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PRESIDENTS LETTER

Dear ITC members and friends,

The last ITC annual Board meeting was in Istanbul in July – wonderfully hosted at the office of the Turkish Psychological Association. Board members include John Hattie (President), Fanny Cheung (President elect), Dave Bartram (Secretary), Barbara Byrne (Treasurer), Jan Bogg (TI editor), Rob Meijer (IJT co-editor), Steve Sireci (IJT co-editor), Tom Oakland (IAAP liaison), Merry Bullock (IUPsyS liaison), elected members: Aletta Odendaal, Dragos Iliescu, Fred Leong, Kurt Geisinger; co-opted members - Ron Hambleton, David Foster, Solange Wechsler, and Conference Organiser observers: Marise Born, Paula Elosua. We truly have an international flavour with each (inhabited) continent represented, gender balance (10/8), experience (much to newer), and expertise across many domains of Testing. The Board is now organised via 6 Committees, each chaired by a Board member and including non-Board ITC members:

Publications, Communications & Marketing - Chair Fred Leong

Membership, Involvement & Marketing – Chair Dave Foster

Conferences Chair Fanny Cheung

Research & Guidelines – Chair Dragos Iliescu.

Policies – Chair Tom Oakland

Outreach (Full & Affiliate) – Chair Ron Hambleton

If you have an interest in contributing to any of these Committees please email jhattie@unimelb.edu.au

Some of the other initiatives of the Board include:

ISO Standards Projects—Procedures and Methods to Assess People in Work and Organizational Settings (in development) – ITC members have been making major contributions to these standards.

Criteria for Lifetime membership of ITC for those having made major contributions to ITC – first announcements at the Amsterdam conference.

Development of an International Handbook of Testing and Assessment

Consideration of odd-numbered year *regional conferences or workshops*

Guidelines in process (Testing in non-native languages; Guidelines on test security)

Guidelines recently released (Guidelines on Quality control in scoring, test analysis and reporting of test scores; Test Adaptation Guidelines, Second Edition; The Test Takers Guide to Technology-Based Testing).

A full report is available, and will be elaborated at the AGM during the Amsterdam conference.

John

John Hattie

ITC President, 2010-2012

Articles

Launch of the European test user qualification model in the UK

Dave Bartram and Pat Lindley

UK

On 5th September, the British Psychological Society will launch a major revision of its test user qualification system and the first test user qualifications to have been accredited as meeting a European Standard. As the convener of the EFPA (the European Federation of Psychologists' Associations) Standing Committee on Tests and Testing, the first author has been leading these developments together with colleagues on the Committee and various international working groups since 2003. The standards define what people need to know and do, what skills are required and what understanding is required for safe and competent use of tests in a variety of practice settings or contexts (e.g. personnel selection; assessment of special educational needs in children; mental health assessments; guidance for career development; etc). The standards define both the inputs (knowledge requirements, skills training) and outputs (competencies as performance requirements).

Because testing is such a broad and diverse topic, it is very important for standards to make clear the limits of the qualifications that they define. Any qualifications based on these standards need to reflect the realities of practice in the field. The initial development focused on test use in occupational or work settings. We worked closely with EAWOP on these standards. More recent work has expanded the coverage to include assessment in health, education and forensic settings.

The basis chosen for the Standards was the International Test Commission's (ITC) International Guidelines on Test Use (ITC, 2001). These have become widely accepted as defining best practice in test use, and have been adopted by a number of psychological associations and translated into many different languages. While these provide a good structure for standards, the ITC Guidelines are not sufficiently specific to provide the basis for qualifications. Consequently, they were modified and expanded into a more detailed format.

Valuable input was also provided by the content developed in the UK for its Level A/B test user qualification system. The standards defining these qualifications had been under revision and this revision was aligned with the EFPA work so that the final UK standard's content in 2005 corresponded to the emerging EFPA standard. Major inputs to both the UK developments and the EFPA work were provided from members of the UK's Committee on Test Standard. The second author steered the project to fruition in the UK during her term as Chair of the CTS

while also leading the UK application for European Accreditation on the EFPA Test User Accreditation Committee.

Format of the EFPA Standards

The ITC Guidelines were re-cast by EFPA into three Units, each containing a number of specific Standards of Competence:

Unit 1	Take responsibility for ethical test use
Standard: 1.1	Act in a professional and ethical manner
Standard: 1.2	Ensure you have the competence to use tests
Standard: 1.3	Take responsibility for your use of tests
Standard: 1.4	Ensure that test materials are kept securely
Standard: 1.5	Ensure that test results are treated confidentially
Unit 2	Follow good practice in the use of tests
Standard: 2.1	Evaluate the potential utility of testing in an assessment situation
Standard: 2.2	Choose tests appropriate for the situation
Standard: 2.3	Give due consideration to issues of fairness in testing
Standard: 2.4	Analyse and interpret results appropriately
Standard: 2.5	Communicate the results clearly and accurately to relevant others
Standard: 2.6	Review the appropriateness of the test and its use
Unit 3	Follow good practice in the administration of tests
Standard: 3.1	Make necessary preparations for the testing session
Standard: 3.2	Administer the tests properly
Standard: 3.3	Score the test results accurately

