

Testing International

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Editor: Nicky Hayes



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ITC President's Message

Aletta Odendaal
President,
International Test
Commission



Dear ITC Members and Friends,

I trust that this issue of *Testing International* finds you well. Amid the continuous disruptive change we are faced with globally, there remains much uncertainty about what the coming year will hold for us. However, as you will see from this newsletter, we are developing the agility and resilience necessary to bounce back and adapt.

First of all, I would like to offer my sympathy to colleagues and friends who may have contracted Covid 19, and my sincere condolences to those who were exposed to deaths in their families and work context.

The current international situation regarding Covid 19 has led us all to have to make unprecedented adjustments in our working practice. The indications of alarming infections in different regions and their huge potential impact, especially in developing countries, has shown how necessary it is that we all work together to stop infections as much as possible. We can hope that the rollout of vaccinations may open opportunities to have an in-person conference 2022, but at present the situation is still very uncertain, and it is increasingly evident that our decision to have 2021 as a Virtual Colloquium has been both appropriate and necessary.

On that note, I extend my appreciation to Dave Bartram, Dragos Iliescu and Ananda van Tonder for the sterling work they have put into organising the

Colloquium, and I would like to wish Ananda a complete recovery after her surgery. This team has worked wonders in getting such a complex event up and running, and I can't express strongly enough my support and appreciation for what they have achieved.

The Colloquium has an exciting and varied programme, with much to offer all of us. There are more details later in this newsletter, but the range of sessions covers the impact of international and multicultural environments to test development and validation, innovations in psychometrics, issues of test security, diversity and equity, and best practices in assessment.

The Colloquium is one of our key membership benefits, along with this newsletter, and also the new CPD opportunities offered by our online Learning Centre. To this end, it is also important to indicate that delegates can also obtain additional CPD for attending the Colloquium. I would like to use this opportunity to personally invite any of you who have not yet registered for the Colloquium, to do so as we are looking forward to welcoming you to a special opportunity to engage virtually with colleagues and friends. Details of how to register are provided elsewhere in this Newsletter.

On other matters: we have now completed the relocation of our ITC base from the US to the UK, and we are now fully registered in the UK as a non-profit organisation, ITC Limited. Apart from facilitating many other matters, this also means that our ITC fees have all been converted to Pounds Sterling rather than US Dollars. I'd like to offer my special thanks to our Treasurer, Dave Bartram for dealing with the huge bureaucratic aspects of this move, and also to April Zenisky for her assistance on the US administrative side. This has also served as a period of consolidation with a strong focus on financial governance within different ITC activities.

Furthermore, our committees continue to develop the support we offer to those involved in psychological testing, including translations of guidelines and the publications of new books. Reports from the relevant

committees are in this newsletter. All these developments are, as ever, made available online as soon as they are ready. It remains our vision to promote effective testing and assessment practices and to improve knowledge about test use to all test users globally.

It is my sincere hope that life will have become sufficiently normal by 2022 to allow us to have our 13th ITC Conference as a face-to-face event. Our proposed 2022 conference in Beijing proved unattainable given Covid conditions, but I am delighted to announce that the 2022 conference will be hosted in South Africa, at Stellenbosch University, by the Department of Industrial Psychology. Watch this space as the date of the conference will be announced soon. We may change the traditional conference timing to align with summer in the southern hemisphere to offer a programme that will showcase South Africa's unique culture, scenery, cuisine, wine, and arts.

As President of the ITC, it is my intention to use this opportunity to further strengthen our ITC's vision of building capacity in measurement and psychometric expertise and encouraging best practice in assessment. I feel that this is especially important for those developing countries that are facing unique challenges in the domain of applied psychological assessment, development, and practice. Hosting a conference in South Africa will contribute to this vision. It will also be a historical moment, as it will be the first ITC Conference hosted on the African continent.

For me, the dispersion of our membership around the world is our strength, and I aim to enhance our international visibility and reputation further. Our focus is on continuous growth and development, and we need to continue expanding ITC activity and relevance where we do not yet have a footprint or presence. To help us continue to extend the reach of the ITC, I encourage all members to share ideas and concerns that you may experience in your context directly with me. You can contact me at President@intestcom.org.

I hope that you enjoy reading this newsletter, and I am looking forward to welcoming everyone at the opening of the ITC Colloquium on the 9th July 2022.

Aletta Odendaal
ITC President

From the Editor



Nicky Hayes

Editor "Testing International"

Welcome to the latest issue of Testing International!

We continue this issue on a sad note, with an obituary to mark the passing of Barbara Byrne, as Dave Bartram discusses her contribution as one of the great figures of our profession. She will be sorely missed, and there will be a tribute to both Barbara and Fons at our Colloquium next month. We have more details of the Colloquium in the newsletter - it's not too late to register, so please do attend if you possibly can.

This issue also contains a number of reports, so you can keep up with what the ITC committees are doing. In that context, we're proud to announce an innovation for the International Journal of Testing, to encourage more papers on validity and test adaptation: full details are available in the IJT report. We also have our regular and impressive summary of international testing events produced by Peter Macqueen. Our ITC Young Scholars introduce themselves, and the issue also includes a thought-provoking article from Rainer Kurz, and an interesting book review outlining a new psychometric model.

Happy Reading!

Nicky Hayes,
Editor

Please remember to let us know if you change your email address. Contact our Office Manager and all-round organizing angel: Ananda van Tonder (ananda.vantonder@googlemail.com).

Barbara Mae Byrne

Professor
Emeritus, [University of Ottawa](#)
February 21, 1935 -
December 19, 2020



It was with great sadness that we heard about the death of Barbara Byrne, Barb died after a long battle with illness on 19th December 2020 with her daughter Catriona and her husband Alex by her side. While she spent many years in Florida, arrangements were made for her interment at Capital Memorial Gardens, Ottawa Ontario, Canada. This was her spiritual and academic home. Barbara held the position of Professor Emeritus at the University of Ottawa from 1997. She had a long and distinguished career in the field of quantitative psychology.

Barbara was raised in Toronto by the late Sidney and Violet Woodall (Toronto, Woodstock) and had a sister, Claire. Barbara married the love of her life, Dr. Alexander Byrne in August 1977 and became stepmother to four children, Hilary, Pauline, Philip, and Catriona. She and Alex lived in Manotick, Ontario for many years, but moved south to Punta Gorda, Florida where they made their home in recent years being close to Catriona. Barb and Alex loved to travel, especially Barb who was never happier than when planning the next cruise or trip abroad. In another life she would have loved to be a travel advisor. They went on many cruises to explore the world at leisure as well as Barbara's intensive international conference schedule. They explored the world extensively on varied adventures.

