

TESTING INTERNATIONAL

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CONTENTS

PRESIDENTS LETTER

2

NEW COUNCIL MEMBER

Profile on Solange Wechsler, Brazil

3

ARTICLES

Focus on Ibero-Latin American Countries

Psychological Testing & Assessment in Brazil: Advances in Research and Federal Regulations. Ricardo Primi & Carlos H. S. Nunes. Brazil

4

Psychological tests and assessment in Portugal.

Leandro Almeida & Amanda Franco, University of Minho, Portugal

6

Test Movement In Ibero-Latin American Countries.

Solange Muglia Wechsler (Brazil), Maria Pérez Solis (Spain)

Conceição Ferreira & Isabel Magno (Portugal), Norma Contini (Argentina)

Sheila Bluemn (Peru), Eleonora Vivas & Chilina León de Vilorica (Venezuela)

7

NEWS & CONFERENCES

8

2010 ARTS: ITC's Important Involvement, Tom Oakland, USA

News Items

Conferences

Report on the 7th ITC Conference, July 2010, Hong Kong, Fanny M. Cheung

9

PRESIDENTS LETTER

Dear ITC members and friends,

This is my first Newsletter to you as President, and a very exciting time it is to be involved with the ITC. The ITC is in good health as was evident at the recent Conference in Hong Kong. There was a high level of buzz among attendees, the organisation was superb, the papers showed innovations aplenty, the food excellent, and Hong Kong splendid. The Hong Kong conference was attended by over 420 participants, and the program and abstracts/PowerPoint's of the keynote speakers/invited symposia/special sessions are now available at <http://www.itc2010hk.com/> Highlights including being the first to use the brand new conference centre, the Chinese Banquet dinner, the keynote presentations, and lively paper sessions – the level of interaction was higher than in most conferences and the mood was most positive. There was a sense of exciting things happening in our profession.

I gave the closing paper and this was based on the theme of the present and future of testing. My theme was that after many decades of footnotes to Spearman and Lord and Novick we are close to a major breakthrough in developing new test models. The advent of technologies is allowing the move many have wished towards measuring process and progress and bringing a time dimension into our models. This allows important breakthroughs moving away from an over dependence on traditional formats (but of course keeping them as one method we know a lot about), and now involving test takers in different modes, and deriving even more information than we have been able to do before - about their proficiencies, processes, and progress. The next few years is likely to see some critical breakthroughs in testing that will affect us all – as test publishers, developers, researchers, etc. What a great time to be in testing.

One of the important aspects of any organisation is those who are elected to run the various parts – and for the first time in our history this was done at our own Conference (it used to be done at the European Congress of Psychology for historical reasons). Let me introduce you to these people as I would welcome your contacting them about any testing matter -- as they are your conduits through to next Board meeting in Turkey in July 2011.

The ITC should have high during upcoming ECP Congress in Turkey. After a very successful 'Tests

and Testing' stream at the 2009 Oslo ECP, we are repeating the process of working together with the EFPA Standing Committee on Tests and Testing to have a stream of papers and other sessions devoted to tests and testing issues at the biennial European congress.

I was elected President-Elect in Berlin in 2008, and thus became President in 2010 for two years. Early next year I move from the Univ of Auckland to a new position at the Univ of Melbourne as director of the Melbourne Educational Institute of Research. My predecessor, Marise Born (Netherlands) is past-president - the ex officio position of past-president was abolished from the Board in the revision of our Constitution in Hong Kong. However, I am delighted Marise is still most involved on the Board as Chair of the 2012 ITC conference in Amsterdam. Fanny Cheung (HK) has already contributed so much to the ITC by her chair of the Hong Conference; and now becomes President-Elect (for 2012-2014). Dave Bartram (UK) has had a long association with the ITC and brings remarkable history as well as continuing to push us all too new and exciting ways to serve our members. Dave has taken the role of Secretary and is leading the move to professionalise the running of the organisation – we are getting to a size where ad hoc methods are no longer sufficient. Barbara Byrne (US) has been our long time Treasurer and has agreed to serve another term. During this time she will hand over to new Board member: Kurt Geisinger (US).

