

# Testing International

Volume 36, December 2016

Editor: April L. Zenisky



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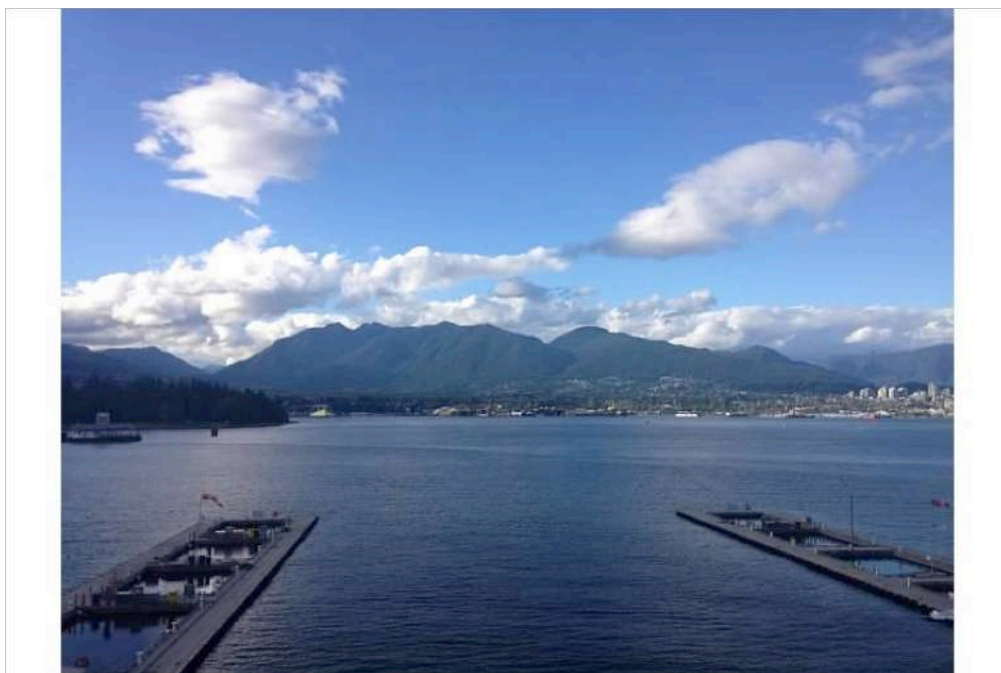
#### *Testing International*

April Zenisky, University of Massachusetts  
Amherst, USA

**Testing International  
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International Test Commission**

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# ITC President's Message

**Dragos Iliescu**  
President, International Test  
Commission  
SNSPA Bucharest

Dear ITC Members and  
Friends,



I would like to start by acknowledging the contribution of, and expressing my and the Council's thanks to Kadriye Ercikan, for her leadership in the organization of the 10th Conference of the ITC ("Improving Policy and Practice: Opportunities and Challenges in an International Context"), which took place in Vancouver, Canada, in July 2016. The conference was a great success; the conference report is now ready and confirms what we have all felt there on the ground. The next ITC conference (July 2018, Montreal) is in the very capable hands of Nathalie Loye as President of the Organizing Committee and Aletta Odendaal as Chair of the Conference Committee of the ITC.

The ITC has always relied on the voluntary involvement of our dedicated and visionary members, who serve on Council, or in our various committees and task forces. Their work and involvement in our professional community is much appreciated.

I would therefore like to say a formal "thank you" to those who have now left the Council. Avi Allalouf has retired from his position as Co-Editor of the International Journal of Testing. He had accepted this position in 2012, and under his leadership, the journal has increased in quality and coverage. Avi has remained involved in various projects of the ITC. Jan Bogg has retired from her position of Editor of Testing International, the ITC newsletter. She

has diligently filled this position since 2005, for 12 years, and 24 issues of the newsletter. Alina von Davier has finished her co-opted term as a Council member (2014-2016), but will remain, as she has been for so many years, closely connected and involved in a number of ITC projects. Fanny Cheung has fulfilled her mandate as Past-President of the ITC and has left the ITC Council now. Fanny had joined the ITC Council many years ago, and has held important positions on Council, among others President-Elect (2010-2012), President (2012-2014) and Past-President (2014-2016). We will also never forget the impressive Hong Kong conference of the ITC (2010), which Fanny has organized. For her many years of service to the ITC, and her diligent leadership, Fanny is now a Fellow of the International Test Commission – an acknowledgement which is too small for how much she has contributed.

I would also like to publicly extend our welcome to those who have started their term on Council and in other positions. During the election General Meeting in Vancouver elections were held for two vacant places on Council and the officer positions. I want to thank all those who stood for election and I wish to congratulate Anna Brown and Neal Schmitt on being elected for a four-year term on Council. The General Meeting also endorsed the nominations of Kurt Geisinger as President-Elect and Treasurer, and Aletta Odendaal as Secretary-General. At the first meeting of the new Council following the General Meeting in Vancouver the Council agreed on the co-option of Dave Bartram, Kadriye Ercikan, Peter Macqueen, and Solange Wechsler on Council. Furthermore, April Zenisky accepted the position of Editor of the ITC Newsletter (Testing International) and is now also a de facto member of Council. Stephen Stark will begin his mandate as Editor

of the International Journal of Testing. Finally, Kazuo Shigemasu and Jacques Gregoire will continue in their quality of liaisons for IUPsyS and IAAP respectively.