Barb started her career teaching high school at Etobicoke before moving to Ottawa where she taught at Woodroffe High School and at South Carleton High School as Department Head. Barbara went on to earn an MA (1972) and Ph.D. (1982: specializing in Psychometrics) and taught statistics and social psychology at Carleton University.

A colleague described her early years as follows: *"Starting off as a secondary school teacher, she concurrently pursued graduate studies, earning a PhD from the Faculty of Education at the University of Ottawa in 1982. She then explored new advances in statistical analyses and psychometrics which later became known as structural equation analysis (SEM). This approach could have remained a highly specialized instrument but, instead, became a sophisticated go-to tool for many applications in psychology, education, and other disciplines. Barb was at the forefront of this wave. Through an impressive number of workshops, invited presentations, keynote addresses, and journal articles, she illustrated, explained, and guided scholars through the intricacies of SEM. As new software became available, her books jockeyed the readers through their usage. They simply were a must for anyone delving in these issues."*

She was the renowned author of nine popular books on structural equation modelling (SEM), writer of more than a hundred scholarly journal articles and book chapters, and was author, in 1996, of the important reference book, *Measuring Self-concept across the Lifespan: Issues and Instrumentation*. Barbara was the recipient of four Distinguished Teaching Awards including the Inaugural Book Award for the Society of Multivariate Experimental Psychology; and conducted over 120 SEM workshops around the globe. She was a Fellow of the ITC and in 2018 received the ITC's highest honour: the Tom Oakland Award.

In the words of one-time APA President, Philip G. Zimbardo¹, *"Barbara was a remarkable educator, mentor, scholar, teacher, and leader, is world renowned for her work in education and training . . . [her] contributions are noted for completely understandable descriptions of complex methodology. It is this rare combination of brilliance and simplicity that has won her numerous awards and honours, recognizing Barbara M. Byrne as one of the most inspirational and empowering educators and mentors in the world"*.

Barb's nine books on SEM brought people to an understanding of methods of analysis of great complexity. By her style of teaching and approach to the subject she left you feeling that if she could explain it so easily and clearly, then you could understand it

¹ Zimbardo was APA President 2002.

and use it. Her nine books are a great and valuable legacy to the scientific community. They are classics of their type and are listed below.

She provides the best and most succinct description of her own research as follows:

"In broad terms, my research falls within the area of Quantitative Psychology. More specifically, it embraces both a substantive and a methodological perspective. Substantively, it focuses on construct validation issues related to the structure and measurement of self-concept, burnout, and depression. Methodologically, it centres on the sound application of structural equation modelling in the validation of measuring instruments and psychological constructs. In particular, this validation work focuses on methodological approaches and issues related to testing for the cross-cultural equivalence of assessment scales and their underlying constructs.

Areas of Expertise: Structural Equation Modelling; Factor Analysis; Psychometrics; Construct Validity; Multivariate Statistics."

Barbara was a Fellow of the American Psychological Association (APA). As well as being the renowned author of her nine books on structural equation modelling (SEM), she was the writer of more than a hundred scholarly journal articles and book chapters, and was author, in 1996, of the important reference book, *Measuring Self-concept across the Lifespan: Issues and Instrumentation*. She was the recipient of four Distinguished Teaching Awards including the Inaugural Book Award for the Society of Multivariate Experimental Psychology.

As a quantitative psychologist she was always keen to measure things, and she herself, always tracked her citation rates. Her publications gave her a remarkable citation rate of 64,073 and an h-index of 61. For those not familiar with the h-index, it is a summary measure of a researcher's productivity and impact. Hirsch (2005, 2007) reckons that after 20 years of research, an h-index of 20 is good, 40 is outstanding, and 60 is truly exceptional. In his 2007 paper, Hirsch shows that successful scientists do, indeed, have high h-indices: 84% of Nobel prize winners in physics, for example, had an h-index of at least 30. In addition to her books, Barb

had published many smaller works: 24 book chapters with 2 currently in press; 81 papers in refereed journals. She had also delivered over 120 of her famous SEM workshops all around the world.

Finally, we come to her contribution to the ITC. She joined the ITC the same year as I did: 1994. She became the ITC's greatest fan and ambassador. As well as taking on the arduous role of Treasurer from 1999 to 2012, she brought a *joi de vivre* to her social interactions which belied her struggles with her health problems. She always gave the impression of being excited by life and was curious about everything. She was great fun to be with and a great person to know. She is sorely missed.

Her Books

Barbara's great books on SEM were produced from 1989 to 2016:

1. Byrne, B.M. (1989). *A primer of LISREL: Basic applications and programming for confirmatory factor analytic models*. New York: Springer-Verlag.
2. Byrne, B.M. (1994). *Structural equation modelling with EQS and EQS/Windows: Basic concepts applications, and programming*. Newbury Park CA: Sage.
3. Byrne, B.M. (1996). *Measuring self-concept across the lifespan: Issues and instrumentation*. Washington, DC: American Psychological Association.
4. Byrne, B.M. (1998). *Structural equation modelling with LISREL, PRELIS, and SIMPLIS: Basic concepts, applications, and programming*. Mahwah NJ: Erlbaum.
5. Byrne, B.M. (2001). *Structural equation modelling with Amos: Basic concepts, applications, and programming*. Mahwah NJ: Erlbaum.
6. Byrne, B.M. (2006). *Structural equation modelling with EQS: Basic concepts, applications, and programming (2nd Edition)*. Mahwah NJ: Erlbaum.
7. Byrne, B.M. (2010). *Structural equation modelling with Amos: Basic concepts, applications, and programming (2nd Edition)*. New York: Taylor & Francis/Routledge.
8. Byrne, B.M. (2012). *Structural equation modelling with Mplus: Basic concepts, applications, and programming*. New York: Taylor & Francis/Routledge.
9. Byrne, B.M. (2016). *Structural equation modelling with Amos: Basic concepts, applications, and programming (3rd Edition)*. New York: Taylor & Francis/Routledge.

Some examples of her collaboration with Fons van de Vijver:

- Byrne, B.M. & van de Vijver, F.J.R. (2017). The maximum likelihood alignment approach to testing for approximate measurement invariance: A paradigmatic cross-cultural application. *Psicothema*, 29, 539-551.
- Byrne, B.M. & van de Vijver, F.J.R. (2014). Factorial structure of the Family Values Scale from a multilevel-multicultural perspective. *International Journal of Testing*, 14, 168-192.
- Byrne, B.M., & van de Vijver, F.J.R. (2010). Testing for measurement and structural equivalence in large-scale cross-cultural studies: Addressing the issue of non-equivalence. *International Journal of Testing*, 10, 107-132.
- Byrne, B.M., Oakland, T., Leong, F.T.L., van de Vijver, F.J.R., Hambleton, R.K., Cheung, F.M., & Bartram, D. (2009). A critical analysis of cross-cultural research and testing practices: Implications for improved education and training. *Training and Education in Professional Psychology*, 3, 94-105.