The Council works by Committees. Fred Leong (USA) oversees Publications and Communications, David Foster (USA) Membership, Involvement and Marketing, Fanny Cheung (HK) Conferences, Dragos Iliescu (Romania) Research and Guidelines, Tom Oakland (USA) Policies, and Ron Hambleton (USA) Outreach to Full and Affiliate members. Our newest Council members also include Solange Wechsler (Brazil), Aletta Odendaal (South Africa), and Paula Elosua (Spain) as Conference Chair for 2014. Jan Bogg (UK) continues as Editor of the excellent newsletter, Testing International, and Steve Sireci (US) and Rob Meijer (Netherlands) as editors of the International Journal of Testing. The Council is well balanced geographically, by gender, and by age and experience.

Among the most powerful aspects of ITC is the contribution so many make to the running of the Commission, and for some this has been of very long service. Jacques Gregoire was immediate Past-president and has served the ITC council for over 20 years. He has organised Conferences

(Brussels) and has been both Secretary of the ITC and its President. In addition he has been an active contributor to ITC projects, especially the work on test adaptation. We thank him so much for this contribution and appreciate his continuing to serve ITC in the future. Jacques is part of a group of scholars that have formed the ITC as it is today and we all owe a great debt of gratitude for his involvement and leadership.

The International Journal of Testing continues to have impact. The co-editors, Stephen Sireci from the University of Massachusetts and Rob Meijer from the University of Groningen, have enhanced the IJT with many and varied articles. As past-editor, I know the amount of work that goes into this process, the depth of interactions with authors and critical contributions made by reviewers, and the continuing commitment to finding the best and most interesting articles. As members you should all be receiving copies and I encourage considering submitting or having colleagues submitting to the Journal – one of its features is the world coverage of testing issues, and IJT plus the Newsletter is the first port of call for Testing International. We have calculated its impact factor and it is indeed well up there in comparison to other measurement Journals.

The Guidelines continued to be produced, updated and the use shows their level of value. The ITC Guidelines on Adapting tests, on Test Use, and on Computer-Based and Internet-delivered tests are available on the web site (<http://www.intestcom.org/guidelines/index.php>). The newest guidelines can also be found there: “A test-taker’s guide to technology-based testing”. I encourage you to look at these particularly given the pervasiveness of technology in our business.

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. Please contact me on any issue, anything you would like the Board to consider, and indeed all matters testing.

John

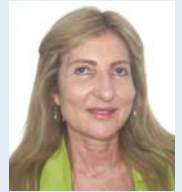
John Hattie
ITC President, 2010-2012

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## New Council Member

**Solange Wechsler, Brazil**

**Role to include ITC collaboration to aggregate psychologists from Ibero-Latin American countries**



Solange is a professor of psychology at the Pontifical Catholic University of Campinas (Sao Paulo, Brazil). She obtained her psychology degree at PUC (Rio de Janeiro), her master and doctoral degrees in school psychometric and educational psychology at the University of Georgia (Athens, Ga, USA). Her further experiences as visiting professor at the Torrance Center for Creative Studies (UGA) and Center of Creative Studies (Buffalo, NY) were decisive for her involvement in research related to creativity, school psychology and psychological assessment.

