

TESTING INTERNATIONAL

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CONTENTS

ITC PRESIDENT'S LETTER

2

ARTICLES

Test Use by Educational Psychologists' in New Zealand, J. Annan, NZ.

4

The Resurgence of Tests and Testing in Russia, N. Baturin

6

Impact of test development movement in Brazil, S. Wechsler

7

Status of test development and use in Italy, G. Balboni

8

NEWS

9

Passing away of Michael M. Harris, Marise Born

9

**Unexpected Consequences from the 2004 ITC Conference
at William & Mary, Thomas Oakland**

10

The ARTS Program, Thomas Oakland

10

BOOKS

11

AWARDS

11

CONFERENCE WATCH

11

AN OFFICIAL PUBLICATION OF THE INTERNATIONAL TEST COMMISSION

ITC PRESIDENT Marise Ph. Born

Message from your International Test Commission President



Dear ITC members and friends,

I am very happy to be able to provide an update of the work of the ITC after the very successful 6th ITC Conference in Liverpool last year from July 13-16. I would like to take this opportunity to sincerely thank Dr. Iain Coyne from the University of Nottingham in England, and his hard-working and enthusiastic committee, for the excellent work they did in making the conference the great success that it was.

Many hundreds of hours of hard work were involved, which often remain invisible to most of us. I would also very much like to thank all of our members and friends who participated actively with their numerous contributions to the academic program.

Because of his workload at the University of Nottingham, Dr. Coyne stepped down as ITC Council member after many years of important service to the ITC. One of his projects has been the coordination of the development of ITC's Computer Based Testing Guidelines which appear to be receiving wide use around the world. I am happy to inform you that in the Fall of 2008, the ITC invited Dr. Dragos Iliescu from Rumania, DD Testcentral Bucharest, to fill the vacancy on the council. The December 2008 issue of *Testing International* contains an interesting article by him on ethical aspects of psychological testing in Rumania.

2010 ITC Conference in Hong Kong

After the successful Liverpool conference, the ITC started working hard on its next biennial conference. This upcoming conference will be hosted in Hong Kong from July 19 to 21, 2010 at the Chinese University of Hong Kong, Shatin. The theme of the conference will be Challenges and Opportunities in Testing in a Globalized Economy. Through the strong leadership of our council member Professor Fanny Cheung from the Chinese University of Hong Kong (she is serving as Chair of the organizing committee), we have already invited a number of outstanding key note and workshop presenters. Many of the details of the conference so far and more to come can be seen at our website dedicated to the Hong Kong conference--www.itc2010hk.com. I want to invite you to attend the conference and submit your work in the broad area of testing. Conference proposals are now being accepted. If you attend the 7th ITC conference you may want to attend too the 27th International Congress of Applied Psychology (ICAP), which will be held from July 11 to 16, 2010 in Melbourne, Australia (<http://www.icap2010.com>). The ITC will, as always, be presenting several symposia during this upcoming ICAP conference.

The 2010 General Meeting of the Membership of the ITC (full, affiliate, and individual ITC members and non-members who are interested persons in the work of the ITC)

The meeting will be held at the ITC Conference in Hong Kong, as per our amended constitution. During this meeting we will hold elections for the new President-elect and several other ITC council positions. More information on the officers' nominations and the agenda for the General Meeting will follow in due course. Please take note of this meeting and we certainly hope to see you at the meeting. Our last general meeting in Berlin in 2008 was well-attended and very interesting for attendees.

The 2012 and 2014 ITC Conferences

It has been decided that the 2012 ITC conference will be hosted in Amsterdam, The Netherlands. Up until now, all ITC conferences have been organized by the ITC Council. In 2014, we will try out a new procedure—full and affiliate members have been invited to submit proposals to host the conference. Proposals will be considered at the 2009 council meeting. We will keep you posted on further developments regarding the hosting of the conference in 2014.