§§§

The Colloquium's *In Memoriam* session in July is a joint tribute to Barb and to Fons van de Vijver. In fact, it was Barb, together with Kurt Geisinger, who published an obituary for Fons in *Testing International* in June 2019. Barb and Fons worked closely together for around ten years and I list some of the results of this collaboration below. We will bring together memories and recollections of people who knew and loved these great people and the contributions they brought to the richness of our knowledge and our lives.



Dave Bartram
10th May 2021

Conference News

Registration still open!

12th Conference of the International Test Commission A Colloquium on Tests and Testing 9th - 12th July 2021

**Theme: Diversity and Equity in a Globalized Digital World:
Opportunities and Challenges for Assessment**

The ITC is delighted to invite you to the 12th Conference of the International Test Commission. This takes the form of an online four-day series of events, which together make up the **Colloquium on Tests and Testing**.

Exploring the theme *Diversity and equity in a globalized, digital world: Opportunities and challenges for assessment*, the 2021 Colloquium will present the latest developments and innovations in assessment. The Colloquium promises to be an exceptional, professional, and scientific experience.

CONTRIBUTIONS INCLUDE:

- Test development and validation in international and multicultural environments
- Innovations and advances in psychometric theory, modelling and technologies
- Current issues of policy, diversity and equity
- Best practices in testing and assessment
- Test security and privacy in a globalized digital world

CONFERENCE REGISTRATION

You can register online at:

ITC 2021 conference website: <https://www.ITC-Conference.com>

If you have any questions or queries, kindly contact Prof. Dave Bartram, Colloquium Organizing Committee:

Treasurer@intestcom.org

Or Ananda van Tonder: admin@intestcom.org

CONFERENCE TIMETABLE

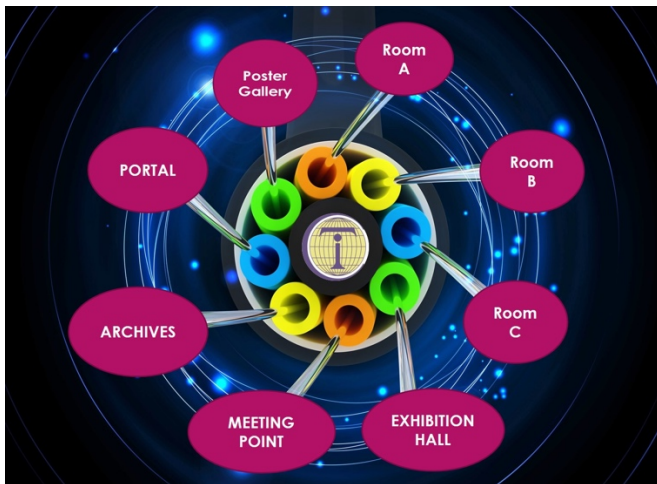
Friday 9th July 2021: Opening ceremony

Friday 9th July 2021: Workshop introductory sessions – to be concluded after 12th July.

Lectures, symposia, oral presentations, and poster presentations continue through to Monday 12th July 2021.

Monday 12 July 2021: ITC General Meeting on Zoom and Closing ceremony

From 13th July to 31st January 2022: Asynchronous access to all materials online for registered delegates .



For more information go to:
<http://www.itc-conference.com/>

The ITC Learning Center

The ITC Learning Center is now fully up and running. It offers a route to Level 2 qualifications in Psychometric Testing, as well as opportunities for Continuing Professional Development in this area. You can access the Learning Center at <https://www.itc-learning.net/> We will report more fully on the Learning Center in the December issue of Testing International.



If you would like more information about the Learning Center and what it offers, you can check out the Learning Center website at the address above and watch the introductory video.

Alternatively, look back at the comprehensive description of its structure and contents which was given in Issue 43 of Testing International (June 2020). This issue is available for download on the ITC website at: <https://www.intestcom.org/files/ti43.pdf>



The ITC Publications Committee



Neal Schmitt, Chair

Report of the Publications Committee

Progress and activity related to the Learning Resources Centre is contained elsewhere in this newsletter as is a report on the *International Journal of Testing*. In the case of the journal, we are excited to announce the launch of a special section of the journal on test validity and adaptation. A description of this section and directions on submission and review policies is contained in the report from the *International Journal of Testing*. As is obvious from this newsletter, Nicky Hayes is successfully including activities relevant to testing in each of our newsletters. The International Journal of Testing (IJT) publishes research on testing and assessment in psychology, education, counseling and organizational behaviour.

This is the stated objective of IJT, but an examination of the papers published in the journal indicates that few of the papers address the validity of tests and the appropriate adaptation of tests developed in one culture, country, or language to another. There are a number of reasons that these papers are not typically published in the journal including the fact that they are often narrow applications of tests in one context or situation that don't make a substantial contribution to the literature. The editorial staff of the journal believes these articles have value in themselves and as part of an archive on test use, validity, and adaptability across cultures and contexts.

Hence, we are experimenting with a new format and section of the journal in which these papers might be published. We envision relatively short papers (no more than 4 manuscript pages or 2000 words). These papers would describe very briefly the test in question, the context in which it was used, the number and nature of

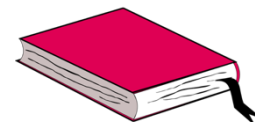
the participants in the research, the type of validation design used, the results and implications.

To provide some guidance on the type of information that such papers should provide, we have provided checklists of information that should be included in various types of papers that would fit in this section of the journal. These checklists are in the IJT report in this issue. We also envision an abbreviated review process designed to assess whether the critical information described below is included in each paper.

We continue to develop our book series and now have nine books either published or in various stages of development. A full list of these books is provided below. We encourage those of you are interested in these topics to order those books now available from Cambridge University Press and to "advertise" these books to your colleagues. We also encourage those of you interested in writing or editing a book to contact me; I will be happy to discuss your ideas and to help you through the proposal and review process. I have been trying to get someone interested in personality assessment for several years and perhaps a book on clinical assessment globally would be a worthwhile addition to our series. I am sure there are other worthy possibilities.

