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**ITC Conference 2008: The Public Face of Testing
14-16th July 2008, Liverpool, UK**

AN OFFICIAL PUBLICATION OF THE INTERNATIONAL TEST COMMISSION

PRESIDENTS LETTER

Dear Members,

Psychological and educational assessment, like social and health sciences assessment, is undergoing rapid change and development. Although we could cite a range of factors that are contributing to this rapid evolution, there are two that stand out above all others: a) the impact of new technologies, especially in the area of information technology, and b) the growing internationalization of assessment. New technologies are revolutionizing the way in which assessment is carried out, and in the near future paper-and-pencil tests will surely become the exception rather than the rule. Furthermore, ease of international communication is making the world smaller, so that more and more intercultural assessments are taking place. The ITC organizes a wide range of projects and activities so that its members, and test users in general, can keep up to date with the latest developments and trends in the field of assessment. A good example is this *5th ITC Conference focusing on the problem of adapting tests from one language and culture to others*. This conference includes the world's most prestigious specialists in test adaptation, those attending will find out at first hand about the major advances made in this field in recent years; indeed, the 5th ITC Conference provides a unique opportunity for analysis, discussion and debate in relation to methods, strategies and future trends in the adaptation of tests. As the majority of you already know, the ITC is an international organization whose core objective is to contribute to improving the practice of tests in all their aspects, from their construction to their application and responsible use. At present, the ITC undoubtedly represents the most significant international network of people and institutions interested in appropriate test practice. The ITC is made up of three types of member, a) *full members*, which include the national psychological associations of each country, b) *affiliate members*, which include all types of associations and institutions interested in improving test use, such as university departments, testing companies or professional associations, and c) *individual members*, which cover all those from different fields who wish to receive and interchange information on test practice in

national and international contexts. As members are aware belonging to a network such as the ITC offers numerous advantages to those with an academic or professional interest in tests. Please encourage colleagues to join the ITC as together we can contribute to the improvement of test practice, the exchange of information, and successful projects and strategies. Please do not hesitate to contact the ITC with any questions you might have, or better still, with your ideas and suggestions.

José Muñiz
ITC President

MEET THE ITC COUNCIL

In this and forthcoming issues, the newsletter will feature information about your council members. In this issue we feature members based in America, Canada, England, The Netherlands and New Zealand.

Marise Ph. Born

Marise Ph. Born is Associate Professor in Industrial/ Organizational Psychology at the Department of Psychology of the Erasmus University Rotterdam, The Netherlands. Marise's research interests are in the areas of cross-cultural research, ethnicity and test development, personnel selection, job search and choice, personality and individual differences, entrepreneurship, and the method of meta-analysis. She has (co) authored more than 70 peer-reviewed national and international articles and book chapters, among which articles in the *Journal of Cross-Cultural Psychology*, *Personnel Psychology*, *Journal of Vocational Psychology*, *Journal of Applied Psychology*, and the *International Journal of Selection and Assessment*. She currently is member of the editorial boards of the *International Journal of Selection and Assessment* and *Human Performance*. Marise was visiting professor in 1997-1998 at the University of Houston, Texas, U.S.A., Department of Psychology, and has extensive transcultural experience in several non-Western countries, especially Pakistan and China. She is council member of the International Test Commission and serves on the Test Commission of the Dutch Institute of Psychologists.



Dave Bartram

Dave Bartram (BA, DPhil, CPsychol, FErgS, FBPS) is Research Director of the SHL Group plc. Prior to joining SHL in 1998, he was Dean of the Faculty of Science and the Environment, and Professor of Psychology in the Department of Psychology at the University of Hull. He is a Chartered Occupational Psychologist, Fellow of the British Psychological Society (BPS), and a Fellow of the Ergonomics Society. He is Past-President and a Council member of the International Test Commission (ITC), a member of the British Psychological Society's Steering Committee on Test Standards and of the European Federation of Psychologists Association's (EFPA) Standing Committee on Tests and Testing. He is President-Elect of the International Association of Applied Psychology's Division 2 (Measurement and Assessment). He has led the development of test quality standards and test user qualifications in the UK and test review criteria and test user standards for EFPA in Europe. He led the development of the ITC's International Guidelines for Test Use and , with Iain Coyne, the development of the ITC Guidelines for Computer-based and Internet Delivered Testing. He is the author of several hundred scientific journal articles, papers in conference proceedings, books and book chapters in a range of areas relating to occupational assessment, especially in relation to computer-based testing. He received the award for Distinguished Contribution to Professional Psychology from the BPS in 2004.



