors to scholarship and practice. The ITC recognizes its responsibility to help promote development in less developed countries and has devoted many of its resources in light of this responsibility. In addition, the ITC acknowledges efforts that expand the scholarship base are needed to assist in developing broader international perspectives on test development and use. Contributions from those working in developing countries have the potential to broaden the base of theory and research and to provide a more universal understanding of test development and use.

*Further disseminate existing guidelines.* The ITC should remain committed to the development, dissemination, and promotion of guidelines applicable to test development and use. The approval of the ITC's guidelines for adapting educational and psychological tests, together with its guidelines for test use, represents initial steps in the ITC's continuing effort to promote high standards governing test development and use. These documents hold considerable potential for promoting suitable test development and use to the extent they are known and accepted. The information they contain is not widely known. Therefore, their applications are limited. Further efforts to promote their visibility are needed. Furthermore, both guidelines require continued scrutiny and revision to remain current and relevant.

*Develop and promote additional guidelines.* The success of efforts to develop these two guidelines raises the possibility of the ITC assuming responsibility for developing guidelines that more fully address ethical issues associated with test development and use, a goal Jean Cardinet expressed 40 years ago.

*Advocate for tests relevant to society's needs.* Tests originally were developed to meet prevailing research, social, and institutional needs. These include the need to describe behaviors, identify and certify skills, diagnose disorders, and ensure quality control of education and other institutions. Tests have proven their value to meet these and other needs. Given their success, test specialists are being asked to help address other social and institutional needs. For example, they are be-

ing asked to develop assessment methods that accurately assess personal qualities which are modifiable and lead to interventions that have the potential of enhancing development in individuals, families, organizations, and other institutions. Attempts to address these and other social and institutional needs will require additional theory and substantial amounts of research.

## STRENGTHEN ITC'S INTERNAL STRUCTURE

The ITC's infrastructure has improved considerably during the last 2 decades, as seen in its growing membership, increased financial strength, and organizational changes. These and other infrastructure features will require continued review and improvement.

### Increase Membership and their Involvement

Membership forms the life blood of any association. The ITC's efforts to attract new members have been successful, as seen in a 20% increase during the last few years. Recent efforts to broaden membership to include all agencies and associations involved in testing as well as individual members have the potential to increase the ITC's visibility, challenge the ITC to assume new initiatives, and add needed human and financial resources.

Members who assume an active role in association activities propel it to new heights. Two efforts are underway to increase the number of members who participate actively in the ITC. All members of the ITC council are being asked to assume responsibility for one or more initiatives important to the ITC. Furthermore, barriers between various membership categories are being reduced so as to underscore the importance of all members participating in this association.

### Enhance ITC's Affiliations

The ITC's ability to pursue its goals is enhanced through efforts that develop and strengthen the ITC's relations with other organizations. Further engagement in joint projects with IUPsyS, IAAP, and other organizations with whom the ITC holds common interests is needed. The ITC also needs to develop closer relations with The World Bank; United Nations Educational, Scientific, and Cultural Organization; Organization for Economic Cooperation and Development; and other regional and international organizations whose program goals often are consistent with those of the ITC.

### Promote Fiscal Responsibility

Fiscal integrity constitutes another key institutional responsibility. Additional funds become available by adding members and insuring members pay their dues in a timely fashion. The heavy financial responsibility created by the ITC *Bulletin* has been lifted, providing additional funds for other important projects. In addition, the current policy to not reimburse officer expenses associated with association-sanctioned travel and per diem should be reviewed and, when possible, changed so as to lessen ITC service as requiring personal financial sacrifices.

### Make Needed Constitutional and Organizational Changes

Finally, the need to amend the ITC constitution seven times during its 22-year history may suggest an association experiencing considerable turmoil. In fact, such amendments show the evolution of an association from one that once was orphaned to one that is strong, growing, and viable. Further amendments may be needed to enable the ITC to pursue important goals effectively and efficiently.

## ACKNOWLEDGMENT

We express our appreciation to David Bartram, Barbara M. Byrne, Jacques Gregoire, and Ken Miller for their contributions to this manuscript.