Books Published and Being Developed

- Iliescu, D. *Adapting Tests in Linguistic and Cultural Situations*
- Scott, J. C., Bartram, D., & Reynolds, D. H. *Next generation technology-enhanced assessment.*
- Schmidt, W. H., Houang, R. T., Cogan, L. S., & Solorio, M. L. *Schooling across the globe.*
- Wells, C. *Assessing measurement invariance for applied research.* (To be available later in 2021)
- Laher, S. et al. *International histories of psychological assessment.* (To be available later in 2021)
- Stark, S. E., Wiernik, B., & Bornovalova, M. *Introduction to Measurement and Decision Making.* (in the writing stage).
- Woo, S., Tay, L., & Behrend, T. *Technology and measurement: Research and practice.* (being developed as result of a conference being held this summer).
- Scherbaum, C., Goldstein, H., et al. *Cognitive abilities and the modern world of work.* (Currently in the writing stage).
- Arthur, W. et al. Proposal under development on *The nature and measurement of adverse impact resulting from testing and assessment.*





Stephen Stark
University of South Florida USA
IJT Editor in Chief

International Journal of Testing

News and Updates

The *International Journal of Testing (IJT)* is dedicated to the advancement of theory, research, and practice in the areas of testing and assessment in psychology, education, counseling, organizational behavior, human resource management, and related disciplines. IJT has typically published articles addressing theoretical issues, methodological approaches, empirical research, and integrative reviews of testing-related topics current testing practices.

Starting this summer, IJT is adding a new section of the journal called **Test Validity and Adaptation** to address the many submissions falling into the broad category of “validity studies”. Papers for this new section should be brief – approximately 4 pages. They should describe the test or measure in question, the context in which it was used, the number and nature of the research participants, the type of validation design, and the results and implications.

To provide authors with some concrete guidance about what to include in their submissions, we have created information checklists for papers focusing on **riterion-related validity, construct validation, and test adaptation**. For such papers, we envision an abbreviated review process designed mainly to assess whether the critical information has been provided.

Information to be Included in Papers for this Section of IJT

Criterion-related validation studies should describe:

- The context or setting within which the study was conducted and how and when the data were collected.
- The name and description of the test being evaluated and the purpose of the study. This should include (whenever possible) all test items or, at a minimum, example items that are descriptive of the test as a whole. The full set of items is preferable but not necessary for this section.
- The criteria or outcomes examined in the validation study.
- Any control variables or additional measures that contribute to an understanding of the primary predictor or test of interest.
- Reliability information for both the predictor and criteria used in the study.
- The number of participants and a description of the sample being studied.
- A description of how the data were summarized and analyzed including correlational analyses, item analyses, regression, or factor analyses.
- Tables of descriptive data (means, standard deviations, correlations) and tables or brief descriptions of the results of all analyses conducted.
- Brief statements of the implications of the study for the use of the test.

Construct validation studies should include:

- All of the descriptive information about the study that is mentioned above should be provided (sample, setting, etc.).
- The context or setting within which the study was conducted and how the data were collected.
- The nature and description of the construct that is measured and why it is important to measure this construct.

- All test items or sample test items that provide the reader with a sense of the content of the measure. Whenever possible, the full set of items is preferable but not necessary for this section.
- Information collected to support conclusions about the nature of the construct. This might include a series of hypotheses about the degree to which alternate measures of the same construct ought to be related to the measure being examined. It would also include a list of the measures used to evaluate these hypotheses and why those measures are appropriate for establishing construct validity.
- Information about the reliability of all measures examined in the study.
- A description of the analyses conducted to support the construct validity of the measure. These would most likely include item analyses, correlational analyses, and exploratory or confirmatory factor analyses.
- Descriptive data (means, standard deviations and correlations) should be included in all papers. Multivariate analyses, including exploratory and confirmatory factor analyses, targeted to the evaluation of the hypotheses identified above should also be summarized. Item response theory (IRT) studies may also be appropriate and should be accompanied by an assessment of dimensionality and model-data fit.
- A short description of the implications for test use, perhaps as an alternative to existing measures.

Test Adaptations

Test adaptation occurs when a test created in a “source” culture is imported to a “target” culture in such a way as to change the psychological meaning of the test as little as possible. It may or may not include translation of the test linguistically.

Studies focused on test adaptation should include:

- A description of the construct being measured, its purpose, and the population on which it is used in the source culture. It should also describe the nature of the population for whom the test is being adapted.

- A description of the context in which the test is being used and the purpose of testing as well as how the data were collected.
- If translated, a description of the methods used to derive the translation should also be included. Test or sample test items should be reported to provide the reader with a sense of the translated content of the measure. Whenever possible, the full set of items is preferable but not necessary for this section.
- Whenever possible, the source test and target test should be compared. This includes an examination of the internal structure of these tests and may include reliability analyses, item analyses, and factor analytic or IRT tests of equivalence.
- Correlations with external variables should be reported for both the source and target cultures. This includes correlations with demographic variables (e.g., gender, ethnic status, educational status) that may indicate differential consequences of test use for some groups.

A brief description of the implications for test use in the target culture. This should describe how the adapted test can be used effectively in the target culture and the equivalence of test scores when compared with the source culture?

If you have a paper you would like to be considered for publication in IJT, or if you are interested in reviewing papers for publication, please contact the Editor-in-Chief, Stephen Stark, by email: (sestark@usf.edu).



Example of a Criterion-Related Validity Report

Author: Validity IJT

Context or setting within which the test is evaluated: Data on the test were collected at a large undergraduate institution in the United States for which students applied for admission.

Name and description of the test. The test (containing seven subscales) is a biographical data measure intended to predict success as an undergraduate student. These scales contain items that assess hobbies, interests or past experiences that might indicate an applicant will be successful as an undergraduate student. The names of these scales and descriptions of the item content follows. Responses to all items were made on continuous five point response scales.

Knowledge and mastery of general principles

Gaining knowledge and mastering facts, ideas and theories and how they interrelate, and the relevant contexts in which knowledge is developed and applied. Grades or GPA can indicate, but do not guarantee, success on this dimension.

Sample Item: *I usually got good grades on all homework or assignments.*

Continuous learning, and intellectual interest and curiosity

Being intellectually curious and interested in continuous learning. Actively seeking new ideas

Sample Item: *When presented with interesting ideas in class, I always sought out additional information on the idea/concept.*

Leadership

Demonstrating skills in a group, such as motivating others, coordinating groups and tasks, serving as a representative for the group, or otherwise performing a managing role in a group.

Sample Item: *When starting a new project, I was usually expected to provide direction.*

Social responsibility

Being responsible to society and the community and demonstrating good citizenship. Being actively involved in the events in one's surrounding community, which can be at the neighborhood, town/city, state, national, or college/university level. Activities may include volunteer work for the community, attending city council meetings, and voting.

Sample Item: *I often participated in special fund raising events in my school.*

Adaptability

Adapting to a changing environment (at school or home), dealing well with gradual or sudden and expected or

unexpected changes. Being effective in planning one's everyday activities and dealing with novel problems and challenges in life.

Sample Item: *I was usually able to get my work done even when an outside event made it difficult.*

Perseverance

Committing oneself to goals and priorities set, regardless of the difficulties that stand in the way. Goals range from long-term goals (e.g., graduating from college) to short-term goals (e.g., showing up for class every day even when the class isn't interesting).