For each Unit, relevant aspects of the occupational context (e.g. types of tests used, purposes for which testing is carried out, demographics of test taker populations, modes of administration etc.) are defined and the knowledge and skills required are outlined. Within each Unit, each standard is defined in terms of what *performance* is required of the com-

petent test user and the more specific *contexts* to which the competence relates. In addition there is a specification of the *knowledge and skills* that underpin competence in relation to the Standard. The EFPA Qualification scheme was developed in 2005-2007 and recognises three different levels of competence in tests use:

- Assistant Test User
- Test User
- Specialist in Tests and Testing

EFPA has defined requirements for each of these levels than can be used to form qualifications. These can be awarded, where someone can demonstrate that they are:

- Competent to practice in a limited range of conditions, but only under supervision of the Level 2 or Level 3 qualified user (Assistant Test User: EFPA Level 1)
- Competent to practice independently within a limited range of conditions and competent to practice outside that range under the supervision of a Level 3 user (Test User: EFPA Level 2)
- Competent to practice independently across a wide range of conditions within the relevant context (i.e. work and organizational assessment settings). While not all Level 3 users may be competent to design and develop tests, some may go on to develop expertise in these more advanced technical areas (Specialist in Tests and Testing: EFPA Level 3)

The following outlines are intended to be illustrative of the sort of roles covered by each level. These are not intended to cover all possibilities.

Assistant Test User - Test administrator (EFPA Level 1)

An individual who uses specific tests in well-defined and constrained contexts, under the supervision of a more experienced test user. One who operates within organizational policies and directives on testing and test use. Choice of tests and details of how they are to be used and applied is outside the person's competence.

Able to administer and use specific tests under the supervision of a person qualified at a higher Level in clearly constrained settings.

Not able to make choices about which tests should be used or provide interpretations of test scores beyond those provided in standard reports.

Have awareness of broader issues related to testing and test use, of limitations and value of using tests, and know when to seek more expert help.

Test user (EFPA Level 2)

For qualifications in the work area, this would typically be someone working in an HR department, employment agency or within a consultancy offering testing services. They may be involved in testing for personnel selection, development or career guidance and advice. For the educational area, this

might be a teacher with responsibility for special educational needs assessment. In health-related (such as Clinical or Health Psychology) areas this could cover a wide range of roles where testing forms a limited but important part of that role (e.g. routine assessment carried out by psychiatric nurses, tests used by speech therapists etc).

Has an understanding of the technical psychometric qualities of tests sufficient for their use but not for test construction.

Can work independently as a test user in a specified and limited range of settings.

Has the necessary knowledge and skills to interpret a limited range of specific tests.

Is not able to make choices about which tests should be used (beyond choices between those tests on which they are qualified) nor able to provide interpretations of test scores beyond those based on the documentation provided for test users or provided in standard reports.

Specialist in Tests and Testing (EFPA Level 3)

This person will typically be an experienced psychologist who has, within their main area of practice, specialised in testing and test use and who uses tests as a core part of their practice. They may have specialised in relatively specific areas of testing but will be expected to have built this on a broad base of knowledge and skills. Specialists in testing, as the term implies, may be particularly qualified to offer one or more of the following services:

- The provision of advice and consultancy on testing.
- Training others in test use.
- Test construction.
- The provision of expert evidence relating to test use in court cases.

Guiding principles

Many of the standards are likely to be applicable in assessment situations and for purposes more general than those concerned primarily with psychological testing (for example, the use of assessment centres for employment placement or selection, semi-structured and structured interviews, or assessment for selection, career guidance and counselling). Two guiding principles underlie the qualification scheme. These principles aim:

- To ensure that qualifications are awarded on the basis of: (a) demonstrated competence in the performance of the professional roles associated with test use during supervised practice; (b) endorsement of relevant national Member Association and EFPA ethical standards for test users.
- To endorse a commitment to the active maintenance of competence. For this reason

qualifications are awarded for a limited time period, and shall be renewed, again for a limited period of time, on the basis of evidence of continuing professional practice and competence.

The three levels are progressive. The person who seeks a Level 3 qualification will have to be able to demonstrate or have demonstrated that they also meet the requirements for Levels 1 and 2.

Development so far

EFPA now has in place a Test User Accreditation Committee, which has developed the procedures for accrediting national qualifications in occupational test use that meet the Level 2 standards. Outline specifications have also been produced for Level 3 qualifications in the areas of work, education and health. In the UK, in addition to the current Level 1, 2 and 3 qualifications in occupational testing and Level 1 and 2 qualifications in educational testing, Level 1, 2 and 3 specifications have now been developed for test use in forensic settings.

Changes in the BPS qualifications

From September 5th, the old 'Level A' and Level B' BPS qualifications will be replaced by qualification based on the EFPA model: Level 2 for old Level A and Intermediate Level B; and Level 3 for Full Level B. The 'Euro-Test' Certificate will recognise a level of competence corresponding to Level 2 within the EFPA Test User Standards Framework: People with the combination of Level 2 qualifications in ability and personality testing will be eligible for the Euro-Test Certificate.

When the new qualifications come into being, all those on the current Register of Competence in Testing will be transferred into the new Register of Qualifications in Test Use. Their qualifications will be changed to reflect the modular structure of the new framework. All future qualifications will be in new modular EFPA structure.

An important shift of emphasis in the new system is that the qualification people obtain will now make them eligible for entry on the Register. In the past the qualification was a qualification for life and there was not requirement to be on the Register. Together with this change is a new requirement for people to engage in activities to maintain their competence while ever they are on the Register.