The ITC Committees are now as follows:

- **Strategy and Policy** - chair Dragos Iliescu
- **Guidelines** - chair Anna Brown
- **Publications** - chair Neal Schmitt
- **Membership and Involvement** - chair Peter Macqueen
- **Outreach** - chair Paula Elosua
- **Conferences** - chair Aletta Odendaal

The chairs of the committees will be providing updates on their work to you through the ITC Newsletter.

The ITC has many interesting projects. We will continue to focus on our biennial conferences, on the Journal and the Newsletter as important outputs. A number of new Guidelines are in preparation, as well as revisions of older guidelines. New and exciting projects are starting just now and will be communicated to our members on a continuous basis, through both the ITC Newsletter and the ITC website.

The next meeting of the ITC Council will be held in July 2017 in Amsterdam, before the European Congress of Psychology. As part of this meeting, we have planned for a brainstorming and strategic analysis session in which to discuss the future evolution and projects of the ITC. If you have any ideas or suggestions for improving the way in which the ITC serves you and our professional community, please get in touch.

Dragos Iliescu  
President, ITC  
Email: [President@InTestCom.org](mailto:President@InTestCom.org)

## Need to contact ITC Officers?

Further information about the ITC can be obtained from the individuals listed below:

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Prof. Stephen Stark, [ijteditor\[at\]intestcom.org](mailto:ijteditor[at]intestcom.org)

### Editor of *Testing International* (newsletter)

Dr. April Zenisky, [tieditor\[at\]intestcom.org](mailto:tieditor[at]intestcom.org)

## Call for Papers and Announcements: *Testing International (TI)*

**Deadline for the June 2017 issue:**  
**May 15, 2017**

*TI* is the newsletter of the International Test Commission, and disseminates information about national / international assessment projects and initiatives, new test developments, recently published books / articles, upcoming conferences and workshops, and topical issues in the field of testing and assessment to the international community.

Please contact me, Dr. April Zenisky, with your ideas, proposals, announcements, and brief papers  
***[tieditor\[at\]intestcom.org](mailto:tieditor[at]intestcom.org)***

# Greetings from the Editor

**April L. Zenisky**

Editor, *Testing International*  
University of Massachusetts Amherst



To the ITC community: I wish to take just a moment to introduce myself. My name is April Zenisky, and I have the difficult task of following in the footsteps of Jan Bogg, *Testing International's* Editor since 2005. In recent months I

have reviewed all 21 issues that Jan put together over the course of her tenure as Editor (all available on the ITC website!), and I am struck time and again by the high level of quality in what Jan produced and what she was able to do with a truly impressive consistency through the years. She has made her mark on this newsletter and indeed, the entire community of the International Test Commission, and it is my hope that *Testing International* remains a valued source of information for you, its readers. I wish to thank Jan for her counsel with regards to what being the Editor of *TI* entails, and for the exceptional body of work that I have to reference.

A bit about me: I have been involved in the ITC since 2002, when I attended the 6<sup>th</sup> ITC conference, held in Winchester, England. I was a senior doctoral student at the University of Massachusetts-Amherst in the USA at that time, working with Professor Ronald K. Hambleton, and he and David Bartram were the conference organizers. It was my first exposure to a truly international meeting of scholars who were interested in the same things I was - computer-based testing! differential item functioning! test translation! - and there we were, having these discussions in the exotic (to me) location of Winchester, England, with its thousand-year-old cathedral

and close proximity to London, Bath, and Stonehenge (all of which we visited in that whirlwind trip). In the years since my first ITC meeting, I have finished my degree, gotten married, had two amazing daughters, and become a research associate professor at my alma mater UMass, with an office next to Ron's. The ITC has remained a large part of my professional life, as I have presented at several of the conferences since 2002 (including Brussels, Liverpool, Amsterdam, and most recently Vancouver), contributed to several of the *Guidelines* projects, and I proudly served as Associate Editor of the ITC's *International Journal of Testing* from 2009 to 2016.

In the coming issues of *TI*, my hope and intent is to continue to build on what Jan has established over these past many years, and provide the membership of the ITC with an outlet for disseminating information about the assessment work that is being done. For example, in this issue we highlight advances in testing practices in the Philippines, in an article written by Marife Mamauag of the Philippine Educational Measurement and Evaluation Association. I welcome and indeed will be seeking out papers from you about national and international initiatives relating to educational and psychological testing for possible publication in *TI*. This issue also includes an interview with organizational psychologist and new ITC Council member Peter Macqueen, which I hope you will enjoy as well.