Sample Item: *Even when I faced a problem that seemed too difficult to solve, I worked until I was successful.*

Ethics

Having a well-developed set of values and behaving in ways consistent with those values. In everyday life, this probably means being honest, not cheating (on exams or in committed relationships) and having respect for others.

Sample Item: *Even when it would have been easy to copy someone else's work, I always refused to do so.*

To compare the efficacy of these predictors with more traditional measures, we also collected data on high school grade point average (HSGPA) and standardized test scores (SAT).

Criteria and Outcomes Measured

Outcomes against which the predictors were evaluated included self-ratings of performance as students (1-7 behaviorally anchored rating scales), grade point average (measured from 0.0 to 4.0) at the end of the first year of school, and retention (0 or 1, with 0 indicating the student had withdrawn).

Control or additional measures of interest.

Gender (Male = 1, female = 0) and ethnic status (Majority = 1, other = 0) were included to assess the potential for gender or ethnic bias.

Reliability.

Reliability was assessed using coefficient alpha when appropriate and is reported in the table below.

Sample.

Participants included 1,184 applicants to major US undergraduate universities. The data were collected by administering surveys at two separate time points to participants. Additional criterion data were also collected from teachers.

Analysis.

The analysis included computation of descriptive statistics (means, standard deviations) and correlations between predictors and outcome variables. In addition, regression analyses of the three outcome variables on the set of nine predictors (biographical data scales and SAT and HSGPA) were conducted. Correlations between gender and ethnic status with each outcome and predictor were also computed.

Results

The table that follows contains means, standard deviations, reliabilities, and correlations between predictors and the three outcomes:

Variable	Mean	SD	R with GPA	R with self-rating	R with retention
Knowledge	2.73	2.01	.22	.47	.12
Cont. Lrng.	2.84	2.50	.06	.40	.01
Leadership	3.24	3.00	.14	.41	.02
Soc. Resp.	2.42	2.53	.08	.39	.13
Adaptability	3.21	2.86	.21	.24	.08
Perseverance	1.47	2.84	.16	.45	.15
Integrity	3.62	3.15	.14	.35	-.01
HSGPA	3.52	.62	.36	.20	.19
SAT	578	45	.33	.18	.16
Gender	.55	.50	-.12	.03	-.09
Ethnicity	.82	.38	-.18	.08	.17
HSGPA	3.02	.69			
Self-Rating	4.88	.71			
Retention	.92	.27			

Regression analysis of GPA on the nine predictors yielded an R of .62. As reported in the table, HSGPA and SAT were most predictive of this outcome. A similar regression analysis of self-ratings of performance on the predictors yielded an R of .55; in this case, the biodata scales were the strongest predictor of this outcome. Finally, a regression analysis of retention on the predictors yielded an R of .29. Only a few predictors (adaptability, knowledge, SAT and HSGPA) contributed significantly to the prediction of this outcome.

Gender was correlated significantly with SAT (Males did better) and with college GPA (women did better). Ethnic status was particularly highly correlated with SAT, HSGPA, and college GPA (in all cases the majority group did better).

Implications

HSGPA and SAT are superior predictors of college GPA, but several biodata scales were also meaningfully related (above .15) with college GPA.

Biodata scales are most predictive of self-ratings of performance though both HSGPA and SAT also contributed to the Multiple R for this outcome.

Retention was significantly predicted by four predictors, though the multiple R is modest in magnitude.

Gender and Ethnic status were relatively uncorrelated with biodata predictors but SAT and HSGPA were highly correlated with these demographic characteristics. If used to predict college GPA and make college admissions decisions, it will be important to assess differential prediction for members of different ethnic groups. The same can be said for gender subgroups. By contrast, there would be little concern for differential prediction if one were to use biodata scales to make admissions decisions.

Your Newsletter Needs You!

We are always looking for new articles and ideas for Testing International.

This is our forum for professional discussions, information-sharing and opinions. So if you have anything you'd like to discuss, report or just raise as food for thought, we'd be delighted to hear from you!

Please send your contribution or idea to:

newsletter@intestcom.org

Many thanks!

Nicky Hayes, Editor

ITC Young Scholars

YOUNG SCHOLAR PROGRAM

Dr Solange Wechsler
Co-ordinator



The ITC Young Scholar Program is an important opportunity offered by the International Testing Commission. This scholarship program is intended for early career scholars (under 35 years, having obtained at least a Master's Degree in the domain of Psychological and/or Educational Testing from developing and emerging economies). The main focus of the prestigious ITC Scholarship Program is to enable recipients to attend the ITC Conferences and participate in a special program for young scholars, and to provide ongoing opportunities for scholarship recipients to network with each other and experts in the field. More details about the program can be found in Testing International issue 44.

The current winners of the Award are:

Bengi Birgili



Bengi is a research assistant on the Mathematics Education Department at MEF University, Istanbul. She graduated with B.Sc. in Primary Education (Program in Mathematics Education) from Bogazici University, Istanbul in 2011. After this, for her master's thesis at METU, she researched differentiation of open-ended and multiple-choice question types with regard to metacognitive and affective dimensions. Bengi is currently a PhD candidate on the Department of Educational Sciences Curriculum and Instruction Program at Middle East Technical University (METU), Ankara. She is also a participant on the team of academicians at MEF University who are developing the University within School Partnership Project with Ayazaga Middle School in Istanbul. In her role on this team, Bengi has been teaching mathematics to 5th and 6th grade students since 2014. She is recipient of the award of "Emerging Researchers Bursary Winners" at the

Educational Sciences Conference [ECER 2017] organized by the European Educational Research Association [EERA] given to 27 students from all over the world. Her research title was "A Metacognitive Perspective to Open-Ended Questions vs. Multiple-Choice." In 2020, her research titled "The MATH Taxonomy as a Tool for Analyzing University Entrance Examination Mathematics Items", in which she co-authored, was awarded the ITC Young Scholar Award given to four different researchers from all over the World by the International Testing Commission.

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Evandro Morais Peixoto



Evandro is a professor at the Graduate Program in Psychology, with an emphasis on psychological assessment, at the São Francisco University (USF). CNPq Research Productivity Scholarship - Level 2. Master and PhD in Psychology as a Profession and Science from the Pontifical Catholic University of Campinas PUCC, with a doctoral internship developed at the Université du Québec à Trois-Rivières UQTR (Canada), and postdoctoral internship developed at USF. Member of the Psychological Assessment Work Group on Positive Psychology and Creativity at the National Association of Research and Graduate Studies in Psychology ANPEPP. Member of the Consultative Committee on Psychological Assessment of the Federal Council of Psychology CCAP/CFP (2020-2022). Coordinator of the Center for Study and Research in Sport and Exercise Psychology (NuEPPE). Main research topics: Psychological Assessment, Psychometrics, Sport Psychology and Positive Youth Development in Sport.