There are currently over 9,000 people on the register and we expect these numbers to increase as the new system takes over. We also look forward to people seeking the European accredited award as proof that their qualification meets a standard recognised not just in the UK but across Europe.

Further information

Bartram, D. (2011). European Psychologist This paper describes the work of the Standing Com-

mittee on Tests and Testing. For further information on the EFPA Committee's work, go to:

<http://www.efpa.eu/professional-development/tests-and-testing>

Bartram, D. (2010). Forthcoming changes to the British Psychological Society's Test User Qualifications and an introduction to the Register of Qualifications in Test Use. Leicester: BPS, 18pp.

This is a collection of four short articles that appeared through 2009 and 2010 in Assessment and Development Matters relating to the changes being planned within the UK. It can be downloaded from: [http://www.psychtesting.org.uk/blog\\$.cfm/2009/12/21/Keeping-you-informed-of-proposed-changes-to-test-standards](http://www.psychtesting.org.uk/blog$.cfm/2009/12/21/Keeping-you-informed-of-proposed-changes-to-test-standards)

For further details of the BPS test user qualification system go to: http://www.psychtesting.org.uk/apply-packs/apply-packs_home.cfm

The Authors

Dave Bartram, Convener of the EFPA SCTT and Chair of the EFPA Test User Accreditation Committee. BPS CTS member with special responsibility for the development of the new Test User Qualification system (until July 2011).

Pat Lindley, BPS CTS Chair (until July 2011). UK member of the EFPA Test User Accreditation Committee.

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### **The Development of Psychological Assessment in Argentina: Past, Present and Future**

**María Elena Brenlla  
Argentina**

The development of psychological assessment methods in Argentina should be viewed within the context of the country's social and political history. During the early 20th Century, many Italians, Spanish, and other Europeans came to Argentina, locating largely in urban areas. These newcomers sought a lifestyle characterized by economic prosperity and safety, away from wars and military raids that assaulted Europe during that period. This wave of immigration resulted in various changes in the country's social order, especially in the cities, warranting the need for industrial and political changes (Rossi, 2009).

The work of scholars addressed issues important to these changes and thus influenced new state policies. For example, definitions of sanity and insanity became a topic of interest that triggered the development of clinical diagnosis and criminology. Relevant examples of the work done in these areas are Horacio Piñero's articulation of Wundt's sensorial measures with Ribot's pathological method (Piñero, 1916).

Historical landmarks such as the implementation of a free, secret, and universal vote together with university reform that took place in 1918 led to a more democratic system. This new background effected the pursuit of knowledge and the purposes given to it. For example, research by José In-

genieros on fatigue and tiredness informed new labor laws and regulations such as an eight-hour working day (Palacios, 1923). In 1946 Bela Szekely wrote *Los Tests* (The Tests) the first book on psychometrics and projective tests in Spanish.

Test use displayed a growth spurt during the 1940s. Some examples follow. Horacio Rimoldi began his graduate work at Oxford University under Professor Stephenson, a Spearman disciple and returned to the Argentinean province of Mendoza to establish an experimental psychology laboratory that focused on individual differences. In 1943, he adapted the Raven's Progressive Matrices (Oiberman, 2002). The availability of the Ravens allowed psychologists to examine cognitive abilities and not maintain their focus only on psychophysics measures. In 1946 Rimoldi studied with L.L. Thurnstone in USA and in 1949 obtained his PhD from the University of Chicago. His greatest contribution was the introduction of psychometrics in Argentina.

The formation of Paidos, a publishing firm, in 1945 signaled another landmark in the history of test development in Argentina. Its founders, Jaime Bernstein and Enrique Buttelman, were academics, who created the company due to the lack opportunity to published psychology materials in Spanish. The company soon began publishing tests, including projective instruments. For example, in 1950, Murray's Thematic Apperception Test was published followed by the Bender Visual Motor Gestalt Test in 1955.

During this period the University of Buenos Aires's Vocational Counseling Department was founded by Nuria Cortada de Kohan, Nicolás Tavella and Jaime Bernstein. Thurnstone's Primary Mental Abilities Test and the Kuder General Interest Survey were adapted between 1945 and 1970 (Tavella & Cortada, 1960). During the 1970s and the 1980s psychoanalysis was the dominant theory in Argentina and led to the study of projective tests such as Rorschach Test, Object Relations Technique and Graphic Tests among others.

### **Current Status of Test Development and Use in Argentina**

Argentinean psychologists use various psychological tests, including adapted versions of the Wechsler Preschool and Primary Scale of Intelligence (Wechsler, 1983), Wechsler Adult Intelligence Scale III (Wechsler, 2002), Wechsler Intelligence Scale for Children IV (Wechsler, 2011), Bender Visual Motor Gestalt Test (Bender, 1987), Raven's Progressive Matrices Test (Raven, 1992), Kuder General Interest Survey (Kuder, 1983), Seashore and Bennet's Differential Aptitudes Test (Bennet, Seashore & Wesman, 1992), Millon's Inventory on Personality Styles (Millon, 1997), Beck's Depression Inventory II (Beck, 2006) and Minnesota Multiphasic Personality Inventory-2 (Hathaway & Mckinley, 2000). These tests originally were in

English. Thus, their adaptations and standardizations have become very important for an Spanish speaking country such as Argentina. The work of the Argentinean Professional Associations, one dedicated to psychological assessment, and the International Test Commission Guidelines on test adaptation, figured importantly in this effort (ADEIP, 2000).