I sincerely welcome your feedback and contributions to *TI* at any time. I envision *TI* as an avenue for the sharing of scholarly work as well as announcements of professional activities initiatives, and opportunities, so I look forward to hearing from you in the coming months and years.

# 2016 Conference Report

**Jenny Chan**, University of British  
Columbia

**Kim Koh**, University of Calgary  
**Kadriye Ercikan (Conference Chair)**  
University of British Columbia

Vancouver 2016 Conference Report:  
*Improving Policy and Practice: Opportunities  
and Challenges in an International Context*  
10th Conference of the International Test  
Commission

The 10th International Test Commission (ITC) Conference (ITC2016) was held in Vancouver, Canada for the first time. ITC2016 took place between July 1st and 4th, 2016, under the conference theme “Improving Policy and Practice: Opportunities and Challenges in an International Context”. There were four sub-themes in relation to the theme:

- Educational Testing and Assessment
- Psychological Testing and Assessment
- Testing in Employment and Credentialing
- Testing in Program Evaluation and Public Policy

In total, 374 presentations were made in 244 sessions. The sessions included keynote addresses, invited symposia, symposia, paper presentations, and posters. Sixteen pre-conference workshops were conducted by scholars in educational measurement and assessment. The Thomas Oakland Award and two Best Student Paper Awards were presented at the conference for the first time. The conference was attended by over 350 researchers, policy-makers, educators, testing company representatives, and graduate students from more than 45 countries, representing all continents.

The Conference was held at two of the centrally located hotels in Vancouver, offering

spectacular panoramic views of the beautiful Coal Harbour. The Vancouver Marriott Pinnacle Downtown Hotel was the venue for the Welcome Reception, Opening Ceremony, and Closing Ceremony. The workshops, posters, and concurrent sessions, and exhibition took place at different meeting rooms of the Pinnacle Vancouver Harbourfront Hotel.

In addition to the quality of the Scientific Program, the delegates also had the opportunity to celebrate Canada Day with breath-taking fireworks display. Many also enjoyed the festive Harbour Dinner Cruise as it cruised along Vancouver Harbour, cruise ship terminal of Canada Place, the Mountains of the North Shore, Stanley Park, and the sunset disappearing into the Pacific Ocean. The Gala Dinner, held at the Grouse Mountain, offered delegates majestic views of the Lower Mainland from an altitude of 3,700 ft as seen from the Gondola ride all the way to the Mountain summit. It has been a great honour for us to organise this conference and contribute to the ongoing dissemination work being carried out by the International Test Commission.

We would like to offer our personal thanks to the invited speakers, to the organisers of the symposia and the workshops, to members of the Scientific Committee and International Advisory Committee, to the reviewers of the proposals, to the session chairs, to members of the Organising Committee, to the authors and presenters at the conference, to the award adjudicators, to the volunteers, and to the sponsors, for helping to make the 10th International Test Commission Conference a success. Finally, we are greatly indebted to all the attendees who came from more than 45 countries to participate.

**See you all in 2018 in Montreal for  
another great ITC Conference!**

# Scenes from Vancouver



# Committee Update

## Publication and Communications Committee Report Neal Schmitt, Chair



Those of you who attended the conference in Vancouver are aware that the ITC *International Handbook of Testing and Assessment* edited by Leong, Bartram, Cheung, Geisinger, and Iliescu

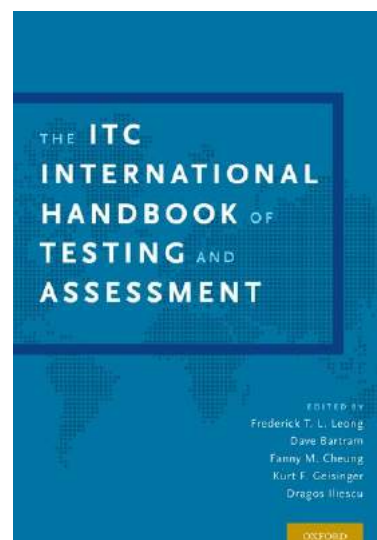
is now published and available for purchase from Oxford University Press. We congratulate the editors and authors; this was a huge project. The outcome should be a standard reference for the use of tests in an international context.

There are several developments that involve *International Journal of Testing*. First, at the beginning of 2017, the new editor will be Stephen Stark. Sasha Chernyshenko will serve as the associate editor. We welcome them and again we thank Avi Allalouf for his outstanding stewardship of the journal over the past four years. Also of financial importance to ITC is the fact that Taylor and Francis who publish the journal have agreed to forgive the outstanding debt that dated from the time Lawrence Erlbaum was our publisher. They have also agreed to reduce the overhead they charged to publish the journal from 45% to 35% and agreed to make access to the journal in online fashion for US \$10000. Those who ask will still be able to get the paper version of the journal. These various changes will certainly mean that IJT will produce positive revenue in the next year for the first time.