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Anneke Stols



Anneke Stols grew up in a small farming community in South Africa. Within this community, her education journey began at a farm school and proceeded to a large secondary school in Bloemfontein, Free State. She had the privilege of meeting exceptional people on the way that helped shape her as a person. Her journey in the psychology field started upon completion of her BSocSci (Honours) Psychology degree in 2011 at the University of the Free State, followed by her Master's degree in Research Psychology at the North-West University (NWU)

in 2014. Both degrees were obtained with distinction. Anneke also completed her Ethics Officer certification at The Ethics Institute (South Africa) in 2017. She completed her psychology internship at the NWU, where she stayed on in a research ethics role. In 2018, she joined the research team at JVR Psychometrics, a psychometric test distributor located in South Africa, where she is currently still employed as a research psychologist. While continuing her work, she is presently exploring PhD opportunities to further her qualifications and skills. She is a published author in international journals and contributed to several book chapters and conference papers. She also delivers various guest lectures at tertiary institutions. Anneke has a keen interest and passion for research relating to emotional intelligence, psychopathology, motivation, positive ethics, and psychometrics as well as in the educational, developmental, and forensic fields.

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Vishal Sangale

Dr. Vishal Sangale, BHMS, MA (Clinical Psychology) Doctoral Student (Phd) at University of Pune.



I am a trained psychologist and a practitioner in the field of Mental Health and Well-being for over 13 years. I have Co Founded Brainberg a Psychometric Assessment Company in India and currently serving as a CEO there. I am Mentor of Change with NITI Aayog, Atal Tinkering Labs, Government of India. I am also a Member of the Committee for Accreditation of Psychometric Tests, Indian Institute of Business Psychology.

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Research and Guidelines Committee

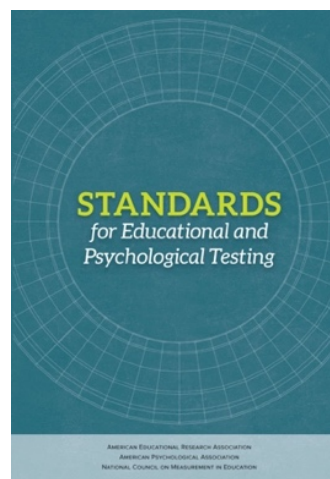


Chair:
Wayne J. Camara

**Distinguished Scientist for
Measurement Innovation
Law School Admission Council**

The Standards for Educational and Psychological Testing (2014) is now available in English and Spanish, both an open access publications. The American Educational Research Association, American Psychological Association and National Council on Measurement announced that the current version of the Standards (2014) can now be accessed for free at: <https://www.testingstandards.net/open-access-files.html>

Individuals can download the book as a pdf, a pdf eBook or an ePub ebook. Print volumes are still available for sale. Additional information on the Standards, at <https://www.testingstandards.net/> The Standards are a product of a joint collaboration between the three associations since 1966. The previous edition (1999) can also be downloaded for free.



If you have questions or recommendations for the Research and Guidelines Committee, please send them to: wcamara@lsac.org



Membership, Involvement and Marketing (MIM) Committee

Peter Macqueen, Chair

Greetings to all ITC Members (and family and friends) around the globe. Very unfortunately, we are still in the midst of a pandemic which is devastating people and communities globally.

As you are aware, the 2020 Conference in Luxembourg was postponed and is re-emerging as the upcoming Virtual Colloquium. I think this is a significant achievement on the part of the ITC, and I thank the efforts of the Organising Committee, and in particular the Colloquium Chair, Dave Bartram.



1. Membership Fees

With the ITC now being based in the UK, and making use of a new payment and database system, there have been a number of teething problems. Individuals and organisations have received 'onboarding' instructions, including the possible need to change a password, and such issues have slowed the renewals and the income stream.

⇒ Therefore, we ask you to ensure that your Individual and/or Organisational membership fees be paid as soon as possible.

Further to this, please note that Ananda van Tonder (ITC Office Manager) has been out of action for a couple of weeks, and is slowly getting back to full bottle. We wish Ananda all the best for a speedy recovery. This has made matters somewhat more challenging in the lead up to the Virtual Colloquium. So

please understand if you are finding some delay in the response to any queries associated with administrative or membership matters.

Finally, let me reiterate that fees are very much the same as they have been in recent times. Our Member services, however, are increasing with the advent of the ITC Learning Centre. Dave Bartram has already provided a good deal of information on this initiative, and he will be presenting on this as a keynote during the Colloquium.

2. Membership of the MIM Committee

We are in the process of confirming a new member of the MIM Committee from South America, but I am pleased to advise that Sabrena Arosh has joined the MIM committee. Sabrena attended ITC 2018 in Montreal as an ITC Young Scholar and has shown a keen interest in assisting the ITC and its mission. Based currently in Penang, Malaysia, Sabrena brings skills and enthusiasm to promoting the ITC via social media, and is a valued member as we endeavour to showcase the Colloquium, and beyond. And I agree with Sabrena: our Colloquium 6 months asynchronous access is a USP (Unique Selling Point). Compare this with SIOP in the USA - about 3 weeks!

3. Upcoming Testing Events

In the past I have endeavoured to provide an overview of upcoming testing activities globally. Obviously there is a good deal of uncertainty about the staging of such events, not only during 2021 but also for 2022. Physical conferences (at least international) may be scarce for some time, and even national and regional events will be limited. Virtual conferences are more likely to be the norm during much of 2021, while hybrid conferences are very expensive.

If you are aware of any upcoming testing oriented conferences in 2021/2 (virtual, physical or hybrid), please let us know!

PLEASE SEND YOUR SUGGESTIONS to:
secretary@intestcom.org

Ananda van Tonder (ITC Office Manager) or Paula Elosua (ITC Secretary-General) will direct your email for action.

Forthcoming Events

The following represent some of the events of which we are aware @ 18 May 2021

CAUTION: DETAILS MAY CHANGE!

AFRICA:

41st Annual Conference of Assessment Centre Study Group of South Africa (ACSG)

NEW CONFERENCE INFO TO FOLLOW (originally scheduled for March 2021) See website <https://acsg.co.za/conference-information>

ASIA:

Pacific Rim Objective Measurement Symposium (PROMS)

(This conference has an educational and Rasch focus)
The planned 2020 conference in Nanjing, China was cancelled due to COVID. No updates as yet for the 2021 session.