Furthermore, psychologists must understand the need to use adapted tests properly, including the following three considerations (Marín, 1986): distinguish etic and emic constructs, consider cultural variables that could effect test performance, and establish conceptual, linguistic, and metric equivalencies between the source and adapted tests.

Methods that lead to a suitable linguistic adaptation become crucial to the test adaptation process. For example, the back translation method, although somewhat widely used, has limitations (Gregoire, 2010). An item from the verbal subtest of the Wechsler Adult Intelligence Scale-III (2002), *audacious*, demonstrates this limitation. This term first was back translated to Spanish as *audaz*. Although this word has the same meaning as *audacious* in English, the term in Spanish is used more frequently and thus is less difficult. As a result, the adaptation used the word *intrépido* instead as it is less frequently used in Spanish and has the same meaning and frequency as the English *audacious*.

The adaptation of a Spanish language test originally developed in Spain, another Spanish speaking country, may encounter similar issues. A test's language should reflect the word's use in the target country. A test suitable for use in Spain may be inappropriate for use in Argentina due to cultural differences that transcend language.

Test adaptation also should consider the cultural accuracy of the visual and graphic items. For example, the original version of one Wechsler Intelligence Scale for Children IV item from the Arithmetic subtest used a drawing of squirrels and acorns. A pilot study of the Argentinean adaptation (Taborda, Brenlla, & Barbenza, 2011) found that children were not familiar with this figure. Similarly, children were not familiar with the image of a sleight on the Wechsler Intelligence Scale for Children IV Concept subtest. Both examples demonstrate climate characteristics that differ in the southern and northern hemispheres. Test items originally developed for use in the northern hemisphere may need to be changed when used in the southern hemisphere. Pearson Assessment, the copyright holder of the Wechsler products, authorized the change from a sleigh to a swing and squirrels and acorns to rabbits and carrots--which generally are culturally known by Argentinean children yet do not alter the desired content to be assessed.

One goal of the Argentinean adaptations was to obtain a scale that displayed psychometric

properties similar to the original scale. Thus, in reference to the Wechsler Intelligence Scale for Children IV standardization, the reliability and validity estimates were similar to those of the original test (Taborda, Brenlla, & Barbenza, 2011; Wechsler, 2011). Similar findings also were obtained in the Argentinean adaptation of Millon's Inventory on Personality Styles (Castro Solano, A.; Casullo, M.M. & Pérez, M. 2006).

One should not always expect score profiles to be consistent for a test's various norming subgroups, especially when the subgroups differ by socio-economic status and educational level. For example, data from the adapted Kessler Psychological Distress Scale (Brenlla & Aranguren, 2010) showed persons from lower socioeconomic levels had higher expressions of distress compared to those from higher socioeconomic levels.

During the last 20 years Argentinean psychologists have developed their own scales—not merely adapted them. Locally developed tests are especially important when assessing cultural factors, such as reading and writing achievement and other variables related to psychological aspects that are particularly characteristic of Argentina. Examples include the following tests: *Cuestionario de Intereses Profesionales* [Questionnaire use in Vocational Counseling] (Fogliato, 1991), *Escalas de Bienestar Psicológico para Adolescentes y Adultos* [Psychological Well-Being Scales for Adolescents and Adults] (Casullo, 2001), *Test de Lectura y Escritura en Español* [Reading and Writing Test] (Defior, Citoler, Fonseca, & Gottheil, 2006), *Test Procalculo* [Number Processing Test] (Feld, Tausik, & Azzareto, 2006), and *Cuestionarios de Liderazgo* [Leadership Questionnaires] (Castro & Solano, 2007).

### Future Efforts

Test development and use have shown considerable improvements during the last 50 years. Argentina can build on the following strengths. a tradition of research, adaptation and administration of tests in Spanish; offering graduate courses on psychometrics and psychological assessment; the development of Argentinean tests; adoption of ITC test adaptation guidelines; and a mental health law that awards psychodiagnoses as an activity exclusive for psychologists.

Test development and use in Argentina also have some limitations. For example, many current tests need either to be developed or updated. While there are many psychological tests adapted for research purposes, few have been published. Tests should be classified according to the qualifications needed to administer, score and interpret them. Several tests widely used in other countries need to be adapted for use in Argentina. Professionals not legally authorized to use tests for psychological assessment may do so without being

punished. Some tests that have been adapted in Spain are used without proper adaptation in Argentina

Thus, despite its improvements, considerable work remains to be done on basic issues in order to improve psychological assessment in Argentina. One main task is to inform the psychological community about the importance of properly using psychological tests, including the following three issues. What qualifications are needed to administer and interpret a test? What are the desired characteristics of a psychological test? What ethical issues need to be considered? Successful efforts that address these issues will further strengthen test development and use in Argentina.

