

# Testing International

Volume 38, December 2017

Editor: April L. Zenisky



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**Testing International  
is a publication of the  
International Test Commission**

## Contents

ITC President's Message	2
Editor's Message	3
ITC Committee Reports	4-10
Report on the First Southeast Asian Regional Conference on Psychology	10-12
Information for the 11 <sup>th</sup> Conference of the International Test Commission	13
Testing in Vietnam - History and Current State, by Phan Thi Mai Huong	14-18
Feature Article: OECD's New International Study on Social and Emotional Skills, by Javier Suárez-Alvarez and Milos Kankaraš	19-24
ITC Scholars' Reports	24-26
Early Leaders Interview - Fons van de Vijver	26-28
Notice	29



*Turn to Page 13 for a preview of the 11<sup>th</sup> Conference of the  
ITC, to be held in Montréal, Quebec, Canada in July 2018*

# ITC President's Message

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

Dear ITC Members and  
Friends,

I am happy to hereby  
present the President  
report for the second  
semester of 2017.

Quite beside our  
various active projects, that I will not mention  
again here, we have had closure on a number  
of initiatives that are important for the ITC  
mission and its members, and that I report on  
chronologically.

In June 2017, the ITC Council decided on and  
signed on a continuation of our publishing  
contract with Taylor and Francis for the  
International Journal of Testing (IJT). This is  
an important step, ensuring the continuity of  
the Journal.

Mid-July brought with it the official acceptance  
and sign-off of the 2020 conference of the ITC.  
The conference will be held in Luxembourg,  
being co-organized by the University of  
Luxembourg, a dynamic, multilingual and  
international university that we are excited to  
be associated with for this event. This  
association for the upcoming ITC conference  
was spearheaded by Samuel Greiff, Chair of  
the Educational Measurement and Applied  
Cognitive Science Unit at the University of  
Luxembourg, who, as organizer of the  
conference has been allocated a position as  
Observer on the ITC Council.

Between July 23-27 2017, Mérida (Mexico)  
hosted the 36th Interamerican Congress of  
Psychology, organized by the Society of



Interamerican Psychology (SIP). The SIP was  
founded in 1951 in Mexico, and is the most  
important psychological organization in  
Iberoamerica. The council comprises  
representatives from North America, Central  
America, the Caribbean, and South America.  
This is the fourth time ITC has participated in  
the event. The first ITC participation was  
during the regional SIP conference, which was  
held in Bolivia (Santa Cruz de la Sierra, 2012),  
the second one during the 34th meeting  
(Brasilia) and the third during the 35th meeting  
in Lima (Peru). ITC Council members Paula  
Elosua and Solange Wechsler supported the  
congress with various scientific activities  
(symposia and presentations), activities for  
network consolidation and extension, and  
activities related to institutional support and  
outreach. An important evolution was the  
foundation of the SIP working group on  
assessment and measurement, an exciting  
proposal that we will certainly hear more about  
in the future. Given the high interest in this  
region, and the success of previous ITC  
activities, the ITC remains dedicated to  
supporting our colleagues in Iberoamerica.

During August 3-6, 2017, the American  
Psychological Association (APA) had its 125th  
Annual Convention in Washington, D.C. During  
this Convention, Division 52 of the APA  
awarded its Ursula Gielen Global Psychology  
Book Award for 2017. We are proud to  
announce that the prize went to the *ITC  
International Handbook of Testing and  
Assessment*, published 2016 by Oxford  
University Press. Editors of the ITC Handbook  
are Frederick T. L. Leong (Michigan State  
University, USA), Dave Bartram (CEB Talent  
Measurement Lab, USA), Fanny M. Cheung  
(The Chinese University of Hong Kong, China),  
Kurt F. Geisinger (University of Nebraska,  
USA), and Dragos Iliescu (University of

Bucharest, Romania). This is an important recognition of ITC scholarship in its field.

On November 17, Cambridge University Press released another important book in the ITC book series: *Adapting Tests in Linguistic and Cultural Situations*, a monograph on test adaptation, authored by Dragos Iliescu. A link to the book can be found here ([www.cambridge.org/9781107110120](http://www.cambridge.org/9781107110120)) on the Publisher's website. It's quite a large volume, and one that we hope will contribute in a relevant way to our field.

Between November 28-December 1st 2017, Hanoi (Vietnam) hosted the first Regional Congress of Psychology (RCP). The ITC was a co-sponsor, together with the International Association for Applied Psychology (IAAP), the International Association for Cross-cultural Psychology (IACCP), the Australian Psychological Society (APS) and the Chinese Psychological Society (CPS). The Congress was a great success, bringing together scholars from 36 countries. The ITC presence, involvement in and support of the conference was beneficial in light of the huge interest towards testing and assessment existing in many countries in the South-East Asia region.

As you all see, it was quite a busy time for the ITC, and I am proud to see that the ITC continues to be a strong and active organization, advancing its mission, for the benefit of its members and for the advancement of testing and assessment internationally.

Continued best wishes,

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

## April L. Zenisky

Editor, *Testing International*  
University of Massachusetts Amherst



Hello to my international colleagues! In this, my third issue of *Testing International*, I have been quite fortunate to be quite overwhelmed with news and contributions from members of the ITC Council as well as scholars from all

over the world. The ITC Council met in July in Amsterdam, and so in this issue are a number of committee updates reporting on the many initiatives of the ITC. As you can see, there is much excellent work being undertaken by our organization, and many opportunities for you, as members of the ITC, to become involved and contribute to these activities.

I also want to call your attention to the feature article of this issue of *TI*, by Javier Suárez-Alvarez and Milos Kankaraš of OECD, who provide us with an overview of a new study being carried out by OECD on social and emotional skills of school-aged children. This issue also has a report on the recent First Southeast Asia Regional Conference of Psychology conference held in Vietnam, as well as an informative article about the history of testing in Vietnam by Phan Thi Mai Huong.

Lastly, but certainly not least, in this issue too is considerable information about the upcoming 11<sup>th</sup> ITC Conference to be held in Montreal, Quebec, Canada in July 2018. The organizers have been working diligently to assemble an impressive program of speakers and workshops, and the meeting is shaping up to be exceptional in every respect. Montreal is a fun and vibrant city, and I look forward to seeing many of you there!



## Publication and Communications Committee Report Neal Schmitt, Chair



Our first volume in the book series published by Cambridge University is now available. This book, authored by ITC President Dragoș Iliescu, is titled “Adapting Tests in Linguistic and Cultural Contexts.”

John Scott, Dave Bartram and Douglas Reynolds’ book titled “International Applications of Web-Based Testing: Challenges and Opportunities” is now in final stages of production and should be available later this year or early in 2018. It will be very exciting to see these books published after several years of development. Both will have a significant impact on the issues addressed by the authors.

William Schmidt and his colleagues continue working on a manuscript titled “Measuring opportunity: Insights from international large scale assessment.” Craig Wells is working on “Assessing measurement invariance for applied researchers” and Maria Elena Oliveri and Cathy Wendler are editing a volume titled “Higher Education Admission Practices: An International Perspective.”

We are still 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. Alina von Davier and I continue to discuss various possible additions to the series, and would welcome ideas from others. I would also welcome others who have an interest in ITC

publications to volunteer to serve on our committee.

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## ***Now Available: Adapting Tests in Linguistic and Cultural Contexts*** Dragoș Iliescu, University of Bucharest



*Adapted from the publisher:* This book explores test adaptation, a scientific and professional activity now spanning all of the social and behavioural sciences. Adapting tests to various linguistic and cultural contexts is a critical process in

today's globalized world, and requires a combination of knowledge and skills from psychometrics, cross-cultural psychology and others. This volume provides a step-by-step approach to cross-cultural test adaptation, emphatically presented as a *mélange* between science and practice, and is driven by the first-hand practical experience of the author in a large number of test adaptation projects in various cultures, supported by the consistent scientific body of knowledge accumulated over the last several decades on the topic. It is the first of its kind: an in-depth treatise and guide on why and how to adapt a test to a new culture in such a way as to preserve its psychometric value.