Barbara Byrne

Barbara M. Byrne Ph.D., is Professor Emeritus in the School of Psychology at the University of Ottawa, Canada. Substantively, Dr. Byrne's research focuses on construct validation issues related to the structure and measurement of self-concept, burnout, and depression. Methodologically, her research centres on the sound application of structural equation modeling (SEM) in the validation of measuring instruments and psychological constructs. She has conducted over 60 workshops related to the application of SEM and is the author of 5 popular introductory books on the topic, the most recent of these being *Structural Equation Modeling with EQS; Basic Concepts, Appli-*



cations, and Programming (Second Edition; 2006). These SEM books describe and illustrate applications based on the LISREL, AMOS, and EQS statistical programs. In addition to the publication of over 90 book chapters and articles, most of which have addressed SEM application issues, Dr Byrne is the author of an important reference book related to self-concept measurement, *Measuring Self-concept Across the Lifespan: Issues and Instrumentation* (1996). She is the recipient of three Distinguished Teaching Awards presented by the Canadian Psychological Association (1995), the American Psychological Association (APA; 2002), and the APA, Division 5 (Jacob Cohen Award; 2002). Dr. Byrne is a Fellow in the APA and a Foundation member on the International Board of the SELF Research Centre, University of Western Sydney, Australia. She has served as editor of the ITC Newsletter (1995-1999) and currently serves as Treasurer (1999-present.).

John Hattie

John Hattie is a Professor in the Faculty of Education at Auckland University, New Zealand, and Director of Project asTTle (Assessment Tools for Teaching and Learning). His areas of research include measurement models and their application to educational problems, meta-analysis, and models of teaching and learning. Over the past four years Professor Hattie has headed a team introducing a model of assessment for teachers in all schools in New Zealand, and thus providing schools with evidence-based information about the teaching and learning. John has been the editor of International Journal of testing (IJT) since 2004 and he is currently an associate editor for the British Journal of Educational Psychology, and has been on the editorial boards of a number of other journals over the years. John's research projects are in meta-analysis of ADD (item-order effects, physical training on body image, and synthesis of meta-analysis on teaching and learning), weighting models (of self-concept, social desirability estimates, goodness-of-fit indices of unidimensionality in structural equation modelling and item response modelling) and validation of models of teacher expertise, and development of professional teaching standards.



Tom Oakland

Tom Oakland knew at an early age that his work should include children. After obtaining an undergraduate degree in history, he taught history, government, reading, and science to 11, 13, and 14 year olds. He also was a graduate student at Indiana University during this period. Tom graduated with a degree in educational psychology and immediately took a position at The University of Texas at Austin, where he remained for 27 years. In 1995 he moved to the University of Florida to become chair of the Department of Foundations of Education, a unit that now is Department of Educational Psychology. His current title is University of Florida Research Foundation Professor. Tom's research interests centre on psychological and educational characteristics of children and youth, applied assessment, cultural diversity, international issues, and professionalism. He has been active internationally. He has worked in more than 40 countries, was a Fulbright Scholar at the University of Brasilia, and is an honorary member of the psychology departments at The University of Hong Kong and the Iberoamerican University in San Jose, Costa Rica. He served as presidents of the International Test Commission and the International School Psychology Association. He is President of the International Foundation for Children's Education. Tom received APA's 2003 Award for Distinguished Contributions to the Advancement of Psychology Internationally.



capita free access to their journals. Persons in countries with a GNP between US\$2,000 and US\$3,000 can gain access to the journals for \$1,000 a year. For more information visit www.who.int/hinari/en.

Psychology International

Psychology International, the newsletter of the APA office of international affairs is available online from:

<http://www.apa.org/international/>.

IJT Call for Reviewers

Are continually looking for suitable reviewers for manuscripts submitted to the *International Journal of Testing (IJT)*. If you are interested in reviewing articles on a range of topics related to testing and assessment with international perspective, please e-mail your name, qualifications, CV and areas of expertise to the editor, John Hattie at ijt@auckland.ac.nz.