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The Adaptation, Reliability, Validity and Standardization of the Wechsler Abbreviated Scale of Intelligence to the Brazilian Reality
Clarissa Marcell Trentini, Denise Balem Yates, and Vanessa Stumpf Heck
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This paper aims to inform the psychological community about the studies of Adaptation, Reliability, Validity and Standardization of the Wechsler Abbreviated Scale of Intelligence (WASI) (the Psychological Corporation, 1999) to the Brazilian reality. The WASI is a psychological instrument developed by the Psychological Corporation, nowadays Pearson, in the United States in 1999 with the purpose of

providing a fast and reliable measure of intelligence. This scale can be applied individually in children with 6 years old to persons with 89 years of age, therefore, it covers a wide age range. It comprises four subtests - Vocabulary, Block Design, Similarities and Matrix Reasoning - which provide an estimate of verbal, nonverbal and general cognitive functioning of individuals, in about 30 minutes, through the Total IQ (FSIQ-4), Verbal IQ (VIQ) and Performance IQ (PIQ) scores. It is also worth mentioning that the composition formed by the subtests Vocabulary and Matrix Reasoning allows to obtain an estimate of general intellectual ability (FSIQ-2) when there is great limitation of time (15 minutes or less).

The Vocabulary subtest of the WASI is a task of 42 items, where items 1-4 require the examinee to name pictures presented one at a time and items 5-42 are words presented orally and visually, which the examinee orally defines. Therefore, the Vocabulary is a good measure of general intelligence and crystallized intelligence, or *g*. It also covers other cognitive abilities such as memory, learning ability and development of concepts and language. The Block Design subtest consists of a set of 13 geometric designs built or printed in two dimensions, which the examinee reproduces in a specific time limit, using cubes of two colors. This subtest assesses skills related to spatial visualization, visual-motor coordination and abstract conceptualization and is a measure of perceptual organization. The Similarities subtest of the WASI includes figure items in the initial level of difficulty in order to enlarge the scale's discrimination. The subtest contains 4 figures (items 1-4) and 22 verbal items. For each verbal item, a pair of words is presented orally, and the examinee has to explain the similarity between two objects or concepts. Similarities is a measure of verbal concept formation, verbal reasoning ability and abstract general intellectual ability. The Matrix Reasoning subtest is a series of 35 incomplete patterns that the examinee completes by pointing or saying the number of the correct answer among five alternatives. Matrix Reasoning is a measure of nonverbal fluid reasoning and general intellectual ability.

In Brazil, the Adaptation, Standardization, Validity and Reliability of the WASI started in 2005 with the acquisition of the instrument's copyright by Casa do Psicólogo Editor and the subsequent translation of the original Manual to Portuguese. The

years 2006 and 2007 were devoted to the adaptation of the scale to the Brazilian reality. In 2008 the reliability and validity studies of the instrument were conducted. The standardization occurred between the years 2009 and 2010. In 2011 the WASI was approved by the Evaluation System of Psychological Tests in Brazil and is now ready to be published.

The adaptation of the instrument followed the International Test Commission Guidelines on Adapting Tests (International Test Commission, 2000) and, therefore, consisted not only of the translation of the original instrument in English for Brazilian Portuguese, as a semantic equivalence of the words was sought and various psychometric procedures of Item Response Theory (IRT) were used. The reliability was evaluated by three methods: inter-rater agreement, internal consistency and test-retest stability. The first was assessed using an intraclass correlation of two evaluators' scores of the adaptation verbal subtests. The second method was verified from a single application of the test, through the split-half coefficient and Cronbach's Alpha or Kuder-Richardson (KR), where applicable. The standard errors of measurement were calculated (for each age range and for adults and children) as well as the confidence intervals for the subtests and IQ scores (by the standard error of estimation and the estimated true score). In the third procedure, the reliability was calculated with the association of results obtained in response to the same instrument at two different moments. All results for the reliability studies were very satisfactory and similar to the original version.

Regarding the assessment of WASI's validity, several studies have been conducted to evaluate convergent, internal structure and clinical validity. In relation to the evidences of convergent validity, correlations were performed with the WASI and other measures that assess intelligence, like the Wechsler Intelligence Scale for Children – third version, the Wechsler Adult Intelligence Scale - third and fourth version, Raven Progressive Matrices and Raven Coloured Matrices. To demonstrate validity evidence related to the internal structure, intercorrelations were performed with WASI's subtests and IQ scales, besides confirmatory factor analysis. Studies of criterion validity were also conducted in a clinical group of mentally handicapped patients with and without Down's syndrome and elderly patients diagnosed with Alzheimer's disease. The objective of these studies was to demonstrate that WASI can

provide a valid estimate of intellectual functioning for individuals in these special groups, which was accomplished.

Concerning the studies of the WASI's standardization, the sample was composed of Brazilian Portuguese speakers aged 6 to 89 years. The standardization sample was stratified by sex and years of study and included 535 children and adults from Rio Grande do Sul state. The participants were divided into 15 age groups, with similar proportions of men and women in each group. In the sample of children, each age group contained a similar number of students from public and private schools. In the sample of adults, each group consisted of similar proportions of participants with four levels of schooling. The inclusion and exclusion criteria of the sample followed the guidelines of the original Manual.

Final Considerations

Among the main advantages of the WASI there are the rapid assessment, around 30 to 45 minutes in a wide age range and the ability to perform the retesting of examinees that have been submitted to other Wechsler scales, thus reducing the practice effect. Once guaranteed the psychometric properties of the WASI in Brazil, this battery shall become an important tool in measuring intelligence and may have a significant contribution in the clinical practice of Brazilian psychologists, as well as in cross-cultural researches.