Her leadership abilities as well as her interest in the development of psychology as a profession in her own country were instrumental for her to organize and found the first Brazilian School and Educational Psychology Association (Associação Brasileira de Psicologia Escolar e Educacional -ABRAPEE) in 1991. This association has grown considerably up to present time, congregating more than 2,000 psychologists in their bi-annual meetings besides publishing a scientific journal *Psicologia Escolar e Educacional* (School and Educational Psychology). Other colleagues from Brazil (Drs. Raquel Souza Lobo Guzzo and Geraldina Porto Witter) as well as from the USA (Dr. Thomas Oakland) gave her immense support on the idea of ABRAPEE’S foundation and development. Dr. Wechsler still envisions several steps to accomplish in order that Brazilian school psychology achieves full growth. A major goal is to obtain the official recognition of school psychologists’ presence in every Brazilian public schools, since they are still limited to public health centers or to private school settings. More information about ABRAPEE is provided on the website <http://www.abrapee.psc.br>

Another challenge pursued by Dr. Solange Wechsler was to develop Brazilian psychology as a science, focusing on the area of psychological assessment. Psychological tests were mainly imported from other countries, mainly from the USA, since their introduction in Brazil, by 1950 up to 1995. Therefore, there were no considerations for cultural diversity when using and interpreting psychological tests with different age groups, thus leading to heavily criticism against their use. A clear need to improve the quality of the psychological instruments employed in the country was identified by Dr Wechsler and other Brazilian colleagues.



This movement resulted in the foundation of the Brazilian Institute of Psychological Assessment (IBAP) in 1997, with the collaboration of recognized Brazilian scholars (Drs. Luiz Pasquali and Claudio Hutz). The foundation of IBAP had great impact upon other decisions taken by the Federal Council of Psychology afterwards. A federal regulation was passed requiring that all psychological tests to be utilized in the country had to present empirical demonstration about their scientific quality and adequacy to the Brazilian reality (validity, reliability and norms). The guidelines issued by IBAP regarding test use had as reference the work published by the International Testing Commission. Four national conferences organized by IBAP with more than 1,500 participants, indicating the important work undertaken by this institution. A scientific journal is also published regularly by IBAP named *Avaliacao Psicologica* (Psychological Assessment). The V National Conference on Psychological assessment will be held in June 2011. More information on IBAP is available at the website [www.ipabnet.org.br](http://www.ipabnet.org.br)

The need to identify and invest on Brazilian creative potential was another mission undertaken by Dr. Wechsler. Although a considerable number of investigations and courses were being held in the country aiming to recognize and develop creativity, there was the need to congregate professionals to discuss their experiences. Another leading effort was coordinated by her, by inviting professionals from different areas, in order to found the Brazilian Creativity and Innovation Association (Associação Brasileira de Criatividade e Inovação-CRIABRASILIS), in 2004. This is a new association, with many goals laid out to be achieved. Certainly, the impact of creativity to enhance social and educational environment is a major vision. The first conference on creativity and innovation, organized by CRIABRASILIS is to be held in June 2011, at the state of Amazonas. The rain forest is considered to be the international symbol where creativity has to be combined with innovation to guaranty the quality of human life. More information can be obtained at the website: [www.criabrasilis.org.br](http://www.criabrasilis.org.br)

The importance of aggregating psychologists from Ibero-Latin American countries has been recognized by the International Testing Commission. Thus, Dr. Wechsler was recently appointed to collaborate with ITC on this international task. Her experiences as visiting professor in many countries has enabled her to organize a group of psychologists interested in psychological assessment from South and Ibero-America (Portugal and Spain). Her participation at the scientific committees of Asociación Iberoamericana de Diagnóstico y Evaluación Psicológica - AIDEP (Ibero-American Association for Diagnosis and Psychological Assessment) will enable her to provide the links between ITC and

AIDEP. Hopefully, psychologists from these countries will be more involved in ITC events and publications in the future. A summary of the testing movement in these countries will feature in Testing International to provide an overview of their important work in this area.

In conclusion, Dr. Wechsler's work in Brazil as well as to other Ibero-American countries indicates the importance professional associations have on the scientific development of each nation. The International Testing Commission can play a highly significant role in this movement by providing the context and the means to enhance the quality of psychological assessment services and instrument in developing countries. The opportunities for discussion and exchanging experiences through publications, conferences and consultations are crucial to the ITC's work with these nations.