The International Journal of Testing

Since the summer of 2008, the official journal of the ITC, the International Journal of Testing (IJT) has two new co-editors. Professor Stephen Sireci from the University of Massachusetts in the United States and Professor Rob Meijer from the University of Groningen, The Netherlands took over this important role from Professor John Hattie, University of Auckland, New Zealand. Under John's leadership the IJT content was first-rate, each journal came out on time, and the turn-around time for reviewed manuscripts was shortened, which resulted in decisions for most reviewed manuscripts within three months. After the handover from John, Stephen and Rob this year have issued their first IJT volume, which is Volume 9. The turn-over of the journal was handled smoothly and the journal appears to be moving forward with the same high standards that were established by John. The new issue of the journal which has been published in the last few days was a special issue on the topic of test adaptation methodology and includes a sampling of papers from the 6th ITC Conference held in Brussels. With the help of high quality manuscripts coming from authors from many different parts of the world and our two new co-editors, I am convinced that the IJT will continue to flourish and serve our members and the international testing community. In the meantime, six new editorial board members have been welcomed, coming from a range of different countries from all over the world. I strongly invite you to consider the IJT as an important outlet for your research initiatives in the area of testing. The IJT is dedicated to publish manuscripts which are interesting to an international audience in all domains of testing, such as testing issues in work, educational and clinical settings.

Visibility of ITC during upcoming ECP Congress in Oslo, July 2009

During the 11th European Congress of Psychology from July 7-10, 2009 in Oslo, Norway the ITC will be visible through many papers, symposia and other events. We are especially grateful to our council member, Dave Bartram from SHL in England, for his efforts in organizing the ITC contributions to the conference. This separate strand has been developed in cooperation with EFPA's Standing Committee on Tests and Testing. I am very happy to observe how prominent the topic of testing is within the Oslo conference since this topic is having a major impact on people's lives.

Dear members and friends, I would like to end this ITC update by thanking you for your interest and contributions to the work of the ITC. Such interest and support is essential for the ITC to continue to influence testing practices around the world.

Sincerely yours,
Marise Ph. Born
ITC President 2008-2010

Editors note: some small presentation changes in this newsletter a slightly larger font and single column text.

This should make reading online and on mobile devices easier!

What do you think feedback welcome?

Test Use by Educational Psychologists' in New Zealand **Jean Annan** **Massey University, Auckland New Zealand**

Test use varies within New Zealand among educational (aka school) psychologists. Opinions differ on the value of psychometric testing. The use of intelligence tests in particular often sparks a lively debate about their applicability in specific contexts and their validity. Test selection is influenced by psychologists' theoretical beliefs about testing, the contexts in which they may be used, and employers willingness to support their use and ability to purchase tests.

Registered practitioners must have knowledge of various approaches to data collection and be skilled in administrating and interpreting standardised and criterion-referenced tests (New Zealand Psychologists Registration Board, 2006). Training must prepare practitioners to be familiar with a sampling of tests in each developmental and academic area (Massey University EPP Internship Manual, 2009).

Test use by educational psychologists never has been mandated by the Ministry of Education: Special Education. Until recently, most education and related health agencies have assigned funding to educational institutions based on multi-method assessments to assess the fit between the needs of children in relation to their current learning environments. Tests may or may not have contributed to these assessments. Although education funding continues to be assigned in this way, requests for data from intelligence tests have increased, to be used to justify and support health and social service funding. However, most assessments are conducted to inform the development of interventions to support the learning and behaviour of children, not to support such funding.

New Zealand is a bi-cultural nation. The rights of the Maori, New Zealand's indigenous people who constitute 15% of the country's population, must be observed when determining intervention needs and the processes. Educational psychologists working with Maori children commonly work jointly with the children's immediate and extended family. The bi-cultural New Zealand perspective increasingly is visible in educational psychologists' general practice as the values, understandings, and approaches of cultures to intervention are shared.

No psychometric tests have been developed specifically for Maori. Instead, assessments are guided by specific frameworks that support the development of culturally appropriate understandings. These frameworks include Durie's (1994) Te Whare Tapa Wha, Macfarlane's (2005) Hikairo Rationale, and more recently Pitama, et al's (2008) Meihana model. Educational psychologists working with Maori students must gather culturally relevant data during assessment. Assessment often involves frameworking a context rather than taking a test-related approach in an attempt to select the most culturally responsive means of assessment. Many work in multidisciplinary teams. Thus, when working with Maori students, psychologists often are concerned about the suitability of using standardized instruments with Maori children (Ministry of Social Development, 2008).

Twenty percent of New Zealanders were born abroad. In Auckland, the largest city, 33% were born abroad (Census, 2001). Thus, assessment specialists often search for suitable test material to assess the behavioural, emotional, and learning needs of students for whom English is not a primary language and to ensure that appropriate cultural perspective is represented in test items.

Tests selected for assessment within the early intervention service (to children 0-6 years) typi-

cally focus on developmental or cognitive abilities. Examples including the Assessment, Evaluation & Programming System with the corresponding Ages and Stages Questionnaires, Carolina Curriculum, Wechsler Preschool and Primary Scale of Intelligence III, Bayley Scales of Infant Development, and Differential Ability Scales. The Eyberg Child Behaviour Inventory and the Sutter Eyberg Student Behaviour also are used. All psychologists used criterion-referenced tests and some use standardised tests. Tests selected are embedded in multi-method assessments (e.g., functional behaviour assessments).