[\[https://doi.org/10.1017/9781316273203\]](https://doi.org/10.1017/9781316273203)

## Membership and Marketing Committee Report

Peter Macqueen, Chair



As I prepare this brief report, the ITC is in the process of forwarding 2018 subscription invoices. This is an important part of our operations as a member-based body, because without the support of our members, financially and otherwise, we will struggle.

The ITC plays an important role in monitoring global trends and in providing guidance to the psychological and educational testing community, and a 'healthy' membership is paramount in assisting us to achieve our objectives.

Currently our offerings include the publication and communication of relevant information via the official journal (International Journal of Testing), and this newsletter (Testing International). Moreover, the ITC has also developed a fine reputation for its production and promotion of guidelines and standards governing test development and use. Our biennial conference is of high quality, and you are certainly encouraged to attend the Montreal Conference, just following ICAP 2018. Furthermore, during 2017 we have engaged in outreach and participated in regional meetings and conferences (noted within this newsletter).

The ITC is endeavouring to enhance good testing practice in various regions throughout the globe, with initiatives in Africa, Middle East and North Africa, South America and South East Asia. China and Japan are also very much in the mix, particularly as we head towards ITC 2022 in Beijing. At the same time, we cannot overlook the traditional supporters of

the ITC and to this end we will be encouraging several European countries to re-engage with the ITC as Full Members. One of the features of the ITC, not mentioned above, is that we have not increased membership fees for several years, and instead we are endeavoring to grow organically and through the good work of volunteers.

It is nearly five years since we last conducted a member survey and next year we plan to conduct a survey so the ITC Council can secure a solid understanding of member views and needs. We encourage you to provide your feedback in order to assist the ITC in developing appropriate strategies, processes, and services to ensure ongoing effectiveness as a global leader in testing standards.

For the record, our 2017 membership includes the following:

Full Members: 11  
Affiliate Members: 36  
Individual Members: 50\*

(\*Please note that this number does not include those who have received individual membership for 2 years based upon paid registration at the ITC 2016 conference.)

Three parting comments:

- Please look out for the member survey next year - and please respond.
- Consider attending the ITC conference (after ICAP) in Montreal next year, around the time of the Montreal Jazz Festival!
- Please support the ITC through continued membership, and by encouraging others to join a body, which is committed to raising testing standards globally.

## Research and Guidelines Committee Report

Anna Brown, Chair



The core activity of the Research and Guidelines Committee has always been the development of best practice guidelines, and this year was no exception. We are very pleased to announce that we have finally completed the long awaited ITC Guidelines for Translating and Adapting Tests (2<sup>nd</sup> Ed.), now available for download from the ITC website, and in print with the International Journal of Testing.

The 2nd edition brings the 10 year-old guidelines up to date, incorporating some new features such as jargon-free “explanations” to every guideline, followed by “suggestions for practice”. Our big thanks go to our two lead authors Jacques Gregoire (who has led the project in the past two years) and Ron Hambleton, and many other colleagues in and outside of the ITC Council who contributed ideas and writing and provided feedback on earlier drafts. We are particularly grateful to our individual and organisational members who responded to the public consultation and provided critique, comments and suggestions, all of which have helped creating a better set of guidelines:

- Jose-Luis Padilla (University of Granada, Spain)
- Gavin T. L. Brown (University of Auckland, Australia)
- Jose Muñoz Fernandez (University of Oviedo, Spain)
- Avi Allalouf (National Institute for Testing and Evaluation, Israel)

- Todd Rogers (University of Alberta, Canada)
- The Dutch committee on Tests and Testing – COTAN (The Netherlands)
- SHL Talent Measurement Solutions (UK, South Africa)

Another project close to completion is the ITC Guidelines for the Fair and Valid Assessment of Linguistically Diverse Populations, aiming to promote fair and valid standardized assessments for linguistic minorities around the world. The ITC Council members have completed two rounds of reviews, and the project team led by María Elena Oliveri and René Lawless is now preparing a final version for public consultation.

However, we have not progressed as rapidly as we had hoped with bringing up-to-date our other extremely popular set of guidelines, the ITC Guidelines on Computer-Based and Internet Delivered Testing. These guidelines are over 10 years old now, and are falling behind the rapidly changing world of technology-related testing. In the December 2016 issue of *TI* we announced an open call, encouraging individuals or teams to lead this important revision. Unfortunately, we have not received any nominations, and had to rethink how we would support this important revision. At the Council meeting in Amsterdam in July, we discussed the possibility of driving this revision forward by partnering with another organisation interested in developing the up-to-date technology-based assessments guidelines. On behalf of the ITC Council, Steve Sireci has approached the Association of Test Publishers, who expressed a great interest in collaborating with us to produce ITC/ATP guidelines to support valid development,

administration, scoring, and reporting of technology-based/digital assessments. We will be initiating scoping meetings at forthcoming conferences of the ATP (February 2018) and ITC (July 2018), and will invite the ITC members attending these conferences to participate. Please watch this space, and let us know if you are interested in participating in this project.

Our ongoing activities include translating the guidelines into additional languages. Despite some significant pieces of translation work completed recently (e.g. Japanese, Chinese), the progress of getting the translation approved by national associations has been slow. As always, we encourage our members to help with translations and soliciting approvals from national psychological or assessment associations whenever they can.

Finally, I thought our readers would like to hear some good news. To monitor the impact of our guidelines and other publications on assessment practices around the world, we created a public Google Scholar profile for the ITC in 2016. At the time of writing this update, ITC-authored publications have been cited 872 times. The citations increase steadily year by year, and while in 2010 our documents were cited 36 times, in 2017 so far the number of citations is 139. Our most cited documents are the Guidelines for Test Use (534), Guidelines on Computer-Based and Internet-Delivered Testing (168), and Guidelines for Translating and Adapting Tests (130).

Many thanks for your ongoing support, and wishing you all happy and prosperous year 2018!

## Outreach and Capacity Building Committee Report

Paula Elosua, Chair



The outreach and capacity building committee is one of the working groups inside the International Test Commission. In line with the main goals of the ITC in its commission to promoting effective testing and assessment policies

and to the proper development, evaluation and uses of educational and psychological instruments, the Outreach and Capacity Building Committee has three main aims: (a) to build capacity in measurement/testing expertise across the globe, focusing on emerging economies as well as countries where ITC does not have a major presence; (b) strengthening the global knowledge base, skills and abilities in the field of testing and assessment, and (c) sharing best practices in international testing and assessment.

The committee consists of members with expertise in international organizations and coming from around the globe: Merry Bullock (USA) Jacques Grégoire (Belgium), Solange Wechsler (Brazil), Fons J. R. van der Vijver (Netherlands), Cheryl Foxcroft (South Africa), Fanny M. Cheung (China), Kazuo Shigemasu (Japan), Dave Bartram (United Kingdom), and Paula Elosua (Spain) who is the actual convenor.

One of the work areas of the committee is the organization of the ITC Scholarship program. The focus of this program is to enable recipients to attend the ITC Conferences and 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/or Educational Testing in developing and emerging economies. Up to seven grants are available with a maximum value of US\$1,500 per grant. Participants of the last call are relating their experiences in this TI issue. For the next Conference (Montreal, Canada) conditions can be downloaded from the Conference site: (<https://www.itc-conference.com/>).