We have also seen progress with respect to the books that we have contracted for in our book series. Dragos Iliescu has submitted a completed manuscript entitled “Adapting tests in linguistic and cultural contexts” for

publication by Cambridge University Press. John Scott and his co-editors expect to submit their manuscript titled “International applications of web-based testing: Challenges and Opportunities” early in 2017. Finally William Schmidt and his colleagues are working on a manuscript titled “Measuring opportunity: Insights from international large scale assessment.” We are also hoping to enlist someone interested in doing books on the history of testing internationally and test security challenges when working internationally. Anyone interested in these topics or others is invited to email us and explore possibilities. Finally, Alina van Davier has agreed to join the P & C committee and help with the series. She and I have discussed various possible additions to the series, hence we welcome ideas. I would welcome others who have an interest in ITC publications to volunteer to serve on our committee.

Finally, as should be obvious in this newsletter, responsibility for this important communication means that April Zenisky has transitioned to editorship of *Testing International*. We appreciate her willingness to take on this task and would welcome contributions to the newsletter from our members.



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Available  
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University  
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# Committee Update

## Research and Guidelines Committee Report Anna Brown, Chair



The ITC Research and Guidelines Committee is tasked with coordinating the development of best practice guidelines and other research projects facilitating good testing practice around the world.

To monitor the impact of our guidelines and other publications, the International Test Commission has created a public Google Scholar profile. At the time of writing, ITC-authored publications have been cited 632 times. Our most cited documents are the Guidelines for Translating and Adapting Tests, followed by the Guidelines for Test Use and the Guidelines on Computer-Based and Internet-Delivered Testing.

Despite these successes, we recognise that our most popular guidelines are over 10 years old, and are falling behind the rapidly changing world of international testing and technology-related testing in particular. This is why in the year 2016, we have prioritised work on the following guidelines:

1. Guidelines for Translating and Adapting Tests, 2<sup>nd</sup> Edition. This long-anticipated update to the ITC's most popular guideline authored by Ron Hambleton and Jacques Gregoire has now been through the Council review, and the extended public consultation. We anticipate publishing the final version of the guideline in January 2017.
2. Guidelines on Computer-Based and Internet Delivered Testing, 2<sup>nd</sup> Edition. In

November 2016, we announced an **open call** for updating these popular guidelines (the full detail in this issue of TI). The open call encourages individuals or teams to nominate themselves for leading this important revision. The strongest proposal will receive a full support of the ITC, including expenses, access to our membership and internationally recognized scholars for peer review and public consultations, promotion and dissemination of the work (including any publications emerging from it) on the ITC website and the International Journal of Testing.

3. Guidelines for the Fair and Valid Assessment of Linguistically Diverse Populations. These new guidelines designed to promote fair and valid standardized assessments for linguistic minorities around the world are being developed by a team of experts under the leadership of María Elena Oliveri and René Lawless. The ITC Council completed two rounds of review earlier this year, and the team is now preparing a final version for public consultation.

We are continuing to translate our guidelines into additional languages. As always, we encourage our members to help with translations whenever they can.

To contact Dr. Brown: [a.a.brown@kent.ac.uk](mailto:a.a.brown@kent.ac.uk)





## Revolutionizing the Use of IRT in the Philippines

Maria Felicitas (Marife) M. Mamauag

Validity and reliability of psychometric tools are essential qualities in psychological and educational assessment. While the Classical Test Theory (CTT) has served its practical use over the past 100 years, the Item Response Theory (IRT) has been proven to bring greater advantages over the CTT. However, the use of the IRT methodologies remains unpopular among Psychologists primarily because of its tedious and highly mathematical process. But this is not so in a developing country like the Philippines.

Preliminary results of a survey recently spearheaded by the test development specialty division of the Philippine Educational Measurement and Evaluation Association (PEMEA) show that 41% of test developers/practitioners (n=44) use IRT in item analysis, while 36% of them use both the CTT and IRT methods. Those who claimed to use IRT and combined CTT and IRT methods have been into test and scale development for at least 15 years. The remaining 23% rely on CTT alone primarily because of their insufficient knowledge and skills in the use of IRT. The PEMEA is the first and only professional organization whose thrusts are geared towards promoting the culture of assessment in the country.

During the ITC conference in 2010, I was glad to have a quick chat with one of the world's icons of IRT, Dr. Ronald Hambleton. Meeting him in person for the first time fascinated me as his name is often cited in the IRT literature. He was surprised to learn that in a small country like the Philippines, the IRT is being taught and applied in Psychometrics. I took this

as a flattering remark as many, indeed, would be amazed that such an advanced methodology as IRT has conquered a lot of minds in great universities in Manila, Philippines.

I vividly recall that in our Advanced Psychometrics class in my doctoral studies, we learned to understand Rasch modeling the hard way. We needed to drill on the Knox Cube Test by hand following the illustration in the classical book "Best Test Design" by Wright and Stone (1979), until we discovered the use of Winsteps a year later. I did not realize till then that the Rasch measurement is the simplest form of IRT, and that there are many more IRT methodologies out there. Let me show you briefly how test development and scaling research began in the Philippines. I am also putting forward some future directions to enhance the field of Psychometrics in my country towards the end of this article.