British Psychological Society Psychological Testing Centre

The British Psychological Society's Psychological Testing Centre (PTC) provides a focus for all Society activities in relation to psychological testing. The Psychological Testing Centre on-line provides access to information about tests and testing. Whether you are a psychologist, a test user or a member of the public interested in knowing more about testing, the PTC Online is a valuable resource.

Read best practice guidelines, link to other sources of information, access general information on tests and link to test distributors/publishers. In addition, you may subscribe to the complete test reviews, discuss good practice in relation to test development and read articles on issues in testing, research and ethics.

Visit the Psychological Testing Centre (PTC) at www.psychtesting.org.uk.

NEWS

New Statistics Book by ITC Member

Byrne, B.M. (2006). *Structural equation modeling with EQS: Basic concepts, applications, and programming*. Mahwah, NJ: Erlbaum. www.erlbaum.com.

Free and Reduced Professional Journals to the World's Poorest Counties

The American Psychological Association has partnered with the Canadian Psychological Association, Hogrefe & Huber, and the World Health Organization to provide students, professors, and governmental officials in countries with a yearly gross national product (GNP) of less than US\$1,000 per

**Code of Fair Testing Practices
in Education**

Barbara M. Byrne
University of Ottawa

Written as a guide for both test developers and test users regarding the fair and appropriate use of tests in education, the **Code of Fair Testing Practices in Education** (the Code) is the most recent product of the Joint Committee on Testing Practices (JCTP), an organization comprising representatives from the American Psychological Association (APA), the American Educational Research Association (AERA), the National Committee on Measurement in Education (NCME), the American Counseling Association, the National Association of School Psychologists, the National Association of Test Directors, and the American Speech-Language-Hearing Association. In contrast to the *Standards for Educational and Psychological Testing* (the Standards; AERA, APA, & NCME, 1999), which was structured primarily for test developers, researchers, and psychometricians, the Code was designed for use by educational practitioners such as teachers, school counselors, and career counselors. Essentially, the guidelines based on the Standards were reworded in an effort to make them more user-friendly and understandable to this audience.

The Code addresses the roles of test developers and test users within the framework of four critical areas:

- Developing and Selecting Appropriate Tests
- Administering and Scoring Tests
- Reporting and Interpreting Test Results
- Informing Test Takers

Thirty-one parallel statements are provided that are pertinent to both the test developer and the test user.

For example in the *Developing and Selecting Appropriate Tests Section*, point 1 states:-

Test Developers

1. Provide evidence of what the test measures, the recommended uses, the intended test takers, and the strengths and limitations of the test, including the level of precision of the test scores.

Test Users

1. Define the purpose for testing, the content and skills to be tested, and the intended test takers. Select and use the most appropriate test based on a thorough review of available information.

Copies of the Code may be downloaded from the JCTP website:

<http://www.apa.org/science/jctpweb.html>

Or alternatively write to
JCTP, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.

Meta-Analytic Investigation Into The Predictors Of Expatriate Job Performance

Marise Ph. Born and Stefan T. Mol
Erasmus University, Rotterdam,
The Netherlands

Expatriates are employees of business and government organizations who are sent by their organization to a related unit in a country that is different from their own. They are sent abroad to accomplish a job or organization-related goal for a pre-designated temporary time period. This period usually covers more than six months and less than five years in one term (Ayman and Kanungo, 1997). Some examples of expatriates are diplomats, scientists and specialists, and sales managers. Interestingly, researchers until now have mostly been focused on

studying the antecedents and consequences of *adjustment* to the novel cultural context in which an expatriate has started working. For many practical purposes, among which expatriate selection, the focal interest nevertheless is in predicting *expatriate job performance*. Indeed, more recently there has been an increase in empirical publications focusing on *performance* more so than on adjustment. We were able to trace 30 such empirical studies on expatriate job performance and meta-analytically reviewed these. In this review (total N=4,046), which was published last year in the *Journal of Cross-Cultural Psychology*, we found that the predictive validities of the personality dimensions of the Five Factor Model were similar to Big Five validities reported for domestic employees (Mol, Born, Willemsen, & Van der Molen). Extraversion, emotional stability, agreeableness, and conscientiousness all were predictive of expatriate job performance, although openness was not. This equivalence of domestic and expatriate findings provides support for the notion that domestic predictive validities generalize to the expatriate context. Other, more expatriate specific, predictors that were found to be positively related to expatriate job performance were cultural sensitivity and local language ability. Furthermore, cultural flexibility, selection board ratings, tolerance for ambiguity, ego strength, peer nominations, task leadership, people leadership, social adaptability, and interpersonal interest emerged as predictors from exploratory investigations (number of primary studies < 4).