In sharing best practices in testing and assessment ITC participates in international conferences around the world. During the last year ITC representatives have taken part in the following conferences:

**ICP2016**  
**(International Congress of Psychology)**  
**Yokohama, Japan**

Symposium organized by Dragos Iliescu:  
*Recent evolutions in cross-cultural assessment*  
Participants:

- Fons J. R. van de Vijver (The Netherlands): Recent Developments in Cross-Cultural Assessment
- Mingjie Zhou, Jianxin Zhang, Yixin Zhou, Obschonka Silbereisen, Rainer K. Silbereisen (China and Germany): Interpersonal Relatedness and Entrepreneurial Activity at city level: study on Chinese samples
- Aletta Odendaal, Gideon, P. de Bruin, Gert Roodt (South Africa): The measurement of social desirability in a multi-cultural context: Reflections and recommendations
- Nadine Schuchart (Germany): Intelligence and Development Scales for

Children and Adolescents (IDS-2):  
Norming in multiple cultures.

- Samuel Greiff, Romain Martin (Luxembourg): Assessment of transversal skills in large-scale assessments across countries: What about cross-cultural comparability?
- Rainer H. Kurz (Germany): Cross-cultural development of assessment tools

Invited Symposium organized by Aletta Odendaal: *International Test Commission: Guidelines for good testing practice*  
Participants:

- Dragos Iliescu, Romania: ITC Guidelines - Introduction to the ITC test-related guidelines development, followed by ITC Guidelines on Test Use
- Aletta Odendaal, South Africa: ITC Guidelines on Computer-Based and Internet-delivered Testing
- Kurt Geisinger, USA: ITC Guidelines on Quality Control in Scoring, Test Analysis and Reporting of Test Scores
- Fanny Cheung, Hong Kong: ITC Test Adaptation Guidelines
- Discussant: Fons van de Vijver, Netherlands, Tilburg University

**COP2017**  
**(Spanish Psychological Association)**  
**Oviedo, Spain**

Invited Symposium organized by Paula Elosua:  
*Testing guidelines and professional practice.*  
*¿Do we talk the same language?*  
Participants:

- Paula Elosua, and Dave Bartram. International guideline on testing





## Australian Psychological Society (APS) Congress Melbourne, Australia

Presentation by Peter Macqueen: *Are all psychologists competent to use psychological tests*

Capacity building activities have been focused this year in the communication of ITC values and outputs as well as in the establishment of relations with partners internal and external to the Committee. Actions have been concentrated on Iberoamerica and Asia, two of our cores, but the Committee wants to extend its working area and to increase the presence of ITC in East Asia and Africa. We hope we can report activities on those geographical zones next year.

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

**Deadline for the June 2018 issue:  
May 15, 2018**

*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)**

## First Southeast Asia Regional Conference of Psychology (28 November - 1 December, 2017) Theme: *Human well-being and sustainable development*

**La Thi Thu Thuy**

Co-chief of Organizing Committee  
Director of Institute of Psychology, VASS



The First Southeast Asia Regional Conference of Psychology - *Human well-being and sustainable development* - was held in Hanoi, Vietnam from 28th November to 1st

December 2017. The Conference was a major scientific forum for domestic and international psychologists as well as interested researchers from related fields. It was a stage for the scientists to present and discuss results from their most recent studies on psychological sub-areas. After four hard-working and efficient days with strong academic, professional, participative and cooperative spirits, the Conference ended with enormous success.

The Conference received extensive attention and supports, both tangible and intangible, from leaders of Vietnam Academy of Social Sciences (VASS), Vietnam National University (VNU), Nafosted, International Association of Applied Psychology (IAAP), International Test Committee (ITC), International Association of Cross-cultural Psychology (IACCP), Australian Psychology Society (APS), Chinese Psychology Society (CPS) and the press. Despite busy schedules, they made time to attend for speeches, sharing contributions, or to report news about the event. To meet the expectations and attention, the Conference

was carried out in an open academic and professional atmosphere with significant scientific values. Below are a few of the highlights achieved in the Conference.

First, this Conference was prepared in a rather short amount of time - only 9 months from the signing date till the Opening ceremony. Meanwhile, most of the other regional conferences by IAAP more often than not have two years of preparation. During those 9 months, the Organizing Committee paid substantial efforts side by side with the supports and consultation from international organizations, the cooperation, solidarity and dedication of the members of Institute of Psychology - VASS, Faculty of Psychology – USSH, the peer reviewers and the students' volunteering team. It is noteworthy that the members of the Organizing Committees as well as those who supported had little to none experience in organizing conferences of international scales.

Secondly, after the official call for papers, the Organizing Committee received 454 quality abstracts from individual and groups of scientists from 35 countries and regions. In particular, 170 full-text papers were submitted, among which 150 papers were qualified for publication in the Conference 1600-page proceedings after two rounds of peer reviews. The presentations were divided into 13 symposia, 24 spoken sections, and 95 posters with diverse topics revolving around subject well-being, human physical and mental health, sustainable development in various landscapes in the diverse and ever-changing global cultures and societies. There was one roundtable discussions dedicated to psychological testing and measurements. The Conference received 13 keynotes from leading psychologists.

Thirdly, 428 scientists, among whom 200 from other 35 countries and regions and 291 from Vietnam (working in 90 organizations), participated, presented and deliberated with significant scientific values during the four working days, which indicated that the chosen topic of the Conference, five capacity building workshops prior to the Conference, and 37 sections of the co-organizers were right decisions, satisfying the academic concerns and attention of domestic and international scientists in the field of psychology. In addition, it is also meaningful in the sense that the scientists of different generations coming from 35 countries and regions had the opportunity to meet and exchange ideas and hence cooperate in future endeavors. It could be said with certainty that the Conference did not only fulfill the mission of being an academic forum but also a place for international and Southeast Asian scientists to gather and share.

Fourthly, the participants of the Conference were not only the leading psychologists who had always been the pioneers of the field even until today, but also young researchers and scientists filled with enthusiasm and aspiration with high proficiency in research and fluency in foreign languages. They are now the successors of the pioneers in today's globalizing world. It is a promising sign that we now expect contributions from the young scientists in the near future and the field of psychology may prosper with significant achievements.

Finally, for such success of the Conference, besides the supports from leaders of international organization, leaders and functional departments of Vietnam Academy of Social Sciences, Vietnam National University and Nafosted, and the enthusiasm of domestic and international scientists, it is important to recognize the efforts and relentless

contributions of the members and volunteers responsible for secretariat, assistant, logistic, external affairs, financial, reception, translating, media and communication, security, medical support, and other back office duties of the co-organizing bodies - Institute of Psychology – VASS and University of Social Sciences and Humanities – VNU.



Conference Website: <http://rcp2017.org.vn/>

Also, search “First Southeast Asia Regional Conference of Psychology” on Facebook for pictures from this conference!

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## Need to contact ITC Officers?

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

### ITC President

Dr. Dragos Iliescu, [president\[at\]intestcom.org](mailto:president[at]intestcom.org)

### ITC President-Elect

Prof. Kurt Geisinger, [presidenelect\[at\]intestcom.org](mailto:presidenelect[at]intestcom.org)

### ITC Secretary

Dr. Aletta Odendaal, [secretary\[at\]intestcom.org](mailto:secretary[at]intestcom.org)

### ITC Treasurer

Prof. Kurt Geisinger, [treasurer\[at\]intestcom.org](mailto:treasurer[at]intestcom.org)

### Editor of *International Journal of Testing*

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)

## Thomas Oakland Award for Distinguished Contributions to Testing and Assessment

The Thomas Oakland Award for Distinguished contributions to Testing and Assessment recognizes an individual who has made noteworthy contributions to research or practice in educational or psychological assessment and who has had a positive impact at either an international level, or within their home country that represents a model for others to follow. Examples include (but are not limited to):

- innovative assessment formats that lead to more valid assessment
- contributions to statistics or research design in test validation
- improved procedures for adapting tests across languages
- improved methods for evaluating assessments used across multiple languages or cultures, or
- contributions to improved testing policies and practices

Nominators must be Full, affiliate, or individual members of the ITC. All nominators must submit: (a) a nomination letter describing the nominee’s contributions; (b) two letters of support from two different countries, (c) a current copy of the nominee’s CV, highlighting the scholarly accomplishments relevant to the nomination.