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### **Psychological Testing & Assessment in Brazil: Advances in Research and Federal Regulations**

**Ricardo Primi & Carlos H. S. Nunes  
Brazil**

Brazil has a long history on psychological assessment, which is mixed up with the history of Psychology itself. Psychological assessment was an important part of the beginning of Psychology in Brazil. A long period with little development occurred in the 60's and 80's, due to a negative attitude from psychologists towards quantitative methods. In the 90's this scenario started to change. We have been witnessing a great advance of psychology in general and psychological assessment in particular. Two facts are worth noting:

The first relates to the organization of scientific publications in online open access databases. In 1998, the IndexPsi (<http://www.bvs-psi.org.br/php/index.php>) an on-line free abstract database, covering the Brazilian psychological literature available in scientific journals, from 1980 to present started. IndexPsi has more than 22.000 records. In 2005, the PePSIC (<http://pepsic.bvsalud.org/scielo.php>), a free on-line database of full-text articles from Brazilian psychological journals started, it has 82 titles.

The second relates to the creation of the System for the Evaluation of Psychological Tests (SATEPSI, <http://www2.pol.org.br/satepsi/sistema/admin.cfm>) by the Federal Council of Psychologists (CFP). Considering the strong societal demands involving psychological assessment, one of the measures of CFP was to implement a system focused on assessing the technical properties of psychological tests and regulate its use. This system started in 2001, bringing a major change for Psy-

chologists professional practice, in that it was required that tests must meet minimal requirements to be approved for professional use.

The minimal criterion implements international standards are based on APA AERA & NCME (1999) and Prieto, G. & Muñoz, J. (2000). In summary this involves:

- (a) presentation of the theoretical foundation and key concepts, in enough detail to provide adequate understanding of the construct operationalized by the test; if it is based in recent scientific literature and if supports the different contexts and purposes that the test may be used.
- (b) presentation of empirical evidence of validity and reliability, based on studies with Brazilian samples conducted over at least the past 20 years.
- (c) presentation of a system for the correction and interpretation of tests scores and norms, as appropriate, based on Brazilian studies conducted at least over the last 15 years.
- (e) presentation of the procedures for application and correction.
- (d) compilation of technical manual containing information on scientific-technical aspects, practical information explaining the application, scoring and interpretation and the reference of scientific literature related to the test.

Researchers, authors and experts in psychological testing and psychometrics assist the operation of this system. There is a central Counseling Committee on Psychological Assessment composed of seven psychologists, appointed for three years and two appointed as member of the board of directors of the CFP. In addition, there are a group of 45 psychologists who volunteer their expertise in the review process.

There are now two reports (in Portuguese) of this system available on-line:

[http://www2.pol.org.br/satepsi/CD\\_testes/paginternal\\_relatorio02.htm](http://www2.pol.org.br/satepsi/CD_testes/paginternal_relatorio02.htm)

[http://www.pol.org.br/pol/export/sites/default/pol/publicacoes/publicacoesDocumentos/avaliacao\\_psicologica\\_web\\_30-08-10.pdf](http://www.pol.org.br/pol/export/sites/default/pol/publicacoes/publicacoesDocumentos/avaliacao_psicologica_web_30-08-10.pdf)

In summary, during this period due to the general advancement of Psychology and also due to the SATEPSI implementation there has been a significant advance in research on psychological testing and measurement. This growth is noted in the quantity of publications in IndexPsi. There was a relatively constant average of 32 publications per year between 1985-1993; from 1994 onwards there has been a steady increase, with an average 95 publications per year in the last five years. In the last decade the scientific publication on tests, as-

essment and measurement has almost tripled when compared to the eighties.