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#### **Evidence of validity of a new Brazilian test: Oral Language Computer-based Battery**

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Current language researches in Brazil have contributed to a better understanding of the development of language and its teaching-learning proc-

ess (Sasso, 2007). The evaluation of oral language comprehension in children should, specifically, consider three main aspects: the learning process, individual cognitive characteristics and their development stage. One of the instruments developed to assess these features is the Oral Language Computer-based Battery (BILO) (Joly, 2006). It aims to measure the receptive oral language comprehension in students from kindergarten to elementary school.

The BILO is composed of six tests presented as a playful game: morphosyntactic comprehension, logical sequence, verbal-logical organization, interpretation of history, completing sentences and completing stories. The criteria for logical organization of these tests are the omission of a noun phrase (Cloze system) and three multiple-choice questions to be answered, which were presented as simple drawings made only by lines with no details. The average time of application is 30 minutes and the results are calculated either per item, per test or general. The answers of all participants are recorded and saved by the Bilo software. The instructions for each test are presented through audio and displayed on the monitor screen of the computer (Joly, 2006).

The BILO, in its first version, had showed evidence of content validity and construction, measuring the dimensions of oral language such as syntax, morphology, semantics and understanding. The BILO v1 was correlated with the performance on vocabulary (Adams & Joly, 2008), ensuring criterion validity; with attention deficit (Issa, 2008) and indicating divergent validity. For the second version, it was necessary to remove some itens, as well as unify the tests "Complete Section" and "Complete History". The Bilo v2 was correlated with performance on vocabulary and silent reading (Joly, Piovezan, Smith, Miller & Martin, 2009), and was applied in two Brazilian states (São Paulo and Rio Grande do Sul), differing performance between grades as well as gauging the influence of education on performance of oral language comprehension. These results indicate the evidence of criterion validity for BILOv2, regardless of the sample (Joly, Reppold & Dias, 2009).

The current study aims to fulfill the construct validation, precision and convergent validity of the Bilo in its third version. The sample will consist of 324 individuals from four public schools and one private school in Porto Alegre / RS / BR. In order to verify the validity of Bilo v3, the tests that will be used are: *Evaluating of Reading Processes Test* (Cuetos, Rodrigues & Ruano, 2010) which aims to evaluate the reading processes of children in the first fourth-grades; *Test of Reading Competence of Words and Non-words* (Capovilla & Capovilla, 2004), that evaluates the competency of silent reading of words and non-words; *Peabody Picture Vo-*

*cabulary Test*, translated and validated by Capovilla et al (1997), which is computerized and evaluates the receptive lexical development and the ability to understand vocabulary. The participation will be voluntary and all individuals' guardians will need to sign a form of consent. Children will also state their willingness to participate in the research by filling up a form of consent as well. The answers will be interpreted by the same evaluator and The data collected will be analyzed by the SPSS version 16.0. The data concerning the construct validity of the battery will be analyzed by the use of exploratory factor analysis, whereas the precision data will be analyzed by the calculation Cronbach's Alpha and the data referent to convergent validity will be analyzed using Pearson correlation, taking into consideration the results of the battery and other tests applied. It is intended, therefore, to conduct further study on the subject and provide professionals a new test for assessing children's understanding of language. That will allow them to complement the diagnosis, provide early detection of damage and improve the intervention process.

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Word Recognition Test for Children – Brazilian Version (PRP-VB1)

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This work reports the first stage of the adaptation to the Brazilian Portuguese (Pinheiro, Viana & Neves, 2008) of the “Word Recognition Test for Children”, developed in European Portuguese by Viana in 2006. This test was created taking as reference the conception of interactive mental lexicon and the hypothesis of activation of multiple lexical candidates in the process of word recognition (Coltheart, Rastle, Perry, Langdon, & Ziegler, 2001). According to this hypothesis, the recognition of a word consists in distinguishing it from others in the lexicon, particularly those that share with it orthographic or phonological properties – neighbour words (Coltheart, Davelaar, Jonasson & Besner, 1977). The two versions of the test, the original and its Brazilian adaptation (first version), will here be called PRP-VP and PRP-VB1, respectively.

The PRP-VP is composed of 40 items and the PRP-VB1 of 53, with the three first items in each test being training ones. In both versions, each item consists of a picture (previously tested for iconicity) followed by four words (varying in orthographic neighbourhood and number of syllables) with one them corresponding to the picture. The items are presented in A4 sheets, one after the other. The test is of group administration and the children are asked to choose, out of the four words, the one that corresponds to the picture and mark it with an “x”.

In the procedure of adaptation of the European version to the Brazilian one, the base of 77

words taken as reference to create the original test was analyzed to verify the adequacy of its items to our context. Words inexistent in our language or words not exposed to our children according to Pinheiro (2006) were excluded. The same was done with the pictures that did not apply to our context or failed the iconicity test. After this first screening, for each of the remaining words the number of neighbours was identified (Justi & Just, 2008). In the absence of those, almost neighbour words were chosen. The generated set of items – 26 words with two syllables and 27 with three – were administered to a group of 114 Brazilian children from the first four years of primary education, from three schools in the city of Belo Horizonte, MG (22, 38, 29 and 25 children from the 1st to the 4th year, respectively).