Nominations should be sent to Stephen G. Sireci, Chair, Thomas Oakland Award Committee at [sireci@acad.umass.edu](mailto:sireci@acad.umass.edu).

The winner of the award receives a free conference registration, and \$1,000 in travel expenses to attend the conference. The award is given every second year, at the respective ITC Conference.



## The 11<sup>th</sup> Conference of the International Test Commission July 2-5, 2018 Montréal, Quebec, Canada

The theme for the 10th Annual Conference is ***On the beat of testing*** and gives a nod to the Jazz Festival of Montréal (28th of June to 7th of July 2018). Its music inspired a thematic focus on best practices, quality of instruments, cultural influence, and creativity through innovation. This thematic focus can be deployed in a variety of application fields such as psychology, education, workplace or health care.

This theme will guide the presentation of workshops, keynote addresses, symposia and special (oral and poster) sessions. Prominent speakers from across the world will be presenting and giving workshops, including the following keynote speakers:

*Alina von Davier*  
*Andre de Champlain*  
*Bruno Zumbo*  
*David Magis*  
*Deon de Bruin*  
*Irini Moustaki*  
*John Hattie*  
*Leslie Rutkowski*  
*Maryam Wagner*  
*Stephen G. Sireci*

### **Proposals**

There is still time to submit your proposal for individual oral presentations, posters, and symposia!

To submit a proposal, please follow this link and fill out the form: <https://goo.gl/yGBDyR>

**NOTE: Closing date for proposals is  
January 18, 2018!**

### **Workshops**

Interested in attending a workshop during the next ITC Conference to be held in Montréal on July 2-5 2018? Before you register for the Conference, please have a look to our remarkable selection of workshops here: <https://goo.gl/7zeSR1>

### **Invitation to Sponsor the 11th ITC Conference | Montréal, July 2-5, 2018**

As you may know, the ITC is a not-for profit organization of national psychological associations, test commissions, publishers and other testing organizations committed to promoting effective testing and assessment policies and to the proper development, evaluation and uses of educational and psychological instruments (see [www.intestcom.org](http://www.intestcom.org)).

In the past, the ITC conference has proved to be an excellent opportunity to promote products and services in the domain of testing. The estimated number of delegates is between 400 and 500. We invite you to use this opportunity by participating in the conference as a sponsor. Your organization will be affiliated with the newest developments in the theory and practice of testing. There are four different classes of sponsorship which are listed on this link: <https://goo.gl/2Bj1uC>

Thank you for considering this opportunity to sponsor ITC's 11<sup>th</sup> conference in Montréal, 2018.



# Testing in Vietnam

## Psychological Testing in Vietnam History and Current State

**Phan Thi Mai Huong**

Institute of Psychology - VASS, Vietnam



In Vietnam, psychology is a newly emerging science, which started in 1965 (HNUE, 2015). The history of testing and measurements has not been very long. This paper shows an overview

of testing in Vietnam through a review of published articles - including *Journal of Psychology*<sup>1</sup> and proceedings of the three psychology conferences held in Vietnam from 2011 to date – and interviews with three medical doctors working in the field of mental health at three hospitals in Hanoi and five lecturers from five universities in Vietnam about testing in their works.

### ***Since when has psychological testing been utilized and how is it applied today?***

There is no exact answer for this question. According to a number of medical doctors, psychological tests have been used in psychiatry in Vietnam for diagnosing since the early 60s or 70s of the twentieth century. However, during this time, the qualitative view was considered more important than the quantitative one, so, psychological tests were only a means for probing and providing experimental or additional information for the medical doctor's diagnosis. From 1984, psychological tests have been used in psychiatric examination for military discharge decisions. From another perspective, in the

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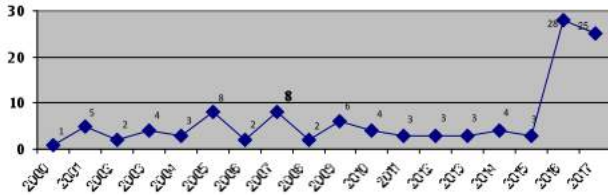
<sup>1</sup> The only psychological journal in Vietnam, published monthly from May 1995; Not until October 2013 did the second journal "Social Psychology Journal" appear.

1970s, several vocational tests were used for students by educational psychologists in vocational counseling. However, after only a few years, this activity stopped developing. In the early 2000s, the usage of psychological tests in assessment bloomed across clinical and counseling services by practitioners who had studied abroad (Tran Thi Minh Duc, 2007). Also according to this document, the first tests were originated from the West and were adopted by former students who had studied Psychiatry or Psychology overseas or by foreign experts working in Vietnam.

Psychological tests have been used for the purpose of screening, supporting diagnosis, psychiatric examinations, assessment of children with disabilities, vocational counseling, selection of talented students, and serving the needs of individuals for understanding their own abilities. According to some of the interviewees, in assessment, the test results have been used for reference only and they have to conduct additional observations and clinical interviews.

Tests have also been used for research. The literature review shows that in the last two years, the number of articles mentioning tests is seven times higher than the average of the previous years. In the total number of articles published by 11/2017 of the *Journal of Psychology*, articles related to testing account for about 4%. Although testing had started decades ago, articles relating to testing have only appeared since 2000. The psychological tests mentioned in those articles were mainly used as instruments for data collection in studies (80.7%), the validated results of foreign tests (7.9%), the introduction of foreign tests (6.1%) and newly developed tests (5.3%). Among the instruments used for data collection, only 48.9% were tested with Cronbach  $\alpha$ , and none mentioned the validity.

The translation into Vietnamese was also not mentioned. Among the six tests newly developed in Vietnam, three were based on foreign tests, and the others were only introduction of incomplete tests. All above mentioned tests, either adapted or developed, have been published since 2008, mostly in



2017.

Figure 1: Number of articles relating to testing published from May 1995 – November 2017

It can be seen that, to date, the tests mentioned in most articles were not intended to provide evidences for using tests but rather to collect data for the research.

### What types of tests are usually used in Vietnam?

The prevalent testing trend in Vietnam is adopting foreign tests, mostly from U.S.A., France, Russia and a few from Eastern European countries (94.7%). Only 5.3% among the reviewed articles used local or localized tests. The fields of the reported tests include: mental health (33.3%), emotion and emotional intelligence (21.4%), personality (18.8%), intelligence (14.5%) and social psychology (12%). Most of these are objective tests and only one of them introduced projective test, TAT. Interestingly, only a few of these tests were used for assessment in practice. Box 1 shows the tools used for screening and psychological diagnosis at clinics or centers, which providing mental health examination / psychological assessments and supports.

Comparison of tests used in research and practice shows that in the similar fields, the test types used in these two arrays are different. In Vietnam, there are noticeable gaps between these two due to a lack of complementary to each other. New trends of studies on emotions and emotional intelligence could only be seen in research. Meanwhile, developmental assessment tests are only used in practice.

The review has also revealed that tests used in practice are not update and poor in diversity. Recently, types and number of tests in Vietnam have increased but at a rather slow pace comparing to the rest of the world. The tests for pediatric mental health is more diverse, update, and more selective than for adult psychiatry. Developmental tests are fairly straightforward in practice. Simultaneously, the developed tests are used mainly in research but not in practice.