5th International Conference on Educational Measurement and Evaluation **VIRTUAL**

May 26-28, 2021 via MS Teams

Hosted by the Philippine Educational Measurement and Evaluation Association

Theme: Assessment in the New Normal: Issues, challenges, and prospects. Keynote speakers: Dr Lorin Anderson (author of revised Bloom's Taxonomy) and Dr Rick Stiggins (proponent of assessment "for" learning)
(Although readers may just miss this 2021 conference, be alert to a likely 2022 ICEME conference. Access the Association via facebook)

24th Japan Language Testing Association (JLTA) Conference

4-5 September 2021 JAPAN **VIRTUAL**

http://jlta2016.sakura.ne.jp/?page_id=606

30th International Congress of Applied Psychology (ICAP)

24-29 July 2022 Beijing CHINA

<https://tinyurl.com/5fakywub>

EUROPE:

12th ITC Conference: Virtual Colloquium

Themes: Diversity and Equity in a Globalised Digital World
9– 12 July 2021

postponed from 2020 (Luxembourg)

<https://www.itc-conference.com/>

32nd International Congress of Psychology **VIRTUAL**

Theme: Ψ in the 21st Century: Open Minds, Societies & World
<https://www.icp2020.com/>

18 – 23 July 2021 Prague CZECHIA

postponed from 2020

E-ATP (Europe Association of Test Publishers) **VIRTUAL**
27-29 September 2021

<https://www.testpublishers.org/european-atp-conference>

20th European Association of Work and Organizational Psychology (EAWOP) Conference, with BPS DOP

11 – 14 Jan 2022 Glasgow SCOTLAND

<https://eawop2022.org/>

NORTH AMERICA:

National Council on Measurement in Education (NCME) Annual Meeting **VIRTUAL**

8-11 June 2021

<https://www.ncme.org/home>

Theme: Bridging Research and Practice

62nd International Military Testing Association (IMTA) Conference

25-28 October 2021 (*postponed from 2020*)

Raleigh NC

<http://www.imta.info/Conference/FirstAnnouncement.aspx>

Association of Test Publishers (ATP) Conference

Innovations in Testing

20-23 March 2022 Orlando FLORIDA

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

37th SIOP Conference

28-30 April 2022 Seattle WASHINGTON STATE

<https://www.siop.org/Annual-Conference> (*to be updated*)

OCEANIA:

There are no specific Testing events scheduled although broader conferences should offer sessions related to testing and assessment.

14th APS Industrial & Organisational Psychology Conference

(A physical conference at this stage)

7-9 July 2022 Gold Coast AUSTRALIA

Theme: IOP at the forefront: Leading transformative and global change

<https://www.psychology.org.au/APS-IOP-Conf/2022>

SOUTH AMERICA:

38th Inter-American Congress of Psychology (SIP)

26 – 28 July 2021 **VIRTUAL** (*originally Paraguay*)

<https://38cip.sipsych.org/> (*At least Spanish and English versions*)

Peter Macqueen
Brisbane, Australia



Testing news

Continuing ITC Influences Down Under

A former ITC President, **John Hattie** (2010-2012), and Geoff Masters, author of the Rasch Partial Credit Model (1982), received favourable mention in a recent issue of the national newspaper, *The Weekend Australian*.

The piece by Noel Pearson, an outspoken advocate for the rights of Aboriginal and Torres Strait Islander First Nations people, argued for the value of direct instruction in closing the substantial gap in educational attainment between First Nations and European Australians. Pearson comes from the Guugu Yimithirr Aboriginal community at Hope Vale on Cape York Peninsula, is a graduate of Sydney University in Law and History, and is currently Co-Chair of Good to Great Schools Australia. His radical (for Australia) approach to education for First Nations people in North Queensland is based in American experience with underachieving children, but he cites the work of Geoff Masters, currently CEO of the Australian Council for Educational Research, and John Hattie, at Melbourne University, as significant sources of support for his approach.

It is of course not the first time leading edge psychometric work has figured in work with Aboriginal and Torres Strait Islander First Nations people. **John Keats**, ITC President 1995-1998, advised on the design of the Queensland Test, developed by George Kearney and D.W. McIlwain at Queensland University in the 1960s. The test provided an assessment of general mental ability without the need for the use of language between the test administrator and the person being tested, making it ideal for use with non-literate peoples in Australia and New Guinea.

Keats had returned from a sabbatical at ETS and urged the use of Rasch scaling in constructing the test, advice which the authors gladly accepted. As far as can be established, it was the first use of Rasch scaling in test

development in Australia. The test, in a slightly modified form, is still being used for selection work in Australia and South East Asia.

The history of psychological testing and assessment has its share of controversies, assumptions and 'lessons learned'. A number of the stories that can be told are likely to be found in the forthcoming ITC sponsored book '*International Histories of Psychological Assessment*'. Edited by Sumaya Laher (from South Africa), the book is expected to be published later this year by Cambridge University Press.. The ITC will announce its publication as soon as we know of its availability.

Peter Macqueen
Brisbane, Australia



Food for Thought

Psychometric Testing – Very Critical Perspectives (Part 1)

For this two-part article I added 'very' to the title of the valuable book that Cribbs (2017) edited which provides 'A state-of-the-art exploration of the contemporary field of psychometric testing, bringing together the latest theory and evidence-based practice from 21 global experts.' It inspired me to write this article - a cautionary tale concerning competent and ethical use of psychometrics. In my keynote in Braga (2018) I provided an overview how 20 years of developing occupational tests prepared me (just about) for an encounter with clinical assessment issues back in 2012. I am sharing my experience in the hope that it raises understanding of complex trauma, somatoform dissociation (usually caused by abuse or neglect at the hands of primary carers in early childhood) and the importance of assessment standards.

Background

I stumbled across a situation where a mother ('Ms X') was at risk of losing custody for her toddler due to four court appointed experts considering her 'delusional' about an alleged sexual assault on the boy and her account of giving birth as a young teenager to a baby that resulted from incestuous rape, and then 'disappeared'. A total of three toddler assaults within the same family had been reported to authorities, one of which was medically proven. Despite this, concerns were raised that the mother had delayed the reporting of the assault. She in turn insisted that she had been briefed by police to wait for several weeks.

Assessments by Court Appointed Experts

Three psychiatrists disbelieved the mother's account and found her 'delusional' yet having the capacity to instruct a solicitor - thus avoiding a transfer of the case to a court for vulnerable adults. A psychiatrist suggested that 'a false memory had implanted itself' in her mind. A final session had long been arranged with a clinical psychologist who, following a 3h interview

(which I attended in a volunteer supporter capacity) asked an assistant to administer an intelligence test (WAIS) and a clinical personality questionnaire (MCMI). The interpretation of the results appeared inappropriate and is contrasted below with other assessments.

IQ Assessments

In a poster at the Munich conference of the European Psychiatry Association (EPA) Kurz & Coomes (2014) explained that Ms X '*left her abusive family home at age 19 preferring homelessness to the regime of verbal, physical and sexual abuse*' that, as she had stated in the interview (see above), started at birth, and continued to age 20. They outlined her IQ test results at age 7, 23, 25 and 30 that showed poor working memory and concentration test performance against the backdrop of a superior Verbal IQ.