Some psychologists working with children who display behavioural problems use tests as a part of broad ecological assessments. Many practitioners use tailor-made ecological tools (e.g. semi-structured interviews and direct and indirect observation). Some educational psychologists prefer the use of dynamic assessment or locally developed methods. Standardised tests include Scales of Independent Behaviour, Strengths and Difficulties Questionnaire, Child Behaviour Checklist, and the Children's Depression Inventory. Intelligence tests such as the Wechsler Intelligence Scale for Children IV and the Woodcock Johnson III also may be used.

Those engaged in academic testing may use the achievement scales such as those of the Woodcock Johnson III to compliment or supplement the assessment routinely conducted in New Zealand schools. The details of these routine assessments often are sufficient for intervention purposes. For example, schools have access to multiple banks of assessment material through the use of the Assessment Tools for Teaching and Learning, the country's first bilingual educational assessment system. This system, available on-line, allows teachers to assess student progress in relation to the New Zealand curriculum and to adapt assessments to their particular context.

Thus, assessment practices by educational psychologists in New Zealand have developed in response to the needs of a diverse community. Test development and selection continue to be influenced by the country's bi-cultural status and multi-cultural population. The use of standardized tests typically occurs as part of multiple-method contextualised assessments.

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**Write a review of test development or issues in YOUR country, or any general articles, news or reviews
Submit for consideration to the Editor of Testing International, Jan Bogg, jbogg@liverpool.ac.uk**

The Resurgence of Tests and Testing in Russia

Nikolay Baturin

President of the Russian Psychological Society's Commission on Psycho diagnostics

Head of Department, Psychological Assessment and Counselling

Faculty of Psychology, Southern Ural State University

Few psychologists outside of Russia know the history of Russian psycho diagnostics (i.e., test) development. Its history is intricate and being written now. G. Rossolimo published *Psychological Profiles in 1909*, one of the first tests developed in Russia before the revolution. Test development and use increased from 1917 to 1936. The new scientific line, paedology, appeared, one that focused on educational testing.

Research results showed children from peasant and proletariat families scored lower than children from middle class families (e.g., the Intelligentsia). This finding made the federal authorities angry as it was inconsistent with prevailing political beliefs of the Bolshevik government. Thus, in 1936, the Central Committee of the Communist Party of the Soviet Union issued a decree that resulted in the destruction of all books that carried this message together with a ban on tests and their development. Scientists and others engaged in tests were sent into exile where many perished. For 35 years Russian psychologists could not speak positively about tests and instead must describe them as if they were non-scientific bourgeois methods.

In the 1970s a period characterized by government indulgence was ushered in and someone (nobody know who) brought about 20 foreign tests to Russia (including the WAIS, WISC, MMPI, CPI, 16PF, Raven etc). There was increasing tolerance of the use of tests. From then to now, many people continue to use these original Russian versions of these old tests.

Some knowledge of tests and testing in Russia is available. For example, a Russian translation of Ann Anastasi's *Psychological Test* was published in 1982, and 10 years later its revision with Susan Urbina also was published. P. Kline's book on test construction also was published about then. Two or three years ago Russian psychologists started to realise the magnitude of the gap between the state of testing in Russia and other European countries. About a year ago we made a decision to work to reduce that gap. For example, the Psychodiagnostics Laboratory at the South Ural State University (SUSU) attempted to catalog all psychological tests developed (even those not published) in Russia from 1907 to 2007. This resulted in the Compendium of Psycho diagnostic Techniques of Russia and the USSR--preserved on compact discs. It contains more than 600 tests, with 60% of them small inventories. In addition, for the first time, the Russian Psychological Society established the Commission on Psychodiagnostics.

Additionally, many things are occurring now for the first time (e.g., first test standards, first rules for test adaptation). We have formulated principles of test user certification, a first psycho diagnostics ethics code and a law guaranteeing copyright protection. All of these developments are based on the work of such bodies as the British Psychological Society (BPA), International Test Commission (ITC), European Federation of Psychological Assessment (EFPA), and the American Psychological Association. Our developments are based on the work of these organisations and include developing standards for test development and use, setting up a qualification system for test users and registration and review procedures for tests. During 2008 we took the first group of 6 people onto a special magistracy program *Psychodiagnostics*. Our university began to make the first test library and the first educational platform for on-line and off-line testing in Russia. In addition, during 2008 the Russian Psychological Society restored its membership in International Union of Psychological Science and the International Association of Applied Psychology and also became a member of the ITC and soon will join European Federation of Psychological Assessment. We are grateful for the assistance we have received from the ITC and the BPS and appreciate deeply Dave Bartram for providing care and support for the work of our Psychodiagnostics Commission.