### *Brief History*

There are two big pillars in test development in the Philippines, namely: the Center for Educational Measurement (CEM), and Asian Psychological Services and Assessment, Inc. (APSA).

The CEM was established under the leadership of Dr. Leticia M. Asuzano by the country's Fund for Assistance to Private Education (FAPE) in 1978. This was in response to the need for educational testing to improve the quality of teaching and student guidance. Test development initiatives by the CEM commenced with the technical assistance of Dr. Richard Pearson of the Educational Testing Services (ETS) in the early 70's. Now CEM offers over 60 tests that measure students' achievement, aptitude and career choices. Among its stable and popular tests are the

Philippine Aptitude Classification Test (PACT), and the National Medical Admission Test (NMAT).

The APSA, on the other hand, was created in 1987, by Dr. Leticia M. Asuzano and like-minded colleagues. This was in response to the felt need for more quality tests in both the industrial and educational settings. It developed culturally relevant personality and aptitude tests for the selection and placement of Filipino workers and pioneered the application of the IRT methods in test development as well as advocated for the standards-based assessment in schools.

Among the tests offered by APSA to private schools are Standards-based Assessment (SBA) for Pre-Elementary, SBA in English, Math and Science for Grade 1 to Grade 10, and Assessment for High School Potential (AHP) for the basic education level; and the Assessment for College Potential (ACP), with packages for specific disciplines such as Nursing, Engineering, Accountancy, Education, Maritime, and Criminology for the tertiary level. APSA is the first ISO-certified psychological testing company in the Philippines. *(Read related articles: "A Brief History of Educational Assessment in the Philippines" by Carlo Magno, EMER, 2010; "Measurement and Evaluation in the Philippine Higher Education: Trends and Development" by Carlo Magno and Richard DLC Gonzales, UNESCO, 2011).*

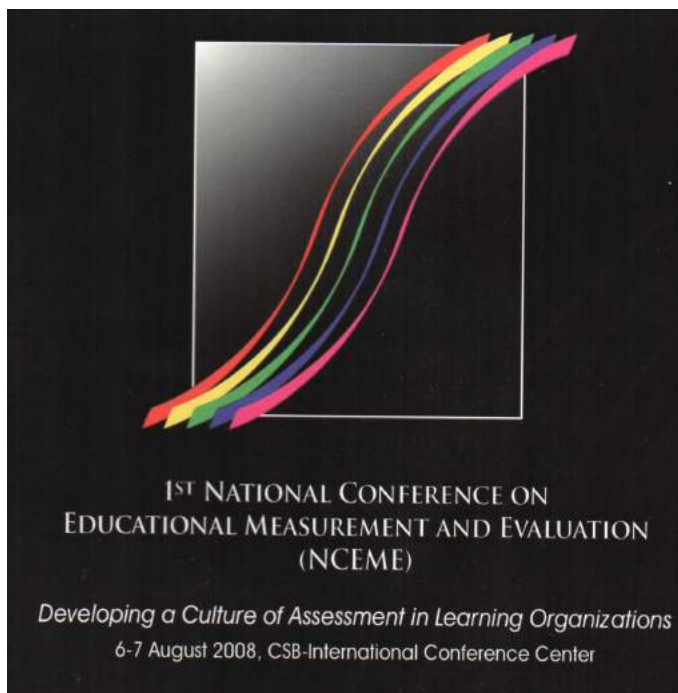
### ***The PEMEA, Inc.***

In 1985, the Master of Science in Educational Measurement and Evaluation (MSEDMEV) was offered for the first time in De La Salle University, Manila under the Institute for Educational Measurement, Evaluation and Statistics (IEMES), a consortium established with the University by the CEM upon the initiative of then CEM President Dr. Leticia M.

Asuzano, with financial support from the Fund for Assistance to Private Education (FAPE). Under the aegis of the Graduate Department of Guidance and Counseling (now the Counseling and Educational Psychology Department), the rigorous one-year master's program for full-time students was designed to develop a critical mass of trained professionals especially equipped with knowledge and skills in educational measurement and evaluation.

Since then, nine batches with a total of 131 students completed the program with scholarship grants provided by the FAPE. Most of the MSEDMEV graduates are now serving as highly skilled professionals and researchers in measurement and evaluation in educational institutions, consultancy outfits, and government agencies. A number have continued their professional development by pursuing higher degrees in the fields of Psychology and Education.

The First National Conference in Educational Measurement and Evaluation (NCEME2008) brought together, for the first time, the MSEDMEV alumni. Together with other equally competent professionals, they showcased their achievements in their respective specializations through paper presentations and workshops. I was then the Director of the Center for Learning and Performance Assessment (CLPA) of De La Salle-College of Saint Benilde (DLS-CSB) where the first NCEME was organized, under the leadership of the then Executive Vice President of DLS-CSB, Dr. Rose Marie Salazar-Clemeña, who was the Co-Director of the IEMES (along with Dr. Asuzano) since its inception. It was during this memorable event that the Philippine Educational Measurement and Evaluation Association (PEMEA), Inc. was born.