Our results generally suggested that the more specific a predictor is geared towards expatriate jobs, the higher its predictive validity is. As intelligence is one of the most researched and powerful predictors of domestic job performance, particularly of performance within more complex jobs, we thought it to be quite surprising that intelligence had seldom been investigated as a predictor of expatriate job performance. At present we are examining these latter two issues in our own empirical research, namely the effect of specificity of predictors and the predictive power of intelligence.

References

Aycan, Z., & Kanungo, R. N. (1997). Current issues and future challenges in expatriate management. In Z. Aycan (Ed.), *New Approaches to Employee Management* (Vol. 4, pp. 245-260). Greenwich, CT: JAI Press.

Mol, S.T., Born, M.Ph., Willemsen, M.E., & Van der Molen, H.T. (2005). Predicting Expatriate Job Performance for Selection Purposes: A Quantitative Review. *Journal of Cross-Cultural Psychology*, 36, 590-620.

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ITC Guidelines on Computer-Based and Internet-Delivered Testing

International Journal of Testing
Special Issue, Volume 6, Issue 2 June 06

Guest Editors:

Iain Coyne and Dave Bartram

The International Test Commission recently produced guidelines on Computer-based and Internet-delivered Testing. As part of the ongoing dissemination process, a special edition of the International Journal of Testing was devised with the aim of presenting the guidelines and describing their development, and to complement this with a set of discursive papers which examined the guidelines from different perspectives.

The special edition includes a rich analysis of the advantages, practical problems, contextual problems and future issues associated with the guidelines and it provides scholars and practitioners with a basis for further research and development within computer and Internet-based testing.

The special edition was not devised to provide a set of empirical papers testing out some of the assumptions and recommendations made within the guidelines. Rather, the goal was to provide the reader with an idea of where and how the guidelines can relate to different contexts and to obtain different international perspectives on the guidelines.

To this end, authors from the UK, Cyprus, South Africa and Belgium have kindly contributed their thoughts and perspectives on the ITC guidelines. This issue contained many informative papers details of which are provided below:-

Introduction to the Special Issue on the ITC Guidelines on Computer-Based and Internet-Delivered Testing (*Iain Coyne and Dave Bartram*)

The Internationalization of Testing and New Models of Test Delivery on the Internet (*Dave Bartram*)

Design and Development of the ITC Guidelines on Computer-Based and Internet-Delivered Testing (*Iain Coyne and Dave Bartram*)

International Guidelines on Computer-Based and Internet-Delivered Testing (*International Test Commission*)

Taking Ownership of the ITC's Guidelines for Computer-Based and Internet-Delivered Testing: A South African Application (Cheryl D. Foxcroft and Caroline Davies)

International Guidelines on Computer-Based and Internet-Delivered Testing: A Practitioner's Perspective (Richard Sale)

The ITC Guidelines on Computer-Based and Internet-Delivered Testing: Where Do We Go From Here?(Filip Lievens)

IJT Scope

The IJT publishes many interesting papers and in 2006 (volume 6, issue 3) will feature:

- Damon Bryant on Developing an Essentially Unidimensional Test with Cognitively Designed Items
- Steven J. Ross & Junko Okabe on the Subjective And Objective Interface Of Bias Detection On Language Tests
- Lawrence J. Stricker, Gita Z. Wilder, & Brent Bridgeman on Test taker's attitudes and beliefs about the Graduate Management Admissions Test
- Alvaro J. Arce-Ferrer on Investigating Translation and Adaptation of Rating Scales for Spanish-Speaking Populations
- Amery Wu & Kadriye Ercikan on Using Multiple-Variable Matching to Identify Cultural Sources of Differential Item Functioning

Invitation to Submit Manuscripts to the International Journal of Testing

The International Journal of Testing (IJT) is interested in receiving manuscripts addressing theoretical issues, methodological approaches, and empirical research on current testing practices, as well as integrative and interdisciplinary reviews of testing-related topics. All manuscripts are peer-reviewed and must be of interest to an international audience.