As in the first version of the PRP-VP, the test was done without time limit. The dichotomous Rasch model was applied, through the software Winsteps 3.70.1. Out of 53 items, 21 were correctly answered by all children. Analyzing the 32 non-extreme items the result shows an infit mean-square (information-weighted fit) of 1.00 (SD = 0.11; Max = 1.08; Min = 0.80) for the items and 1.00 (SD = 0.09; Max = 1.10; Min = 0.82) for the persons. The reliability of the scale was 0.24, while the reliability of the persons was 0.00. The non-extreme items presented a unidimensional structure (CFI = 1.00; RMSEA = 0.00), verified through the exploratory factor analysis using the software M-PLUS 5.2. The items presented a mean difficulty of 0.00 (SD = 0.81; Max = 1.59; Min = -1.20) and the persons presented a mean ability of 4.11 (SD = 1.10; Max = 1.82; Min = 0.41), with 54% of the sample achieving the maximum score.

In spite of showing a good fit to the model, the items of the Brazilian Version of the Word Recognition Test for Children (PRP-VB1) are too easy and present a low reliability. The results of the present study diverge from the results found in the original version (Viana, 2006). Future studies should consider the construction of new items in order to obtain a wider difficulty range, also covering the middle and high locations of the latent variable.

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## Preliminary internal validity evidences of two Brazilian Metacognitive Tests

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Usually, the studies investigating the incremental validity of metacognition, beyond intelligence, don't include metacognitive tests (pass and fail items), using almost exclusively judges' scores made from analysis of think-aloud protocols (Van der Stel&Veenman, 2008; Veenman, 1993; Veenman&Spaans, 2005). The goal of the present study is to show preliminary internal validity evidences of two metacognitive tests, constructed by the authors. This kind of instrument can help stronger the investigation of the incremental validity of metacognition, beyond intelligence in predicting academic achievement and learning outcomes.

*Read Monitoring Test (RMT)*. A one page long text was elaborated. The text contains nine contradictory information and they indicate nine total errors. The test demands the respondent to read the text and to indicate (writing) in a separate space how he read it, marking (highlighting and numbering) the parts of the text where he identifies some strategy, challenge, and process involved in the reading. It is expected that those respondents who adequately regulate (monitoring) the reading action would be able to observe and verbalize the errors presented in the text. The errors were balanced in easy, medium and difficulty ones. Each item score represents if one passed (1) or failed (0) to identify the text errors. The test design is close to the error detection paradigm (Markman, 1977), but try to overcome some its issues. Examples were added in the instructional page, pointing to the possibility of errors in the text. Through instruction, readers are motivated to understand the "rules of the game" and make what is necessary in terms of the test demands. The text of the test was carefully elaborated to not present difficult vocabulary or demand significant previous knowledge that could increase the difficulty of error detection. The

test has a time limit of 40 minutes and minimal and maximal possible score of 0 and 9.

*Appraisals Ability on Mathematics Expressions (AAME)*. The test has 18 items, being each one composed of an arithmetic expression, such as:  $20 - (8 + 9)$ . After solving the item, the respondent must evaluate his/her probability of success and answer a four points scale, representing that he or she (1) *is sure that failed the item*; (2) *is not sure, but thinks that failed the item*; (3) *is not sure, but thinks that passed the item*; (4) *is sure that passed the item*. Items were balanced in easy, medium and difficulty.

The score was established in the following way: Students who are certain that failed an item are scored 0. Those who were sure that passed an item but failed it, were scored 1. Students who were not sure, but thought that failed an item and in fact passed it, were scored 2, as well as those who were not sure, but thought that passed an item and actually did not. Those who were not sure, but thought that passed an item and in fact did it, and those who were not sure, but thought that failed an item and failed it, were scored 3. Students that were sure of passing an item and in fact did it were scored 4. This way, the scores are 0, 1, 2, 3 and 4, for each of the 18 items. The choice to attribute score 0 to those who were sure in failing an item come from the interpretation that students need be minimally capable of solving the item to perform the evaluative process. If an item is impossible to a respondent, in function of its difficulty, then it's not possible to say that the metacognitive evaluative process could be activated in its plenitude. This strategy can be also justified by the avoidance of measuring other construct than self-appraisal, like the feeling-of-not-knowing – FONK (Glucksberg and McCloskey, 1981) or the feeling-of-knowing – FOK (Hart, 1965). The AAME has a limited time of 30 minutes and minimal and maximal possible score of 0 and 72.

#### Results

The Cronbach's alpha was .63 to RMT and .86 to AAME. Three latent variables explain the metacognitive items: Monitoring Indicator (MI), Appraisal Indicator 1 (AI1) and Appraisal Indicator 2 (AI2). MI loads the RMT's items, AI1 loads the easier AAME's items while AI2 loads the more difficult ones. The confirmatory factor analysis (CFA) with three latent variables is adequate ( $\chi^2= 561.77$ ;  $df= 139$ ; CFI= 0.92; RMSEA= 0.07). The items markers of AI1, AI2 and MI have adequate loadings ( $\geq .35$ ), and its factor scores was obtained through CFA by Mplus 5.2. Neither test had extreme scores. The mean score of both tests increases from grade 6<sup>th</sup> to 12<sup>th</sup>.

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ITC Conference Committee

The ITC Council invites members who have expressed an interest in organizing the 2016 Conference of the International Test Commission to submit their detailed proposals for hosting the conference to the Council by May 15, 2012. We plan to make our decision at our Council Meeting in July 2012. Some of the key parameters that will be used to evaluate the proposals include (not in order of priority):

Location - good transportation and safe environment; open access to participants from all countries.