Impact of test development movement in Brazil
Solange Wechsler
Pontifical Catholic University, Campinas, Brazil

Test development and use in Brazil have been growing at a surprising rate during the last 12 years. This growth occurred since establishing the Brazilian Institute of Psychological Assessment in 1997. This Institute has influenced regulation issued by the Federal Council of Psychology, an institution that regulates psychologists' practice in Brazil, including psychological assessment practices. Prior to the mid 1990s, psychological tests in Brazil remained almost unchanged during a 30-years period. Tests were typically acquired from other countries, mainly from the U.S. and translated into Portuguese. Often these tests had no studies related to adaptation, validation or norming in Brazil. As a result, the tests were criticized and discredited for being irrelevant for use in Brazil, this included those for the diagnosis of psychological disorders. This situation changed drastically through the efforts of Brazilian scholars from various universities throughout the country. A number of scholars created laboratories for test development at their local universities. Furthermore, they saw the need to create a national associated dedication to the promotion of sound methods for developing, evaluating, and using tests. This vision led to the creation of the Brazilian Institute of Psychological Assessment. Its mission is to promote research and development that promotes sound methods for adapting, developing, evaluating, and using test in Brazil. The promotion of better practices on test development increased considerably following the first Institute's sponsored national convention on test development and use in Campinas (São Paulo), held in 2003, and attended by more than 1,000 psychologists, scholars, other professionals, and students. At this time, the Federal Council of Psychologists assumed leadership for addressing severe problems that characterized psychological assessment.

The International Test Commission's *Standards for Test Users* formed the basis of new legislation designed to promote higher standards. For example, Brazilian psychologists were restricted to using tests that demonstrated suitable validity and reliability and to advance assessment practices. An expert commission composed by scholars in assessment was organized to carry out this evaluation process. The first test evaluations reported by the expert's commission indicated 50% of the available published tests had to be removed from the market because they did not provide sufficient information on the test's validity, reliability, and currency of norms. As expected, at first, test companies disapproved of this regulation. They were forced to change their focus from selling tradition and old tests to investing in new and better tests. The test development and use standards promoted by the Federal Council are now better disseminated, understood, and followed. Tests approved for use are published regularly in the web page of the Federal Council of Psychologists (<http://www2.pol.org.br/satepsi/sistema/admin.cfm?lista1=sim>).

Psychologists now see the value of these regulations. Many new and better tests have been developed. Their manuals provide more complete information on the test's construction, adaptation process, validity, reliability, and norms. This has led to greater respect for tests by those who administer and use test results. Graduate programs focus more attention on test development and use. Three national conventions sponsored by the Institute of Psychological Assessment have taken place. Participants included professionals from Brazil and other countries. Moreover, the Institute is combining efforts with similar associations in South and Iberian American countries that use Spanish and Portuguese. The fourth Institute-sponsored conference, is to be held July 29 through August 1, 2009, this will have an international perspective. Moreover, this event will be co-hosted by the Iberian American Association for Diagnosis and Psychological Assessment (Asociación Iberoamericana for Diagnostico y Evaluación Psicológica) and the Portuguese Psychology Association. An invitation to participate in this global effort is made to all colleagues. Information is available from www.ipabnet.org.br. The work in Brazil to improve test development and use has impacted neighboring countries as well as his collaborators in Europe. Additionally, its work may serve as a model for other countries attempting to develop assessment practices based on scientific and professional standards.

Status of test development and use in Italy
Giulia Balboni
University of Valle d'Aosta, Italy

Test Use in Applied Settings. In Italy, psychological tests are used in professional/applied and academic settings. In professional settings they are used frequently by clinical psychologists, neuropsychologists, neuropsychiatrists, and industrial and organizational psychologists. Tests are used to screen and diagnose mental disorders and learning difficulties, plan educational and rehabilitative interventions, identify and manage human resources (e.g, personnel selection), and for forensic purposes. Their use in education to assess school achievement, to provide vocational guidance to students, and to screen and diagnose young children is limited, in part, due to a lack of legislation legitimizing the professional role of school psychologists.