## REFERENCES

- American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, DC: American Psychological Association.
- American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Psychological Association.
- Bartram, D. (1998). The need for international guidelines on standards for test use: A review of European and international initiatives. *European Psychologist*, 3, 155–163.
- Bartram, D. (2001). The development of international guidelines on test use: The International Test Commission project. *International Journal of Testing*, 1, 33–53.
- Bartram, D., & Coyne, I. (1998). Variations in national patterns for testing and test use: The ITC/EFPPA international survey. *European Journal of Psychological Assessment*, 14, 249–260.
- Cardinet, J. (1974a). De Liège a Montreal [From Liège to Montreal]. *Bulletin de la Commission Internationale des Tests*, 1, 6.
- Cardinet, J. (1974b). Rapport sur la mise en application des recommandations de Liège [Report on the applications of recommendations from Liège]. *Bulletin de la Commission Internationale des Tests*, 1, 8–10.
- Cardinet, J. (1974c). Conclusions de la session de Montreal. *Bulletin de Commission Internationale des Tests*, 1, 14–25.

- Cardinet, J. (1975). International Test Commission: Application of the Liège recommendations for the period 1971–4. *International Review of Applied Psychology*, 2(1), 11–16.
- Cardinet, J. (1995). A prehistory of the International Test Commission. *European Journal of Psychological Assessment*, 11(2), 128–132.
- Commission Suisse des Tests. (1971). Règlement de la commission suisse des tests visant à promouvoir la qualité des tests psychologiques et à prévenir leur utilisation abusive [Changes to the Swiss Test Commission to promote the quality and prevent the abuse of psychological tests]. *Revue Suisse de Psychologie*, 30, 340–349.
- DiMilia, L., Smith, P. A., & Brown, D. F. (1994). Management selection in Australia: A comparison with British and French findings. *International Journal of Selection and Assessment*, 2, 80–90.
- Gowing, M. K., & Slivinski, L. W. (1994). A review of North American selection procedures: Canada and the USA. *International Journal of Selection and Assessment*, 2, 102–114.
- Hambleton, R. K. (1994). Guidelines for adapting educational and psychological tests: A progress report. *European Journal of Psychological Assessment*, 10, 229–244.
- Hambleton, R. K., Merenda, P., & Spielberger, C. (Eds.). (in press). *Adapting educational and psychological tests for cross-cultural assessment*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Hambleton, R. K., & Zaal, J. N. (Eds.). (1991). *Advances in educational and psychological testing*. Boston: Kluwer Academic.
- Hu, S., & Oakland, T. (1991). Global and regional perspectives on testing children and youth: An international survey. *International Journal of Psychology*, 26(3), 329–344.
- International Test Commission. (in press). International guidelines for test use. *International Journal of Testing*.
- Muniz, J., & Hambleton, R. K. (1997, August). Directions for the translation and adaptation of tests. *Papeles del Psicologo*, 63–70.
- Muniz, J., Prieto, G., Almeida, L., & Bartram, D. (1999). Test use in Spain, Portugal and Latin American countries. *European Journal of Psychological Assessment*, 15, 151–157.
- Oakland, T. (1995). Test use with children and youth internationally: Current status and future directions. In T. Oakland & R. Hambleton (Eds.), *International perspectives on academic assessment* (pp. 1–24). Boston: Kluwer Academic.
- Oakland, T., & Hambleton, R. (1995). *International perspectives on academic assessment*. Boston: Kluwer Academic.
- Oakland, T., & Hu, S. (1991). Professionals who administer tests with children and youth: An international survey. *Journal of Psychoeducational Assessment*, 9(2), 108–120.
- Oakland, T., & Hu, S. (1992). The top ten tests used with children and youth worldwide. *Bulletin of the International Test Commission*, 19, 99–120.
- Poortinga, Y. H. (1976). Report of the general meeting held in Paris on July 23rd 1976. *Newsletter of the International Test Commission*, 7, 2–11.
- Poortinga, Y. H., Coetsier, P., Meuris, G., Miller, K., Samsonowitz, V., Seisededos, N., & Schlegel, J. (1982). A survey of attitudes toward tests among psychologists in six Western European countries. *International Review of Applied Psychology*, 31, 34–42.
- Schuler, H., Frier, D., & Kauffmann, M. (1993). *Personalauswahl im europäischen Vergleich* [Personal assessment in European industry]. Göttingen: Verlag für Angewandte Psychologie.
- Shackleton, V., & Newell, S. (1994). European management selection methods: A comparison of five countries. *International Journal of Selection and Assessment*, 2, 91–102.
- Van de Vijver, F. J. R., & Hambleton, R. K. (1996). Translating tests: Some practical guidelines. *European Psychologist*, 1, 89.
- Wang, Z. M. (1993). Psychology in China: A review. *Annual Review of Psychology*, 44, 87–116.