In 2004, the SATPSI database had 106 tests evaluated, with 51 (48.1%) considered unfavorable for professional use. In 2010, there are 214 tests, 77 considered unfavorable (35.9%), 114 approved (53.2%) and 23 under review (10.7%). In a period of five years the number of tests has nearly doubled. It is important to note that feedback is provided to authors whose tests are not approved. Therefore SATEPSI has provoked a series of indirect effects in the area, such as increased investment in instrument development, increase in the quality of technical manuals, education in psychometrics and an improved, more respected image of psychology among consumers of psychological assessment.

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#### LATEST ISSUE

##### **International Journal of Testing, Volume 10, Issue 4, 2010**

The Dutch Review Process for Evaluating the Quality of Psychological Tests: History, Procedure, and Results

*Arne Evers, Klaas Sijtsma, Wouter Lucassen, and Rob R. Meijer*

Using the Attribute Hierarchy Method to Make Diagnostic Inferences about Examinees' Knowledge and Skills in Mathematics: An Operational Implementation of Cognitive Diagnostic Assessment

*Mark J. Gierl, Cecilia Alves, and Renate Taylor Majeau*

Do Examinees Have Similar Test-Taking Effort? A High-Stakes Question for Low-Stakes Testing

*Carol L. Barry, S. Jeanne Horst, Sara J. Finney, Allison R. Brown and Jason P. Kopp*

Children's Perception of Interparental Conflict Scale (CPIC): Factor Structure and Invariance Across Adolescents and Emerging Adults

*Octavio Moura, Rute Andrade dos Santos, Magda Rocha and Paula Mena Matos*

## Psychological tests and assessment In Portugal

Leandro Almeida & Amanda Franco  
University of Minho, Portugal

It was only in 1975 that Psychology courses commenced in the Public Portuguese Universities. The Psychologists' Association, which maintains jurisdiction over the training and professional practice of psychologists, has only been in existence for two years in Portugal. In turn, some less favorable reactions to psychological tests amongst psychologists (especially experienced by those teaching in universities), have not made development in this area easy.

The curriculum for Psychology and post-graduate degrees comprise instruction in psychological assessment; there is also a doctoral program in psychological assessment taught at the University of Coimbra. The focus of many post-graduate masters and doctorates is on the development and validation of psychological tests for the Portuguese population. Several tests, especially in the intelligence field, were fully developed in Portugal, making it possible to meet the specific socio-cultural needs of the country. The same has occurred in relation to some questionnaires in the field of personality (i.e. depression, anxiety or self-concept) and in the field of academic learning (i.e. study methods, learning approaches or self-efficacy). Currently in Portugal there are fully validated versions of some international tests (WPPSIr; WISC-III; WAIS-III; Raven's Matrices; NEO-PIr; etc.), but some important ones are lacking. Portuguese psychologists have psychological tests for children and adolescence, these are the richer areas of psychological development, upon which the practice of psychology is most centered. In respect to job and personnel selection, one of the areas traditionally associated with psychological assessment, it seems that companies rely on their own psychological tests and assessment methods.

Given that psychological assessment cannot be confined to administration of tests, we can also pinpoint a serious flaw in this area in Portugal: few studies have been conducted to assess the functioning of psychological testing in specific groups of people. In a country with such a strong cultural diversity, which includes in more recent years migration from Africa, South America, Eastern Europe and Asia, it is important to study how the psychological tests in use, function with these communities. Moreover, in the case of need of psychological assessment to support school decisions, for instance, it is relevant to know how such tests can assess groups not fully studied or adequately represented in normalization samples (gypsy group, handicapped, gifted, etc.). This lack of studies is

also noted when wanting to use the available psychological tests in more recent specific contexts of the psychologists' activity, such as the justice system. For example, how can they use the personality assessment questionnaires to evaluate the degree of maturity inherent in the exercise of parenting by an adult? Through a survey of Portuguese psychologists, the lack of updating of the tests, cultural equivalence when imported from other settings and the few validation studies with specific subgroups, were the most frequently reported problems regarding assessment techniques (Almeida, Simões, Diniz, Pais, & Guisande, 2006).