True to its primary organizational objective, the PEMEA has vigorously advocated for the enhancement of theory, research and practice in measurement and evaluation. It boasts of its online journal entitled *Educational Measurement and Evaluation Review (EMER)*, and *Assessment Handbooks* that are indexed/abstracted in the Open J-Gate, Journal TOCS, Google Scholar, InfoBase Index, Social Science Research Network, open Academic Journals Index, and ejournals.ph. Among its distinguished members of the editorial advisory board are Drs. John Hattie and Tom Oakland. It continues to organize the NCEME annually, and lately the ICEME (International Conference in Educational Measurement and Evaluation) biennially.

The PEMEA, Inc. was first chaired by an MSSEDMEV 2<sup>nd</sup> batch alumnus, Dr. Richard DLC Gonzales, who is currently the Director for Research and Development of GRACE (Global Resources for Assessment Curriculum and Evaluation). GRACE offers standards-based assessment and evaluation tools to support

learning interventions in educational institutions.

Currently, the president and Board of Trustees Chair of PEMEA is Dr. Carlo Magno, the first graduate of DLSU's PhD in Educational Psychology, with concentration on Measurement and Evaluation (now Quantitative Methodologies). He founded his own consultancy outfit CLAD-Asia (Center for Learning and Assessment Development), specializing in computerized industrial testing and assessment.

### *Moving Forward*

Measurement and evaluation in the Philippines over the years has encompassed both educational and psychological testing and assessment, as defined by the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014). However, there is a need to set standards on test use and testing in the Philippines.

The Philippine Psychology Law enacted in 2009 was a good beginning for regulating the practice of Psychological testing and assessment in the country, including the licensing of Psychometricians. However, there is a felt need to upgrade the competencies of Psychometricians beyond merely administering, scoring, and interpreting test results under the supervision of licensed psychologists. Psychometricians in the western world are into the real essence of test development, scaling and analysis.

Hence, this points to an equally important need to train more testing and assessment specialists and professionals. There are a few good universities that offer Psychometrics course at the post-graduate level. The University of the Philippines offers a master's

in education with specialization in measurement and evaluation, and a PhD in Research and Evaluation. De La Salle University is also offering a PhD in Educational Psychology, major in Measurement and Evaluation. Other institutions offering a master's in education with specialization in measurement and evaluation are the Philippine Normal University, and Miriam College. However after the MSEDMEV program of the IEMES ended in 2002, there has been no other formal academic program closely similar to it.

One of PEMEA's excellent continuing education programs is training testing practitioners on the use of IRT methods. The training module includes understanding the concept of IRT vis-à-vis CTT, and hands-on exercises using the Winsteps. Follow-through via consultations among participants are being encouraged. PEMEA also includes training in standards-based assessment and latest trends in evaluation research and practice.

The first NCEME used a logo that the PEMEA has embraced as its own until today. This logo was inspired and adopted from the item characteristic curves (ICC) of the Item Response Theory (IRT). The brightly colored curves going beyond the box symbolizes the innovativeness that measurement and evaluation practitioners must take in bringing out enlightened decisions to improve school effectiveness.

Turning 10 years in 2018, the PEMEA, albeit with limited funds and resources, remains tough in its advocacy in setting standards for test use and testing practice in the Philippines. I continue to be hopeful that with the baby steps we have been taking along the way, PEMEA will be able to attain its dream of revolutionizing the use of IRT models in test development in the Philippines. This could be a

daunting task, but I always believe that big things come from small beginnings.

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### *About the Author*

Ms. Maria Felicitas (Marife) M. Mamauag is founding member and former BOT of the Philippine Educational Measurement and Evaluation Association (PEMEA), Inc. She is currently the Chair of PEMEA's Test Development Specialty Division. She earned her Master's of Science in Educational Measurement and Evaluation from De La Salle University, Manila as one of the 4<sup>th</sup> batch of IEMES scholars. She is finishing her dissertation for a PhD in Educational Psychology, major in Measurement and Evaluation from the same university. She has been a Research Consultant in various test development projects, mostly on school tests at APSA, Inc. She is currently into developing a career assessment battery for HELP University, Kuala Lumpur, Malaysia, where she serves as an Assessment Consultant-Senior Lecturer.



More information about PEMEA, including conferences, events, publications, and other resources, can be found online:

<http://www.pemea.org/>

# Five Questions

## Five Questions for Peter Macqueen

Chair, ITC'S Membership and  
Involvement Committee



### **1. Who are you?**

I am a self-employed organisational psychology practitioner, having worked for myself for over 25 years following stints with two other larger Australian consultancies, and

early years in a mining company. I have been active in the organisational psychology community in Australia (via the Australian Psychological Society (APS) College of Organisational Psychologists (COP)) and over the past five years I have been a member of the APS Test and Testing Expert Group. Apart from my professional consulting activities (which focus primarily on individual psychological assessment for selection purposes), for several years I have lectured in Personnel Assessment (for Honours level students at the University of Queensland) and Psychological Assessment (for postgraduate organisational psychology students at Griffith University). In the past I have also been involved with the Institute of Management Consultants. I gain much from attending conferences such as ITC, SIOP, and ICAP, attending my first ITC in 2010 (Hong Kong).