<b>Mental health</b>	BDI, CBCL, Depression Hamiton, Jung’s anxiety, DSM-4, DSM-5, ICD10, ABS-S:2, Vinelands II, ABSS2, CARS, M-chat, ADHD Vanderbilt, Behavior checklist
<b>Personality</b>	MMPI, CAT, TAT, Rorschach, Cattell 16-PF
<b>Intelligence</b>	Leiter- R, Gille, Raven’s Matrices, colored Raven’s Matrices, Wechsler memory scale, Kohs Block test, WICS4, WAIS-R, Goodenough – Harris test, Pictogram
<b>Development</b>	Denver-I, Denver-II

*Source: IDI with psychiatrists*

Box 1: Usage of the tools

### ***How are foreign tests used?***

In general, foreign tests have been translated into Vietnamese by professionals with fairly high proficiency in the foreign languages. A pediatric psychiatrist reported that after the translation, the tests were usually used for trial for about six months. Then, they would be used officially in the original versions or in new versions with some minor adjustments. Adjustment of tests is made based on practical experiences but not on studies on the psychometric characteristics of the test. Norms of the foreign tests have been applied to Vietnamese without any adaptation. Until today, in Vietnam, WISC-4 is the only foreign test that has been standardized and licensed. Additionally, a number of tests have been validated, for example, NEOPI-R, CPAI, ASQ (Nguyen Thi My Loc et. al., 2011); however, they have not been published. Even the results of WISC-4 standardization and its efficacy in practice have not been published on any domestic journal, although the interviewees reported positively about it. The test users were trained how to use it during a workshop. Meanwhile, other tests have been mostly used in a spontaneous and localized manner.

In the same way, untested instruments/ not validated tests are still common in research. Rarely have there been reviews on the use of foreign tests in Vietnam indicating language problems, or whether the tests are appropriate in the context of Vietnamese culture. The validation of tests, if any, has also been very simple and focused only on the reliability. The fact that tests that have not been validated are common shows that quality of the tests used in Vietnam is not high which therefore limits the effectiveness of the tests.

### ***Who are the test users?***

Besides those who use tests for research purposes only such as researchers, lecturers,

and postgraduate students, the test users are mostly bachelors of psychology working in practice. According to several experts, most tests users are untrained, and most tests are not available in original versions (Tran Thi Minh Duc, 2007).

A clinical psychologist from a psychiatric hospital complained that a number of graduates from Psychology Faculties who joined her hospital did not know how to use tests in assessment. Meanwhile, all psychology curricula in universities have subjects relating to testing. Box 2 shows the subjects from five major universities in Hanoi and Ho Chi Minh City.

1. Cognitive assessment
2. Case Identification and Assessment
3. School psychological services for children with disability
4. Intelligence assessment and counseling for study
5. Science of Psychological Assessment
6. Psychological Diagnosis and assessment

*Source: IDI with lecturers*

### ***Box 2: Subjects relating to testing in psychology curricula***

It can be seen that sufficient and effective training for test users is certainly a matter of concern.

***For testing to be more efficient, what are the challenges for psychology in Vietnam?***



Through the overview of testing history in Vietnam, substantial challenges that psychology in Vietnam has to face have been revealed.

First, it is worldly recognized that testing is essential in psychology, that assists to increase objectivity in evaluation and to decrease subjectivity in making decisions related to human beings. However, to identify whether the tests used are valid and reliable enough, it is necessary that there are articles showing strong evidences published on specialized journals. This requires the cooperation between researchers and practitioners. The distinct division between research and practice does not promote positive development of psychology in Vietnam.

Second, tests used in Vietnam are mostly originated from the Western world where they are proved to be appropriate in individualistic societies. A number of studies have shown that about 61-79.6% items from the original tests are suitable with Vietnamese (Phan Thi Mai Huong, 2016, 2017). Test validation in accordance with Vietnamese culture and language is highly necessary. Additionally, as necessary as it is, developing tests for Vietnamese, suitably to Vietnamese cultural landscape poses a major challenge under the circumstance of lacking Vietnamese experts in psychometrics. In the meantime, what should be done is to train researchers more on test adaptation, standardization and local test development. Nevertheless, this is not an easy task and requires international supports.

Third, copyright is a noteworthy issue not only in Vietnam but also in Southeast Asia. Copyright is one of the conditions for promoting quality testing. However, with the economic and cultural context of Vietnam today, the

copyright for scientific products in general, the test in particular is still far from realization. Fourth, it is highly required that test users have sufficient knowledge of the profession. With that requirement, test training in undergraduate courses is not enough – rather, it should be on regular basis along the career because testing ought to be up-to-date.

In summary, although in the recent years, psychological tests have been concerned significantly more than before, with the attention to test adaptation and development, Vietnam testing history has not had any breakthrough. The tests are poor in diversity, mostly originated from the West, not validated and not adapted thoroughly. Test users receive insufficient training. This reality poses many challenges for psychology in Vietnam in the context of globalization.

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**The Call for Proposals  
for the 11<sup>th</sup> Conference  
of the International Test  
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## Scenes of Montréal



## OECD's New International Study on Social and Emotional Skills

Javier Suárez-Alvarez and  
Milos Kankaraš

Directorate for Education and Skills  
OECD

In an increasingly globalised and diverse world, the role of social and emotional skills is ever more important. A faster pace of living and shift to urban environments calls upon abilities to resist stress and control emotions. Aging and more diverse populations, decreasing levels of social and institutional trust and dismantling of traditional social networks place additional emphasis on people's sense of trust, co-operation, tolerance, and compassion. The increasing accessibility and amount of (mis)information calls for people's ability to think critically and act independently. Growing automation is placing additional premium on creativity, imagination and capacity to innovate skills that are difficult to automate. Rising complexity and increasing pace of technological change require the development of self-regulation and meta-cognitive skills that will enable individuals to monitor and direct their mental processes and create lifelong learners able to adjust to changes on-the-go.

While cognitive skills, often represented by literacy and numeracy competences, have been the main focus of attention for a long period, there is growing interest in social and emotional skills and their direct or indirect consequences. At least four of the eight key competencies listed in the European Framework for Key Competences for Lifelong Learning are related to social and emotional skills: Learning to learn; Social and civic competences; Sense of initiative and leadership; and Cultural awareness and expression. Depending on the particular population group, skill, and outcome being studied, the importance of social and emotional

skills varies both in absolute terms and in comparison with other factors. In some cases the predictive value of these skills rivals that of long-established measures of cognitive skills. Social and emotional skills have been shown to influence many important life outcomes, but also to influence development and use of cognitive skills. Furthermore, there is growing awareness that these skills are malleable. All these factors help to explain the increasing interest of policy makers and researchers in these skills.

The growing body of empirical research is also providing evidence on the importance of social and emotional skills for various important work and life outcomes (Roberts et al., 2007; Kankaraš, 2017; OECD 2015, 2017). In particular, these studies indicate that these skills have substantial influence on important life outcomes, such as educational attainment, occupational status, productivity, job and life satisfaction, criminality, health, and longevity. Empirical research also shows the potential of social and emotional skills for compensating the effect of socioeconomic disparities on academic performance (Suarez-Alvarez, Fernández-Alonso, & Muniz, 2014). Equity policies aimed at balancing the socioeconomic conditions of students will act as an empowering factor in interventions on social and emotional skills. Especially relevant when considering policy relevance is the malleability of these skills, and the fact that social and emotional skills can be influenced and changed by a variety of individual and social factors, including direct policy interventions (Durlak et al, 2011).

In response to this new policy interest, the OECD has recently launched a new study on the social and emotional skills of school-aged children. *The Study on Social and Emotional Skills (SSES)* is part of wider OECD efforts to place greater emphasis on the development of these skills in schools and other settings. The SSES is a new OECD international survey that assesses 10 and 15 year-old students in a number of cities and countries around the world. Apart from examining the level of children's socio-emotional skills, the

study will gather information on their family, school and community learning contexts, thus aiming to provide information about the conditions and practices that foster or hinder the development of these critical skills.