As cultural changes are occurring, psychologists question the slow progress regarding testing methods. The classic tests are the most applied ones, and psychologists wonder about the ecological validity of the psychological assessment instruments available (Almeida, Simões, Machado, & Gonçalves, 2008). Due to this, some psychologists prefer to use interviews and analysis of conduct and production to assure superior validity or practical usefulness of data.

In association with Brazil and Spain (University of Minho and University of Coimbra), an international congress '*Psychological Assessment: Forms and Contexts*' is held, alternating between Brazil, Portugal and Spain (the XIV edition will occur at the University of Lisbon, 25<sup>th</sup>-27<sup>th</sup> July, 2011). The congress is an opportunity to exchange research in the psychological assessment area and discuss the needs, contexts and worth of psychological evaluation. The congress, promotes interaction between researchers, University faculty and psychologists in practice. The organizers (University of Minho and University of Coimbra) also produce '*Psychological Evaluation: Tests validated for the Portuguese population*'; this now has five edited volumes. The publication includes detailed descriptions of the theoretical foundations and psychometric characteristics of fully validated tests for the Portuguese population, each volume updates national research on a specific psychological test.

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## **Test Movement In Ibero-Latin American Countries**

**Solange Muglia Wechsler (Brazil)**

**Maria Pérez Solis (Spain)**

**Conceição Ferreira & Isabel Magno (Portugal)**

**Norma Contini (Argentina)**

**Sheila Bluemn (Peru)**

**Eleonora Vivas & Chilina León de Viloria (Venezuela)**

Different trends can be noted when evaluating test movement in Ibero-Latin American countries. While some nations still face barriers related to the use of instruments of inadequate scientific quality to their populations, others are presenting a considerable progress in this area. In order to exemplify this issue, comments from representative scholars from Iberian countries (Spain and Portugal) and four South America countries (Argentina, Peru, Venezuela, Brasil) are presented.

Psychological assessment in Spain has a long tradition, favoring the use of tests constructed or adapted to the population. A considerable availability of psychological instruments can be located for commercial use among Spanish's main test publishers. New tests are being researched and will be published soon. Moreover, training in psychological tests has been more valued in the European community, as more than 88% of the universities have allocated 6 credits hours to undergraduate psychological programs (European Credit Transfer System-ECT), while 6% require 9 ECT and the remaining institutions agree upon 4% ECT. At the graduate level, psychological assessment requires around 6-12 ECT, thus indicating that this area is perceived as having critical value for psychologists' work in different contexts.

The quality of tests in Portugal has considerably increased in the last decade, due to the investment in research on test construction and validation. More than 80 studies were located in scientific publications related to this theme. Studies were conducted in different settings, such as clinics, schools and organizations. However, although the amount of studies conducted in the country, few of these instruments resulted in availability for commercial use. A search among Portuguese's test catalogues that could be acquired by psychologists, indicated only 2-9% of the tests were constructed for the country. Little or absent information in tests manuals do not allow to conclude if adaptation and norms were conducted for these tests. Therefore, converting results derived from research into practice is still a challenge to be overcome in Portugal.

In Argentina, there has been a clear preference for projective techniques since psychologists started to work in psychological assessment in this country. This is probably due to the predominance of psychoanalytic training throughout all universities

in the country, during the last decades. For instance, Rorschach ink block technique is widely used, whereas there is a great criticism toward objective tests, or psychometry. Nevertheless, a tendency for accepting objectively scored tests for clinical as well as cross-cultural research is occurring. A leader in this movement was Dr. Martina Casullo, who founded the *Asociación de Diagnóstico y Evaluación Psicológica* –AIDEP (Iberian Latin American Association for Psychological Assessment). Her work had impact on this area, as she requested research dealing with the quality of psychological tests in Argentina. Graduate psychology programs now are including more diversity in their curricula in order to shift the paradigm of psychological tests in the country.