Conference venue - preferably university setting with conference facilities to accommodate about 450 participants; range of hotel accommodation in the vicinity.

Competence of the local organizing committee in the logistical and financial management (e.g. support of the university with accounts and financial transactions, equipments, meal arrangements, etc.; support from local professional organizations).

In addition to the biennial international conferences, we have also planning to organize regional conferences or ITC Tracks in regional conferences that can help promote the knowledge of testing and assessment in developing countries. We welcome members' participation in the Conference Committee in planning these future directions.

If you are interested in joining the Conference Committee, please contact the Chairperson of the Committee, Fanny M. Cheung fmcheung@cuhk.edu.hk

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## ITC Guidelines Translation in your Country

One of the ways the ITC contributes to its vision and meets its objectives is the publishing of Guidelines. Until now, the ITC has published 4 sets of Guidelines:

- The ITC Guidelines on Adapting Tests
- The ITC Guidelines on Test Use
- The ITC Guidelines on Computer-Based and Internet-delivered Testing
- The ITC Guidelines on Quality Control in Scoring, Test Analysis and Reporting of Test Scores.

We would like to encourage you to consider taking up, by yourself, or with the help of your colleagues or your organization, the translation of any of these Guidelines into your language. Some of these Guidelines have already been translated into some languages. To have a clear picture of the current situation, please consult the Guideline webpage on the ITC web-

The usability of these important documents will grow if they are available in as many other languages as possible, for the direct usage of practitioners and educators. If you are interested, please contact Dragos Iliescu, the Chair of the Research and Guidelines Committee [dragos.iliescu@testcentral.ro](mailto:dragos.iliescu@testcentral.ro)

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Call For Nomination Of Young Scholars For The Prestigious ITC Scholarship Program Linked To The ITC 2012 Amsterdam Conference

The 8th conference of the International Test Commission will be organized in Amsterdam on July 3-5, 2012 (pre-conference workshops on July 2). Early career scholars (under 35) in the domain of psychological and educational testing from developing and emerging economies.

The main focus of the prestigious ITC Scholarship Programme is to enable recipients to attend the 2012 ITC conference in Amsterdam www.itc2012ams.com and to participate in a special programme for scholars at the conference. A secondary focus is to provide ongoing opportunities for scholarship recipients to network with each other and experts in the field, to further their professional development and to collaboratively address problems related to psychological and educational testing in developing and emerging economies.

Up to seven grants are available (1,200 Euros maximum per grant) deadline 15th January, 2012.

Funding is variable according to the candidate's needs and personal funding (Free registration and conference meals, Free attendance of a maximum of two pre-conference workshops, Travel and accommodation - including visa cost). Sponsored scholars to make their own travel arrangements, costs for travel and accommodation to be submitted for reimbursement after the conference.

Requirements

Poster presentation at the conference in the area of Psychological testing or Educational testing. *Dissemination of knowledge* about the work of ITC in one's home country (e.g. a paper in a local professional journal/newsletter). *Submission of a short article to Testing International*, about your experience with psychological or educational testing in your country.

Active attendance in parts of the conference program intended for sponsored scholars.

Active networking with the other ITC scholars after the Amsterdam conference and *participation in electronic discussion forums*, aimed at exchanging ideas and addressing issues in testing and assessment in

developing and emerging economies. **Applications to Professor Jacques Grégoire** jacques.gregoire@uclouvain.be. Include a *motivation letter* addressing the above requirements, a *reference letter* from an ITC member nominating the candidate. CV and an *abstract* of 100-200 words on the poster topic to be in the area of psychological/educational testing. **Deadline January 15, 2012**

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### **New UK Based ITC Office Administrator**

My name is Ananda van Tonder and I have recently been appointed as Office Administrator and Archivist for the ITC. I am responsible for the day-to-day administrative and secretarial tasks involved in the smooth running of the ITC. I am currently supporting the work of the ITC Conference Committee in making arrangements for the biennial conference which will be taking place from the 3<sup>rd</sup> – 5<sup>th</sup> of July, 2012 in Amsterdam. One of my other tasks will be developing the digital ITC Archive system and lending a hand in managing the ITC's elaborate membership database.

I am originally from South Africa fluent in both Afrikaans and English. I have a wide range of work experience from receptionist, debtors clerk and book-keeper through to financial assistant, HR administrator and PA to the Managing Director of Synovate in South-Africa. I was working as PA for the Group General Counsel of Aegis Group plc based in London when I fell pregnant and had a gorgeous little boy. Before joining the ITC I was a full-time mum dedicating most of my time to Luke who is almost 3 years old. I am extremely excited to have joined the ITC and can't wait to meet some of you face-to-face.

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Psychology Contribution to EU Policy Making

Visit the EFPA website to read about the recent conference "*Psychology – A Contribution to EU Policy Making*" at the European Parliament, Information is available from the EFPA website:

<http://www.efpa.eu/psy-and-europe/psychology-a-contribution-for-eu-policy-making>

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### **CONFERENCES 2012**

**The 8th Conference of the ITC: Modern Advances in Assessment: Testing and Digital Technology, Policies and Guidelines**

Amsterdam, July 3<sup>rd</sup>-5<sup>th</sup>, 2012

Conference website: [www.itc2012ams.com](http://www.itc2012ams.com)

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