### Objectives of the study

The overall purpose of *the SSES* is to broaden the focus of policy makers, practitioners and researchers and include the domain of social and emotional skills. It will do so by emphasizing the relevance of these skills for important life outcomes as well as providing valid, reliable and comparable assessment of students' social and emotional skills across cities and countries. The study will provide a broad and balanced assessment of the entire spectrum of these social and emotional skills.

*The SSES* will help address numerous questions that are important for policy makers, teachers, school administrators and parents. These include:

- Which socio-emotional skills predict children's cognitive, educational, and social outcomes, as well as their general well-being?
- Which *family learning contexts*, such as parental styles or learning resources, influence children's social and emotional development?
- Which *school learning contexts*, such as content or type of teaching methods or school resources, influence children's social and emotional development?
- Which *community learning contexts*, such as sport and cultural resources or safety, influence children's social and emotional development?
- How *malleable* are social and emotional skills and how do they differ *across children of different age*?
- What are the social and emotional skill gaps according to children's *gender and socio-economic background*, and what are their likely causes?

Hence, the ultimate goal of the study is more than just obtaining valid, reliable and comparable information on the level of these skills in children. It is designed to help participating cities and countries identify stimulating factors and potential barriers that improve or prevent children's socio-emotional development. This information can then be used by parents, teachers and schools to understand which socio-emotional skills matter for which situations or outcomes, why they matter, and how they can be fostered. In this way, practitioners and parents will be able to adapt children's learning environments to better promote the growth of these skills, and consequently improve children's well-being and future prospects.

### Triangulation: Students, teachers and parents

Social and emotional skills of school-age students are the primary focus of this study. These skills will be assessed both directly and indirectly. The student assessment will have a format of standard Likert-type items, with statements describing typical behavioural patterns and response categories representing various degrees of agreement with the given statement. Similar type of instruments for assessing students' social and emotional skills will be administered to their parents and teachers, thus providing for the possibility of mutual verification and triangulation. Apart from assessing students' social and emotional skills, the study will also gather a wide range of information on children's family, school and community environments from their teachers, parents, school principals, as well as from students themselves. This information will help to place social and emotional skills in the context of other relevant individual, group and community characteristics and factors that are relevant to the development of these skills. Some of the main topics covered in these questionnaires are:

- Individual and family socio-demographic background
- Quality of parent-child relations



- Home learning environment
- Parental styles
- Learning activities
- Parents' and teachers' perceptions on social and emotional skills
- School climate
- Teaching practices and pedagogies, etc.

### Target population and sample design

The SSES will survey two cohorts of children: children attending schools aged 10 and 15 at the time of administration of the study. There will be 3,000 students per site (i.e. participating city or country) for each of the two cohorts. A two-stage stratified sample design with initial random selection of schools and a follow-up random selection of students within selected schools will be implemented.

The study will include a diverse list of participants, with different administrative units, jurisdictions and sizes. Both individual cities and entire countries will participate since the study design can accommodate different contexts. Official decisions on participation in the study are to be made by 30 April 2018, but several cities and countries has confirmed their intention to participate in the study and are actively participating in the study setup and initial instrument development phases. The maximum number of participating sites is set to 12 in order to keep the study manageable in this first round.

### Structure of Social and Emotional Skills

The study will use the most well-known framework in the field of social and emotional skills - the "Big Five" model - to provide a general outline of how these skills should be organised (see figure below). Social and emotional skills in this model are arranged hierarchically, with five general skill categories that can be split into more specific, lower-order skills. The broad categories of the "Big Five" are:

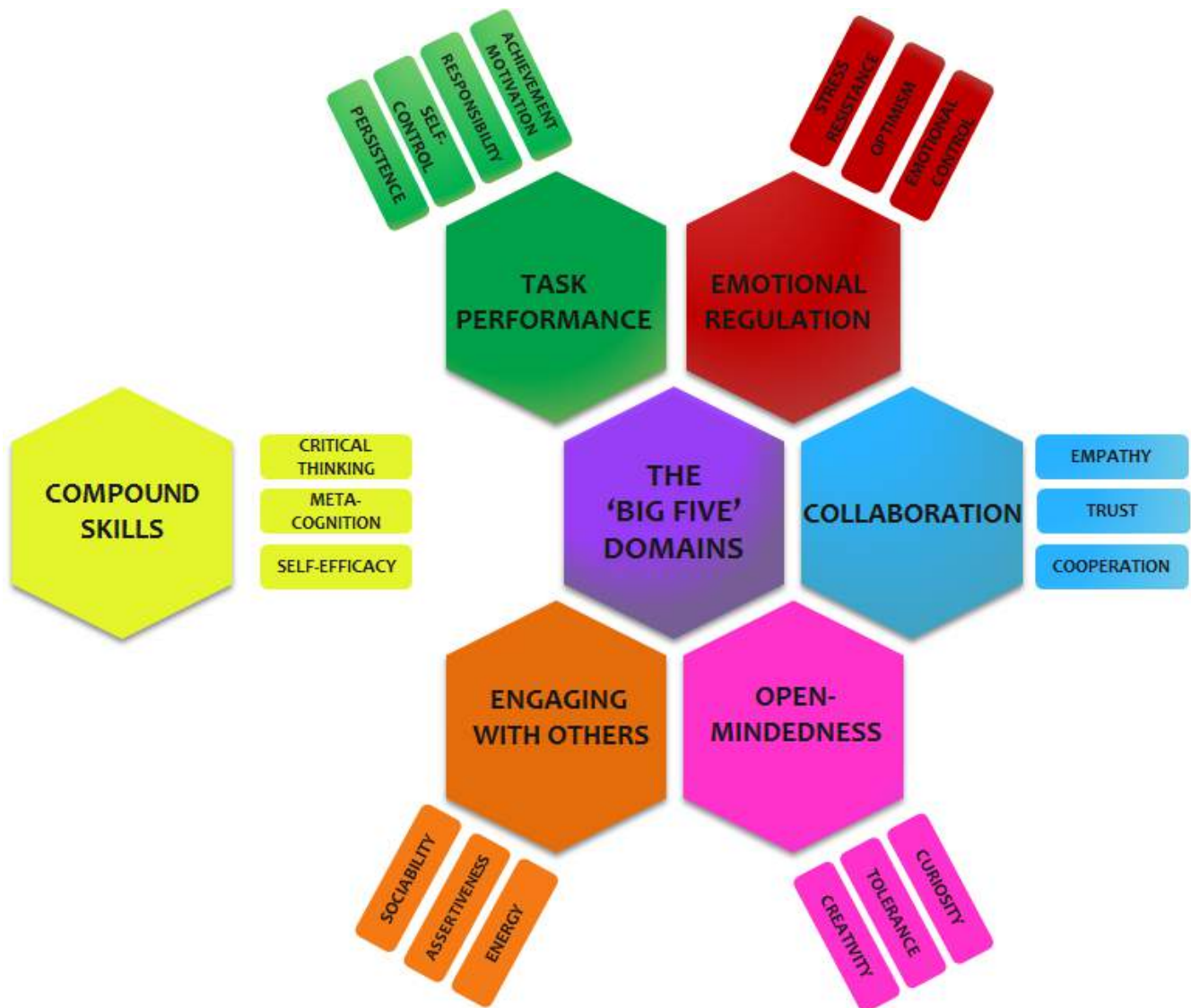
- Open-mindedness (or Openness to Experience),
- Task Performance (i.e. Conscientiousness),
- Emotional Regulation (i.e. Emotional Stability),
- Engaging with Others (i.e. Extraversion), and
- Collaboration (i.e. Agreeableness).

Each of the dimensions or categories contains a cluster of other mutually related social and emotional skills. For example, Task Performance includes achievement orientation, responsibility, self-control, and persistence. Apart from demonstrating the degree of mutual similarity, this grouping also ensures a systematic, comprehensive and balanced consideration of social and emotional skills of individuals.