In Peru, a significant difference is found among clinical, psycho-educational, and work psychologists in relation to the use of psychological tests. Clinical psychologists, mainly trained under psychodynamic foundations, are somehow resistant to use personality scales, but tend to use projective testing. Psycho-educational testing uses a variety of tests, not always standardized with norms for the Peruvian population. In personnel selection, tests are used as part of the recruitment process, mainly in printed version, rather than in electronic format. Standardization is still a problem in a country such as Peru, characterized by its ethno-linguistic and cultural diversity, where training is also heterogeneous, mainly depending on the quality of formation provided by the professional training center. In this sense, different organizations that monitor tertiary education in Peru, together with the School of Psychologists of Peru, are particularly interested in developing advocacy towards the need of international accreditation for all the training in Psychology programs in Peru.

In Venezuela, psychological assessment can be undertaken by those psychologists who have completed 5 years of undergraduate Psychology training, as it occurs in the majority of South American countries. The great challenge is the use of different types of standardized psychological instruments, as most of them were not adapted or normed to their population. To overcome this difficulty, Venezuelan psychologists try to complement the psychological assessment process with other procedures such as interviews, observations, drawings, check lists, national or even international scales. The use of scales is now spread in the country, mostly due to graduate or undergraduate course requirements or for consultation purposes. The absence of legislation for better quality psychological instruments as well as the poor investment in research is a difficulty for Venezuelan psychologists. The need for instruments that better reflect the sociocultural diversity of the country is perceived as a great need.

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2010 ARTS: ITC's Important Involvement Tom Oakland

Advanced Research Training Seminars (ARTS) are provided prior to the biennial International Congress of Psychology to promote psychology in emerging countries. The ITC and IAAP's Division of Division of Psychological Assessment and Evaluation presented a three-day seminar on test development and adaptation prior to the 2010 ICP in Melbourne. Tom Oakland, IAAP's representative to the ARTS committee, helped organize this seminar, one of three.

This seminar was designed to assist mid-career professionals interested to engage in test development and/or adaptation. Tom reviewed basic features of tests (e.g., standardization, reliability, and validity in light of classical test theory) together with standards and guidelines for test development and use, including ethics. Barbara Byrne then discussed advanced statistical methods, including a review of the use of confirmatory factor analysis to examine a test's factor structure, items, and constructs. Methods to test for group equivalence were featured, and structural equation modeling was introduced. Dragos Iliescu and Ronald Hambleton discussed methods to adapt tests. The ITC's test adaptation guidelines were featured. Dragos provided practical advice based on his experiences developing and adapting tests in Romania. Barbara, Dragos, and Ron are to be commended for their important contributions. Participants highly valued their work.

The participants expressed a desire to be supervised in their first applied effort to construct/adapt a test in their respective cultures. They noted a lack of valid psychological measures in their countries. Dragos has assumed leadership for supervising this follow-up project that includes nine of the original 15 ARTS participants, all from different countries. They are engaged collaboratively in a cross-cultural study in which they will work together on the same instrument, tracing together the same route, from translation, piloting, data collection, norming, through validation and other studies. A measure of personality, HEXACO, was selected for this work. HEXACO, a cross-cultural-friendly measure, has not been adapted in any of the target countries. Its standard domains and brevity are ideal features for this project. The test is being translated in all target countries following approval from the authors. Dragos' work allows participants to receive desired post-ARTS guidance as they apply knowledge gained from the seminar. This work helps create a new and high standard for forthcoming ARTS. Dragos is to be commended for this leadership. Other ITC members are encouraged to suggest topics for the 2012 ARTS to be held prior to the 2012 ICP in Cape Town, SA.

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### **Assisting Our Ibero-Latin American Colleagues**

The ITC would like to assist scholars by reviewing manuscripts prior to their submission to the International Journal of Testing. Reviewing would consist of providing advice to authors on style, content, methodology, and other critical publication features. If you can assist, please email Carlos Nunes [carloshnunes@mac.com](mailto:carloshnunes@mac.com), the President of the Brazilian Association of Psychological Assessment, or Solange Wechsler [wechsler@lexxa.com.br](mailto:wechsler@lexxa.com.br).