### **2. What is on your desk right now / what are you working on?**

I have just completed a Skype session for a General Manager role with a client and will

be preparing a test based assessment report keeping in mind the culture of the organisation (it is not a government enterprise or a publicly owned organisation), the nature of the role, and the key issues this individual will need to address. I have also just completed an assessment on an organisational psychologist for an internal role with a long term client, and thus need to keep in mind any potential issues related to conflict of interest (on my part). Thirdly, I will be following up on testing and assessment certification practices overseas (as part of my involvement with the APS Test and Testing Group) – while keeping in mind ITC initiatives! I also hope to submit a response to a recent focal article (on licensing of psychologists) in the journal published by SIOP - Industrial and Organisational Psychology: Perspectives on Practice.

In terms of my ITC portfolio it appears I have been successful in encouraging a national affiliate organisation to re-join ITC; and I am pleased that the Australian Psychological Society paid their ITC 2017 membership dues within 24 hours of receipt of the invoice. However there is much to be done to promote the ITC and to boost membership. An appealing yet cost effective membership brochure is to be developed, as a high priority. Also there is a need to follow up on potential new applicants, and those whose membership has lapsed.

(This is all going on while I am right in the midst of moving office after 20 years, and commencing an overseas holiday in a few days – with laptop and Dictaphone of course.)

### **3. What is interesting to you in the world of psychology and testing lately?**

There appears to be a tremendous amount happening, but I am witnessing a greater focus on test adaptation. In Australia this is long overdue given our relatively multicultural nature. I am trying to turn the conversation to a higher level than just 'norms' and I have promoted the new ITC International Handbook of Psychological Testing and Assessment. The issue of indigenous testing in Australia is messy given the relatively small population in Australia (2%?) and the range of indigenous languages, coupled with the fact that there is a broad spectrum of indigenous persons – well educated individuals (typically living in larger cities) to those living in remote locations.

The other important issue relates to technology and digital disruption and the impact on testing. I am concerned that those who regulate the psychology profession, or who are responsible for educational program accreditation, do not recognise these external threats and opportunities, instead focusing upon a more traditional testing paradigm with clinical or mental health applications.

#### ***4. Where might the ITC be heading in terms of membership and involvement activities or initiatives?***

I am yet to become immersed, as I would like, in all these activities. However, from what I can determine there are several key initiatives:

- Convincing current and lapsed members of the benefits of membership – noting the benefits of contributing, and learning in the process.
- Promoting and enhancing standards in testing and assessment – with a

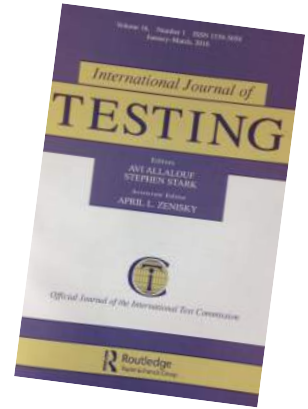
diverse membership facilitating this. The scholarship program is part of this endeavour, and linking with Outreach (particularly Paula Elosua and Solange) Weschler is important.

- Assisting the ITC to be viewed as the peak body offering independent scholarly and practical advice and guidelines on test use and development, and the professional and ethical issues surrounding such.
- Tapping more readily into various testing and assessment bodies associated with professional psychology associations, globally.
- Endeavouring to promote testing and assessment (psychometrics and psychology) as being fundamental to our effectiveness in understanding and dealing with a range of issues at the individual, group, organisational, and even societal level. How can we make this appealing to students, without detracting from the central tenets of reliability, validity, and utility?

#### ***5. Finish the sentence: Maybe I should...? (A term I try to avoid)***

...Consider what other professional bodies are doing to engage with membership; and ...Identify and keep engaged with 'regional' testing advocates who can act as nodes to assist the ITC in pursuing its objectives; and ... Learn a language (beyond school French); and ...Learn to use my Dragon voice recognition software.

## Now Available for ITC Members: Online Access to *International Journal of Testing (IJT)*



The International Test Commission (ITC) is pleased to announce that ITC members can now access the *International Journal of Testing (IJT)* from the ITC website.

### Directions for Members:

- Proceed to the ITC website: <https://www.intestcom.org/>
- On the ITC Homepage, log in with your username and password (the log-in area is on the homepage and is shown below):

#### If you are a member you can login here

Logon here to access your membership area (e.g. in order to view and pay invoices). If you do not know your login details, contact the ITC Secretary ([secretary@intestcom.org](mailto:secretary@intestcom.org))

[Forgot password ?](#)

- If you do not know or have forgotten your username or password, please contact ITC Secretary Aletta Odendaal at [secretary\[at\]intestcom.org](mailto:secretary[at]intestcom.org)
- Once you have logged in to your membership area, go to your profile, where you will find a link to the Taylor and Francis website. Follow that link, and you will be automatically authenticated to receive access to current and past issues of IJT.