Test Use in Academic Settings. Tests often are used in academic settings by Italian researchers. Their interests range broadly and often include children's psychological development, nature and factors that influence behavior of groups, nature and interrelationships between mental disorders, test development, and investigation of their psychometric properties.

Test Ethics. Two ethical codes guide test use, those from the Italian Register of Psychologists (www.psy.it) and the Italian Psychological Association (www.aipass.org).

Tests Original to Italy. Some tests have been originally devised in Italy while others have been adapted from foreign tests. Whether they are original or adapted depends on the field in which they are used. Many original Italian tests are used in the neuropsychological field. These include the Limb Apraxia Battery (Bartolo, Drei, Cubelli, & Della Sala, 2008) and the Dyslexia and Disgraphia Assessment Battery-2 (Sartori, Job, & Tressoldi, 2007).

Examples of other original tests include the Memory and Transfer Reading Test for Elementary Students-2 (Cornoldi & Colpo, 1998), the Magellano Junior Test (Soresi, 2004) for vocational guidance, and the Big Five Questionnaire-2 (Caprara, Barbaranelli, Borgogni, & Secchione, 2007) for personnel selection. Tests devised for psychological research sometimes are utilized in non-academic professional fields (e.g., the assessment of attitudes toward school inclusion; Balboni & Pedrabissi, 2000).

Adapted Tests. Many foreign tests have been adapted for use in Italy, often to evaluate psychopathology. These include the Millon Clinical Multiaxial Inventory-III (Zennaro, Ferracuti, Lang, & Sanavio, 2008), WISC-III (Orsini & Picone, 2006) and the Differential Aptitude Test-5 (Giunti O.S. Organizzazioni Speciali, 1998, 1999). The Italian adaptation of foreign tests usually involves norming the Italian version using representative Italian samples. However, some tests have been translated and not normed on Italians, including the Leiter-International Performance Scale-R and the Bailey Scales of Infant and Toddler Development-III.

Test Distribution. The distribution of tests in Italy depends on their origin. The Italian adaptations of foreign tests are distributed by publishing houses. The leading Italian publisher, *Giunti O.S. Organizzazioni Speciali*, is a member of the International Testing Committee and has strong commercial links with major North-American and European test publishers. On-line versions of some tests also are available. *Franco Angeli* is a more recent test publisher. Standards for tests purchased through these two publishers generally conform to those in other advanced countries. However, other publishers control test purchases less rigorously.

Originally devised tests may be distributed by publishing houses or only through journals (e.g., *Testing*, *Psychometrics*, *Methodology in Applied Psychology*) and universities. In contrast to those distributed by testing companies, test distributed through journals and universities may be less visible yet may be known and used by those working in non-university and in university set-

tings. All available psychological tests can be accessed through test libraries located at major universities throughout Italy (e.g., University of Padua, www.bib.psy.unipd.it) by members of the Register of Psychologists and students attending psychology degree courses.

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Author Note

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NEWS

Passing away of Michael M. Harris

We are greatly saddened by the news that Michael M. Harris, who contributed significantly to the work of the ITC, passed away in early May of this year after a severe illness. Michael M. Harris was the Thomas Jefferson Professor of Management in the College of Business Administration at the University of Missouri-St. Louis. He received his academic degrees in the field of Industrial and Organizational Psychology and had an early influence in the field of testing in relation to issues arising from the use of the Internet in testing. Most of his work revolved around selection and hiring practices and compensation systems, with a focus on staffing/selection, compensation, and performance management, both in the domestic context and the international context. Michael published numerous peer-reviewed articles in the area of human resource management and edited several books, including the 'Handbook of Research in International Human Resource Management' (Lawrence Erlbaum, 2007). He served as a keynote speaker at the International Test Commission's conference in England, June, 2002, where he gave a presentation entitled: 'Patrolling the Information Highway: Creating and Maintaining a Safe, Legal, and Fair Environment for Test-takers.' He also contributed to the book that followed from the conference. We think of Michael with much gratitude for what he did for the ITC and will miss him greatly.



Marise Ph. Born, ITC President.