The study also includes a category of the so-called "compound" skills. These skills represent combinations of two or more individual skills. For example, self-efficacy represents a combination of skills from the Conscientiousness, Emotional Stability and Extraversion domains of the Big Five. Compound skills are useful for describing and understanding certain aspects of behaviour and in many cases they have been shown to affect important life outcomes.

After careful and thorough examination of existing empirical evidence, a set of the most relevant social and emotional skills has been selected for inclusion in this study. These are presented in the figure above. In deciding which skills should be prioritised and included in the study, a number of criteria were taken into account. In particular, the included skills needed to:

- Provide *broad and balanced coverage* of the entire domain of social and emotional skills
- Be *predictive of success* in a wide range of important life outcomes and events



- Be *malleable* and susceptible to possible policy interventions
- Be *appropriate* for ages 10 and 15

The study will assess 15 social and emotional skills spread across the six broad domains – the “Big Five” dimensions and a group of compound skills. Four skills from the 19 skills presented in the diagram will be excluded at a later stage, based on the results of a field test. Due to reduced response burden that 10-year-olds can endure, a smaller number of 10-12 social and emotional skills

### Project management and implementation

Like all OECD large-scale surveys, the SSES is organised as a project with comprehensive management structure, involving multiple stakeholders, national and international institutions, policy advisors, researchers, experts and administrators. The OECD Secretariat has overall managerial responsibility for the project, monitors its implementation on a day-to-day basis, builds consensus among countries and serves as the interlocutor between the sites and the international consortium contracted to implement the Survey.

The international consortium of this study is led by the Center for Human Resource Research (CHRR) at The Ohio State University in Columbus, Ohio, USA in partnership with the Drasgow Consulting Group, Urbana, Illinois, US (assessment development and analysis); Sanigest International, San Jose, Costa Rica (quality control); Research Support Services, Evanston, Illinois, USA (translation training adjudication); and cApStAn Linguistic Quality Control, Brussels, Belgium (translation verification).

The project implementation is also coordinated together with the International Advisory Group composed of policy experts from participating and interested cities and countries, and a Technical Advisory Group composed of research experts in social and emotional skills and cross-cultural comparability. Throughout the project, this Group will give their advice and guidance to ensure the robustness of the research.

### More information:

A dedicated website for the study is available with useful background documentation and regular updates about developments regarding the study. It is available here:

[www.oecd.org/edu/cei/thestudyonsocialandemotionalskills.htm](http://www.oecd.org/edu/cei/thestudyonsocialandemotionalskills.htm).

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## ITC Scholars Post-Conference Report

**Mandy Wigdorowicz**  
South Africa



Being afforded the opportunity to attend the 10<sup>th</sup> International Test Commission conference in Vancouver, Canada in 2016 as a recipient of the Young Scholar Award was an incredible experience and a privilege for which I am

immensely grateful. Not only did I have the opportunity to network with international scholars, academics, and experts in the field, but I was also able to attend and take part in presentations by exceptional scholars from all over the world. Further, my mentor Professor Steven Sireci, was exceptionally helpful and supportive throughout and after the conference. From my time at the conference, it was evident that psychometric testing is multifaceted and covers a wide range of constructs, requiring expertise in several areas including psychological theory, human behaviour, statistics, ethics, and best practice. In addition, methods of test adaptation and standardisation must ensure the propriety of internationally renowned assessments when they are adapted for various regions. This is especially relevant in South Africa, where a lot of international assessments are adapted and standardised for use in the South African context.

The symposium, Standards and Practices on Psychological Assessment in Emerging Countries, facilitated by Solange Wechsler, Aletta Odendaal, Mingjie Zhou, and Parakram Mishra was particularly salient to the work in which I have been involved. The symposium



opened up with a discussion about current practices on test use as well as the existing standards for psychological practice from four of the five BRICS countries: Brazil, India, China, and South Africa. The contrasts and similarities in practices across these countries was very informative, and it was clear that cultural and socioeconomic characteristics influence the quantity of tests available and impact the training of those who need to utilise assessment to make reliable scientific decisions. The ITC has been instrumental in providing guidelines for test development, adaptation, and use in general. These guidelines have been beneficial to the practise of psychometric testing in South Africa. They have given me unique insight into how assessments should be developed and evaluated, and this knowledge has given me the ability to, in turn, provide advice on assessments and research practices.

Since attending the conference, my work that I presented has been accepted for publication in *Bilingualism: Language and Cognition* and I am also collaborating on a research project with the South African Young Scholar recipient of 2014, Dr Brandon Morgan. In the next few years, I plan on obtaining my PhD and pursuing a career in academia with the goal of becoming a productive publishing contributor in the field of psychology and testing. Although I am a young researcher, I have taken the opportunities afforded to me to help strengthen the research psychology and psychometric profession and enhance my personal knowledge. Being an active voice in the profession is exceedingly important to me, and I want my research to contribute to the betterment of my fellow South Africans. In my role as Deputy Chair of the Division for Research and Methodology for the Psychological Society of South Africa, I am

committed to contributing to the field through continuous and collaborative research. I have departed as a true ITC Ambassador, having gained valuable knowledge and a network of dedicated and likeminded people. I hope that the next students and young scholars take advantage of this incredible opportunity at the next conference in Montreal.

## ITC Scholars Post-Conference Report

### Pamela Woitschach Paraguay



The prestigious ITC Scholarship Programme has given me the opportunity to enhance my research career and participation in an International group. Being part of the 10<sup>th</sup> ITC Conference

in Vancouver (Canada) was extremely rewarding. I had the opportunity to participate in every presentation, and in special activities with important members of the ITC. The Programme is continuing after the Conference to further impulse me to extend my participation in many other Scientific and academics activities. "Curiosity and commitment to learn", describes my successful experience in the ITC young scholar program.

The years I had teaching at university in Paraguay was the time to explore and learn about the meaning of sharing information and being a role model for other students and the community of researchers. All those reasons make me feel the urgent need to follow my dreams and continue learning. After I finished my master's degree in Methodology of

Research in Social and Health Sciences in Spain, my second goal was to increase my knowledge in measurement testing, research and educative assessment. In the last few years, I have learned about the most important techniques of experimental designs & analysis in education research, psychometrics theories to development of scales & measures, multivariate designs & analysis and hierarchical linear modelling at the University of Oviedo and Complutense University of Madrid.

Today my scholarly interest is in the cross-cultural educative assessment and psychometric research methods. My doctoral thesis is about an international survey which aims to evaluate educational systems worldwide by testing the skills and knowledge of students of any given school around the world. Examples for global educational testing are PISA (Program for International Student Assessment) and the Comparative and explanatory study of education in Latin America by UNESCO. My objective is to evaluate the psychometric characteristics in each test by modern and advanced statistical techniques to guarantee the equality and equity of the cross cultural educative assessment, and determine the factors of the school effectiveness in fifteen educational systems in Latin America.

My experience in the 10<sup>th</sup> ITC Conference has allowed me to continue increasing my knowledge as well as expand my network globally. Now I am part of the visiting international research program at The University of British Columbia (Canada), learning more about the newest techniques in psychometric research. I deeply believe everyone has the opportunity to pursue their goals in life. In my professional experience, hard work and strong motivation enables me to successfully accomplish them.