## OPEN CALL for revision of the ITC Guidelines on Computer-Based and Internet Delivered Testing

### Background

In July 2005, the ITC launched the Guidelines on Computer-based and Internet Delivered Testing (or “CBT<sup>1</sup> guidelines” for short). Aimed at test publishers, developers and users, the Guidelines have become internationally recognized for raising awareness and encouraging good practice in technology enabled testing, which is evidenced by the increasing citation count (according to Google Scholar, as of 9 November 2016 the document has been cited 128 times).

Although the CBT Guidelines have been making an impact both in research and practice, there is recognition that they are now over 10 years old, and are falling behind the rapidly changing world of information technology. When considering major advances in the use of mobile devices, video game technologies, online monitoring and proctoring and other changes that have happened since 2005, it becomes clear that the CBT Guidelines are in need of an update.

### Objective

To revise the ITC Guidelines on Computer-based and Internet Delivered Testing to account for technological and scientific advances in the area of technology enabled testing.

### Call for revision of the CBT Guidelines

#### *General points*

The ITC announces an open call for revision of the ITC Guidelines on Computer-based and Internet Delivered Testing. Individuals or teams of individuals are encouraged to nominate themselves for leading the revision, putting forward a short proposal outlining how they will approach the revision. The individual or team whose proposal is judged the strongest, will receive a full support of the ITC, including access to our membership and internationally recognized scholars for peer review and public consultations, promotion and dissemination of the work (including any publications emerging from it) on the ITC website and the International Journal of Testing.

#### *Funding*

It is a policy of the ITC that our projects and activities should be carried out on a voluntary basis whenever possible. All work done on ITC Guidelines to date has been voluntary (that is, main

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<sup>1</sup> Computer-Based Testing



contributors were not paid for their time). However, it is recognized that such projects can incur costs, for example expenses for travel, book purchase, access to literature or technology etc., and in some cases small administrative support. The ITC will fund any such additional costs, which should be clearly justified in the proposal.

### ***Proposal***

The ITC is mindful of saving time of our volunteers, those taking on projects and those supporting them from within the Council, and advocates a flexible and expedited approach to making decisions. We are looking for a short proposal, which will address the following points.

1. How the current literature on technology-based testing will be reviewed to identify important sources and key references issues in relation to best practice and new technological/scientific advances;
2. How the internationally recognized experts will be consulted to provide their perspectives on the current and projected future use of technology in testing (e.g., the extent, type of technology used, what the technology is used for, areas of concern/best practice);
3. How long will each stage of revision take, and when a draft version of the revised guidelines will be submitted to the ITC Council.
4. How the team will manage the public consultation process that follows the initial development of any ITC Guidelines.
5. What qualifications and experience the individual/team possesses to ensure the revision is carried out to the highest quality standard.
6. What additional costs the project will incur. Please outline and justify any required funds, for example travel expenses etc.

### ***Deadline***

Please submit your proposal by **31 January 2017**.

### ***Contact***

Send your proposal and any enquiries to Anna Brown, Chair of the ITC Research and Guidelines Committee: [A.A.Brown@kent.ac.uk](mailto:A.A.Brown@kent.ac.uk)

**The 11<sup>th</sup> meeting of the  
International Test Commission will be  
July 2-4, 2018  
Montreal, Quebec, Canada  
More information is coming soon!**

## Second call for papers: ECPA 14, Lisbon, Portugal 5th till 8th of July 2017

Dear colleagues,

On behalf of EAPA it is our pleasure to notify you this Second Call for Papers, for the **14th European Conference on Psychological Assessment**. The conference takes place at Lisbon, ISCTE-IUL from the 5th till 8th of July 2017.

EAPA tries to cover a broad variety of topics, such as diagnostic processes, assessment of personality, intelligence and behavior, observational and neuropsychological assessment as well as assessment in the different applied fields such as clinical and health, education, work or evaluation research.

### Important dates

Submission opening – October 15, 2016

Submission deadline – January 31, 2017

All further information via <http://www.ecpa14.com/>

Hope to see you in Lisbon!

Aristides I. Ferreira, Chair of the Organizing Committee

Johnny Fontaine, EAPA president

### Professor Ronald K. Hambleton receives the first Tom Oakland Award for Distinguished Contributions to Testing and Assessment

On July 1, 2016, during the opening ceremony of the 10th Conference of the International Test Commission, the ITC has awarded for the first time its 'Tom Oakland Award for Distinguished Contributions to Testing and Assessment'. Professor Ronald K. Hambleton, Distinguished University Professor in the Department of Educational Policy, Research, and Administration, of the College of Education, University of Massachusetts Amherst was the recipient. The Chair of the ITC's Award Committee, Professor Stephen G. Sireci, made the announcement.

Professor Hambleton will give his Award Address at the 11<sup>th</sup> ITC conference in Montreal, in 2018.