**Unexpected Consequences from the 2004 ITC Conference at William & Mary
Thomas Oakland**

We never know the unintended and good outcomes that may occur as a result of attending ITC conferences. They tend to be small, well focused, and bring together like-minded professionals—ingredients for professional development. Those who attend the 2004 ITC conference will remember Dr. Elias Mpofu presented a keynote on the status of test development and use in Sub-Saharan Africa. We discussed the need for a beginning textbook on assessment in rehabilitation and health, a specialty in which Elias has an international reputation, while sharing a cab to the airport. Elias assured me such a textbook was needed to respond to a large and growing market. We decided to move forward with this project, obtained a contract with Merrill publishers, identified authors for approximately 45 chapters, and began the writing and editing process. Merrill replaced our original editor. The new editor insisted the book be on longer than 30 chapters. We commissioned 45. What were we to do?

Elias and I selected 30 core chapters for the first book and looked for another publisher for the remaining 15 chapters. Springer was delighted with a proposal. Thus, we now were engaged in editing two books. Our second proposal also called for 30 chapters. We had 15 chapters in hand and thus selected authors for an additional 15 chapter. Elias and I are delighted to announce the publication of the first of the two books:

Mpofu, E., & Oakland, T. (2010). *Assessment in Rehabilitation and Health*. Upper Saddle River, NJ: Merrill.

The second book by Springer, Mpofu, E., & Oakland, T. (Eds.) *Rehabilitation and Health Assessment*, is expected to be published later this year. Thus, attendance at ITC conferences and a cab ride to the airport can have unintended and good consequences.

LATEST ISSUE

International Journal of Testing, Volume 9, Issue 2, 2009
Special Issue on Advances in Test adaption Research

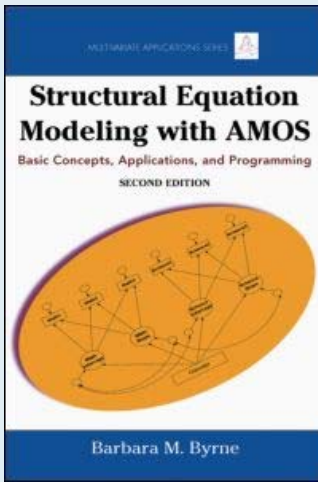
The ARTS Program
Thomas Oakland, ARTS committee member

The Advanced Research Training Seminars (ARTS) program, co-sponsored by the International Association of Applied Psychology (IAAP), International Union of Psychological Science (IUPsyS) and the International Association of Cross-Cultural Psychology (IACCP), provides intensive training in research methodologies and new directions in psychological science to early career scholars from low income countries. The ARTS program has three main objectives:

- (a) to enhance the research skills and knowledge of scholars (normally early career) from low income countries, through advanced research training.
- (b) to bring to international congresses scholars from low-income countries who might otherwise be financially unable to attend.
- (c) to provide a space where researchers from different countries may learn from each other, develop collaborative networks and develop a more international understanding.

2010 Program

The next ARTS seminar will be in July 2010, Melbourne Australia, in conjunction with the International Congress of Applied Psychology's convention. More information will be provided in the December 2009, Testing International newsletter.



Books

Council member Barbara Byrne has written an update to her successful Structural Equation modelling with AMOS book. The book is written for readers with little or no knowledge of either structural equation modelling (SEM) or the AMOS program. Throughout the book, each application is accompanied by 'how to' examples related to particular procedural aspects of the program. All data used in example throughout the book is available on the publisher's website.

Byrne, B.M. (available August, 2009). *Structural equation modeling with AMOS: Basic concepts, applications, and programming* (2nd edition). London/New York: Routledge/Taylor & Francis Group.

Awards

David Foster and Nancy Mattoon (from Kryterion) and Rick Shearer (from the Pennsylvania State University World Campus) have been awarded the 21st Century Best Practice Award from the United States Distance Learning Association Awards for *Webassessor*, the innovative online secure test engine.

CONFERENCES

2009

10th European Conference on Psychological Assessment
September 16-19, 2009, Ghent <http://www.ecpa10.ugent.be>

2010

27th International Congress of Applied Psychology
July 11-16, 2010, Melbourne, Australia <http://www.icap2010.com>

The 7th Conference of the International Test Commission
Challenges and Opportunities in Testing and Assessment in a Globalized Economy.
July 19-21, 2010, Hong Kong <http://www.itc2010hk.com>

The conference will be hosted by the Chinese University of Hong Kong in the English language, and will take place right after the 27th ICAP conference in Melbourne, Australia. Hong Kong is one of the safest cities in the world to visit, English is widely spoken, and travelling and accommodation are easy and comfortable. We invite you to attend ITC's 7th conference in this very dynamic part of the world, where the field of psychological and educational testing and assessment is moving forward rapidly.



Date for your diary
2012 Amsterdam

The 8th Conference of the International Test Commission will take place in Amsterdam, The Netherlands

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