Please consider the following statement in relation to your own manuscript, since this forms part of the criteria for determining the suitability of manuscripts for publication in IJT.

It is important when submitting articles to IJT to consider the messages for international readers; to place the context of the study into an international perspective; to indicate ways that assessment or testing ideas can be adapted or generalised

across borders; to focus more on the construct than on the method when discussing validation studies; to discuss applications that have universal messages; to relate to ITC guidelines for adaptation; or to discuss equitable assessment practices that transcend borders or demonstrate uniqueness within a country. Another consideration could be to include a wide profile of authors across countries. Most important is to ensure quality of the ideas and their appeal to international readers of testing issues. If English is not the first language of the authors, the editorial team would be pleased to assist with matters of style.

Please submit all manuscripts to the editor, John Hattie, at ijt@auckland.ac.nz. More information about manuscript submission is available at www.education.auckland.ac.nz/staff/j.hattie.

ITC Member Questions

Question: Do you know what The Brazilian Federal Psychological Association rules are associated with the administration of psychological tests to Brazilian children if the use of such test results are limited to research purposes?

Question Posted by: Relana Fitzgerald, PhD, University of Virginia, Centre of Global Health

Answer: I received a copy of your request regarding the present Brazilian Federal Council of Psychologist regulation on the use of test for children. Our regulation does not control any tests for research purposes. In this case, any tests can be used. The present regulation only controls the use of psychological tests for professional purposes. In these cases, only tests which have presented validity, reliability and norms to the Brazilian population can be used. A list of tests allowed to be used for professional purposes can be found at the following address:

<http://www.pol.org.br/satepsi/sistema/admin.cfm>

Answer Provided by: Solange Wechsler, Former President of the Brazilian Federal Council of Psychologists

If you have any test related questions you would like answering, please email the Editor



**ITC Conference 2008:
The Public Face of Testing
14-16th July 2008, Liverpool, UK**

Initial Announcement

As part of the International Test Commission's remit to promote responsible and valid tests and testing internationally, it holds a biennial international conference on a topic of significance to those involved in tests and testing around the world. These conferences have tended to centre on the development of guidelines (e.g. test use, computer/internet testing and test-translation). The conference will focus on the interface of testing and the public, including the value and utility of testing and the impact of tests and testing on people and society. It will consider:

- The public image of tests and testing and our responsibility to ensure that this image is accurate.
- How the testing community can discuss with test-takers and the wider public about what tests are and about good practice in testing.
- Test taker perceptions of testing, including applicant reactions to testing in recruitment, research on fairness and perceived justice.
- The rights and responsibilities of test takers.
- Intentional distortion and cheating in test taking – why it occurs and how it can be managed.
- Measuring the impact and value of testing.
- How the future of testing will be shaped by changing social needs and values.

These and related issues will be considered in relation to test use in the areas of work, health, leisure and education. We expect the conference to include the traditional mixture of key note papers, individual papers, symposia, posters and workshops and to cover educational, work, leisure and health contexts. We also hope to organise a number of more interactive sessions, roundtable discussions and panels.

We hope that presenters will not shy away from controversial topics or topics which focus on negative perceptions of tests. We are seeking a mix of practitioner-based input and presentations on relevant current research.

The 2008 conference will be held in Liverpool. We have chosen Liverpool as it is the 2008 European Capital of Culture. Liverpool is within easy reach of London and Manchester by rail or air. As well as the ITC Conference, there will be many exciting cultural events taking place in and around the city. Liverpool is also ideally placed for exploring some of the finest countryside in England (the Lake District, the Pennines and Yorkshire Dales) and Wales (Snowdonia and the North Wales coast). Liverpool is also close to the historic city of Chester and Dublin is only a flight or ferry away.

If you wish to register your interest in the conference or have suggestions for topics that you feel would fit within the conference's aims please contact Iain Coyne at the address below.

ITC Council 2008 Conference Committee:
Prof Dave Bartram
Dr Jan Bogg
Dr Iain Coyne

A web site will be developed and a further announcement and details of registration and submission procedures will be advertised in the near future on the ITC website www.intestcom.org

For further details or information regarding the ITC 2008 Conference please contact:
Dr Iain Coyne, ITC Council Member
+44 (0)115 8466639
iain.coyne@nottingham.ac.uk