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Testing International Now Recruiting Country/ Region Specific Sub-Editors

The role involves soliciting country/regional articles for TI and writing brief news articles on testing issues or updates. If interested contact the Editor, Jan Bogg (jbogg@liverpool.ac.uk) outlining your interest.

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### **Got a Testing Question?**

Send your question to the TI Editor, Jan Bogg ([jbogg@liverpool.ac.uk](mailto:jbogg@liverpool.ac.uk)). Put TI FAQ as the message header. Your question will be forwarded to an expert and may feature in a future issue of TI.

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Test-Taker's Guide to Technology-Based Testing Available to Download

The guide is for people about to take a test on a computer, over the Internet or by some other means of modern technology. Go to the ITC website to obtain a copy of the Guidelines www.intestcom.org

CONFERENCES

XIIth European Congress of Psychology
July 4-8, 2011, Istanbul, Turkey
<http://www.ecp2011.org>

30th International Congress of Psychology
22-27 July 2012, Cape Town South Africa
www.icp2012.com

International Test Commission Conferences
2012 , 8th ITC Conference
July 3-5, (July 2 Workshops)
Amsterdam, The Netherlands,
Modern Advances in Assessment: Testing and
Digital Technology, Policies, and Guidelines
www.itc2012ams.com

2014 9th ITC Conference, San Sebastian, Spain,
July, 2014, Miramon Palace
Co-ordinator Paula Elosua paula.elosua@ehu.es

**Report on the 7th ITC Conference, July 2010,
Hong Kong
Fanny M. Cheung**

The 7th ITC Conference in Hong Kong was successfully concluded in Hong Kong. We had a record attendance of 430 participants from all continents of the world. This is the first time that the ITC Conference was held in Asia. We had a large representation of speakers and participants from Asia including China, Hong Kong, Indonesia, Japan, Malaysia, Philippines, Singapore, Taiwan, Thailand, and Vietnam. Seven ITC invited young scholars coming from China, Croatia, Latvia, Philippines, and Zambia, presented posters at the conference.

The program consisted of two state-of-the-art addresses, five keynote addresses, eleven invited symposia, two diamond sponsor sessions and five special sessions. I invite you to view the abstract and/or powerpoint slides of these presentations on the conference website: <http://www.itc2010hk.com/programmes2.php>. In addition, there were 27 symposia, 108 individual oral papers and 135 posters presented at the conference. There were fruitful and productive exchanges not only on theoretical and methodological issues of testing and assessment, but also practical issues about test costs, standards of assessment services, testing guidelines, and journal publications. The full program is available from the conference website: <http://www.itc2010hk.com/print/itc%20programme%20book%20-final%202.pdf>

The conference opened in the brand new teaching block in the Chinese University of Hong Kong, with welcome speeches from the Acting Secretary for Education of the Hong Kong SAR Government, Mr. Kenneth Chan, and the President of the Chinese University, Prof. Joseph Sung. The opening ceremony culminated in a lively lion dance.



Apart from the serious discussions, participants enjoyed a bit of fun, Chinese food and culture at the conference banquet.



The feedback we received from our post-conference survey was very encouraging. Most of the participants felt that the conference met or exceeded their expectations, and plan to attend the next ITC Conference. I take this opportunity to thank all our sponsors, members of the organizing committee and the scientific committee as well as the volunteers and conference participants for contributing to the success of the conference. We hope to see you at the 8th ITC Conference in Amsterdam, The Netherlands.

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Wishing all readers



**Peace, Health and Happiness in 2011
Thank you for all your support, articles and
news throughout the year.**

**Good Wishes
*Jan***

Jan Bogg
Testing International Editor