## Fourth in a Series - Interviews with ITC's Early Leaders: Dr. Fons van de Vijver

*Editor's Note: Beginning in 2015, the ITC Council initiated an archives project to document the history of the organization. A series of questions were developed to elicit perspectives on the past, present, and future of the ITC, and these were sent to various individuals who have held positions of leadership over the years. In this issue of TI is the fourth in this series of interviews; Dr. van de Vijver's responses to these questions were gathered in Spring 2015.*

*During what year did you become involved with the ITC, how did this affiliation occur (e.g. were you asked to join the ITC, were you a representative of another organization, or did you elect to become involved), and what was the nature of your initial work with the ITC?*



I came into contact with the ITC through Ron Hambleton at the end of the 1980s. I had written a chapter in the book that was edited by Ron a few years before and he invited me to become involved in the ITC. I was not elected in a position, but was asked and appointed by the EC to become editor of the Bulletin. This periodical had been published as a separate publication, but became incorporated in the early 1990s in the European Journal of Psychological Assessment. This initiative fitted in an attempt to inclusive the

international visibility and standing of the ITC. I have been editor for a number of years. Various special issues have been published, dealing with a variety of topics relevant for assessment. During that period I attended all EC meetings. Later in I was also involved in setting up the International Journal of Testing.

*What were your initial impressions of the ITC, including its organizational structure, missions, and personnel?*

In those days the organizational structure of the ITC was relatively simple. Major events were the EC meetings and the General Assembly. What I found striking was that there were two almost different levels of activity. First, there was the formal level where great care was taken to follow all procedures, ensure backing from the members, making sure that finances are in order, etc. Second, there was a more informal level where key people of the ITC were developing all kinds of initiatives in the assessment domain.

*Who were some of the key leaders in the ITC at that time and what were their roles?*

I have always been impressed by the amount and quality of activity coming out of the ITC. The group of really active people was very small. The key people were very well connected in the assessment world. In the early 1990s the real leaders were Tom Oakland and Ron Hambleton. There were several people around them who were involved in various activities. However, strategic discussions were led by these two colleagues. It is important to note that they were not only active during meetings, but

mainly between meetings. They had a clear vision about the future of the ITC.

*What prominent changes have you seen in the ITC between when you first were a member and now?*

The ITC has become larger, individuals can now become members, the international visibility has increased, the international reputation has improved, and everything is happening now at a larger and more professional scale. Although I am much more peripheral now to what goes on in the EC, I still have the strong impression that the power of the EC is based on strong friendship bonds between the members. When I was in the EC, all members considered each other as friends. I have the impression that this is still the case.

*Where has the ITC done well? What do you think the ITC's biggest accomplishment has been over the years?*

I think that my admiration for the ITC does not come from a single accomplishment, but from a deep respect for the various projects, such as guidelines, that have been successfully completed over the years. The ITC has been and continues to be an influential player in the international assessment arena.

*Where has the ITC possibly made "wrong steps" or mistakes?*

I think that the (limited) size of the group of really active people has been the strength in the past, but it could easily become a weakness. So far, the ITC has been very fortunate in having strong leaders. However, if this small group would not be succeeded by

equally strong leaders, the future can quickly become dim.

*What do you perceive to be current challenges facing the ITC and what role should the ITC play in this regard?*

Assessment is common of age in many emerging countries. The ITC can play an important role in the developments. Linking with people from specific countries would be very useful to support them in their efforts to professionalize assessment in their country.

*What do you believe should the ITC be focusing on right now and who are the key stakeholders that should be involved?*

In line with the previous question, I think that it is important to listen to assessment people in countries like South Africa, Turkey and Mexico. They all show important developments in the area of assessment. Linking with these people would help to sustain their efforts and to make sure that are aware of what is going on in other countries.

*If there was one thing you could change with regards to the ITC, what would it be?*

Probably nothing else than the number of members.

*What structural or organizational changes to the ITC should be considered to further its effectiveness?*

I would not propose any change.

*To what extent did you find it difficult to dedicate your time to the work of the ITC?*

Working for the ITC has always been great fun.

*How would you compare the first ITC conference you ever attended with the one hosted in San Sebastian in 2014?*

The scientific level has gone up, the coverage of the assessment domain is now better, new conferences can now build on the good reputation of previous conferences.

*Among your various contributions, what do you believe may be your lasting legacy?*

In all fairness, I do not think that my contributions were sufficient to claim any lasting legacy. This is not a matter of modesty, but an appreciation that the total amount of time that I spent on the ITC is a fraction of what various key people have spent. I was involved in the time when the ITC was expanding and professionalizing. In those days various colleagues were doing wonderful things for the ITC, but as I mentioned there were relatively few leaders. In my view only those people could claim a lasting legacy.

### ***About Fons van de Vijver***

Fons van de Vijver is Professor of Cross-Cultural Psychology at Tilburg University, Netherlands and has extraordinary chairs at North-West University (Potchefstroom, South Africa) and the University of Queensland (Brisbane, Australia). His over 350 publications span methodological aspects of cross-cultural comparisons (bias and equivalence), acculturation, multiculturalism, personality and cognitive processes.



# Notice



UNIVERSITY OF  
OXFORD

MSc EDUCATIONAL ASSESSMENT

DEPARTMENT OF EDUCATION

This two-year part-time MSc programme has been introduced at a time when high quality educational assessment is recognised as a core element of a strong education system. The aim of the course is to provide researchers and professionals with the skills to develop and improve educational assessments in their own settings. Students will gain technical and statistical knowledge in assessment and engage with the design and evaluation of educational assessments, as well as graduate with a sound understanding of the field, including high stakes assessment systems.

### Who can apply?

This professional development course is aimed at researchers and professionals in the field of educational assessment. Graduates of the course will be able to apply their knowledge and skills as educational leaders at governmental level, test developers, university academic staff, school leaders, teacher practitioners, NGO and development project specialist staff or the course may serve as the basis for further study at doctoral level.

### What will you study? *Three compulsory modules:*

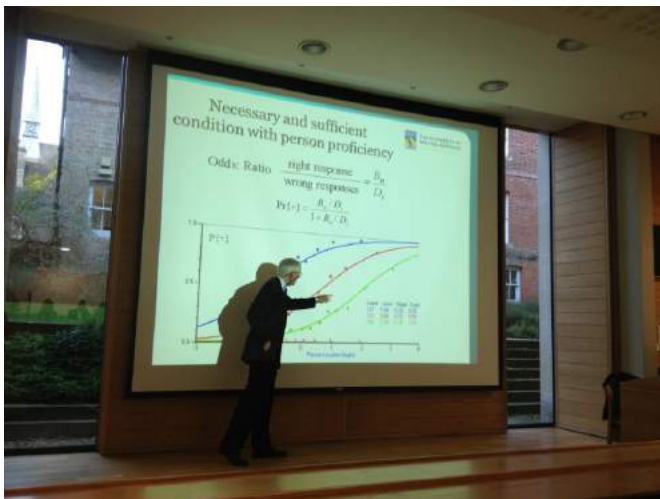
- Module 1: Assessment Issues and Practice – History, Policy, Standards, Validity, Reliability
- Module 2: Assessment Design and Statistical Evaluation of Assessment Data
- Module 3: Assessment Analysis – Classical Test Theory (CTT) and Item Response Theory (IRT)

### *One optional module out of:*

- Module A: Teacher Assessment
- Module B: International Large-Scale Assessments (ILSA)
- Module C: Advanced Analysis Techniques

### Course structure

Year 1 consists of four residential weeks with tutor contact and online support outside of the modules.  
Year 2 consists of a dissertation for which supervision may be conducted face to face or online.



### What the course will give you?

On completion of the course, graduates will have a sound understanding of the design of assessment systems, the options available and their implications. They will be able to analyse the quality of assessments and engage in research, policy and practice questions in an informed and critical manner. This Masters qualification will have an impact upon the quality of educational assessments in a wide range of settings by enhancing assessment skills and increasing opportunities for progression to senior positions in educational assessment organisations both nationally and internationally.

**Contact and information:** Further information can be found on our course page:

<http://www.education.ox.ac.uk/courses/m-sc-educational-assessment/>

Course Director: [jenny.lenkeit@education.ox.ac.uk](mailto:jenny.lenkeit@education.ox.ac.uk); Course Administrator: [m-sc.edassess@education.ox.ac.uk](mailto:m-sc.edassess@education.ox.ac.uk)