At age 7 '*weak auditory memory*' was mentioned and '*There is some evidence of slight sequencing and ordering difficulties.*'

The WAIS results at 23 showed a massive drop on Perceptual Organisation to the 32nd percentile, on Working Memory down to the 14th percentile ('*this indicates a limited auditory memory capacity and the ability to sequence material held in that memory*') and Processing Speed at the 5th percentile ('*some weakness in the way she processes visual information and in particular short-term visual memory*'). The pattern explained the learning difficulties Ms X was experiencing in her 'Access Course' and allowances were made (use of computer, exam time limit increase).

WAIS III results at 25 showed complete recovery on the Perceptual Organisation and Processing Speed to the levels attested at age 7, while Working Memory remained poor.

At 30 the WRIT results showed a superior general intelligence (IQ=124) made up of an above average non-verbal IQ (115) and a superior verbal IQ (125). However, performance on the Symbolic Working Memory test was in the bottom 5%, and on the Spadafore Listening Comprehension test at the level of an 8-year-old (see Figure 1).

Profile of case

	Well below or Very Low	Below Average	Low Average	Mid Average	High Average	Above Average	High - Very High
Underlying Abilities				Non-verbal - WRIT Matrices			Verbal - WRIT Diamonds (Verbally mediated)
Performance	Spadafore Listening Comprehension			SWR Writing Speed Maths Spelling	Spadafore Silent Reading Compreh.		
Cognitive* skills		Phono-memory & Working Memory	Rapid Naming	Phono Awareness			

Tests Used : WRIT, WRAT, CTOPP, WRAMAL 2, DASH

The specialist assessment report at age 30 states *‘that she has a core deficit in phonological processing in particular her auditory memory and working memory commensurate with a diagnosis of specific learning difficulty commonly referred to as dyslexia. This manifests itself in being unable to process auditory information at speed and accurately. In short, if information is not broken down for her into easily manageable chunks or if time is not taken to go over important information or given in an alternative manner, she may well struggle to remember, repeat or understand the implications of what is said.’*

Clinical Psychologist Assessment at 29

Ms X recalled seeing IQ results at age 7, 23 and 25 in her records when Social Services got involved following her allegation of an assault on her toddler. Tragically these documents ‘went missing’ amidst accusations that she was also ‘delusional’ about their existence. As a volunteer trying to get to grips with the situation, I could not be sure but when helping Ms X to prepare an appeal against the loss of custody for her son I managed to recover them by requesting on behalf of Ms X the historical records from the various health services.

There were numerous irregularities in this case (e.g. the legal team of Ms X concealed from the judge reports by suitably qualified mental health professionals who specialise in trauma and dissociation) so that it appears plausible that the medical files were tampered with in order to sabotage the case.

It is difficult to ascertain all IQ assessment information as the Clinical Psychologist failed to provide detailed results of all 10 sub-tests used. Key result excerpts are shown below:

‘The Full Scale IQ (FSIQ) composite score is derived from 10 subtest scores and is considered the most representative estimate of global intellectual functioning. Ms X’s general cognitive ability is within the high average range of intellectual functioning, as measured by the FSIQ. Her overall thinking and reasoning abilities exceed those of approximately 84% of individuals her age (FSIQ = 115; 95% confidence interval = 111-119). She performed much better on verbal than on nonverbal reasoning tasks. Such differences in performance, however, are not especially unusual among her peers in general.’

‘Ms X’s verbal reasoning abilities as measured by the Verbal Comprehension Index (VCI) are in the superior range and above those of approximately 96% of her peers (VCI = 127; 95% confidence interval = 120-132).’

‘Ms X’s nonverbal reasoning abilities as measured by the Perceptual Reasoning Index (PRI) are in the high average range and above those of approximately 81% of her peers (PRI = 113; 95% confidence interval = 106-119).’

‘The Working Memory Index (WMI) provides information regarding an individual’s ability to attend to verbally presented information, to process information in memory, and then to formulate a response. Ms X’s ability to sustain attention, concentrate, and exert mental control is in the average range. She performed better than approximately 42% of her peers in this area (Working Memory Index (WMI) = 97; 95% confidence interval 90-104).’

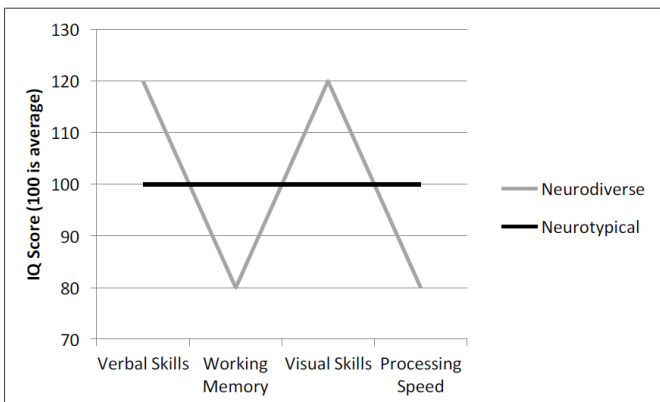
‘A relative weakness in mental control may make the processing of complex information more time-consuming for Ms X, draining her mental energies more quickly as compared to others at her level of ability, and perhaps result in more frequent errors on a variety of learning or complex work tasks. Although clearly weaker than her verbal and nonverbal reasoning abilities, Ms X’s ability to exert mental control is still comparable to her peers.’



'The Processing Speed Index (PSI) provides a measure of an individual's ability to process simple or routine visual information quickly and efficiently and to quickly perform tasks based on that information. Ms X's ability in processing simple or routine visual material without making errors is in the average range when compared to her peers. She performed better than approximately 63% of her peers on the processing speed tasks (Processing Speed Index [PSI] = 105; 95% confidence interval 96-113).'

Doyle & Weinberg (2016) point out: 'A neurodiverse person is likely to have large disparities between intelligence (IQ) scores; some may be below average and some far above (see Diagram 1).'

Diagram 1: a 'spiky profile' showing example neurodiverse and average IQ scores



Competent interpretation would have recognised the difference of 2 Standard Deviations between VCI and WMI as indicative that Ms X has a moderate degree of dyslexia – a legally recognised Learning Disability. The substantial difference between VCI and PSI also suggests such an interpretation.

The psychologist however stated: *'Ms <X> does not have a learning disability; the full scale IQ score of 115 places her in the high average range of intellectual functioning, and is above that of 84% of peers her own age. Despite repeatedly telling me that she has a "processing disorder", an assessment of her processing speed was completely unremarkable. The processing speed was deemed to be better than 63% of peers her own age.'* and *'She told me that she had a "processing disorder" and this was a label which used to explain away the difficulties. When an individual does not accept that they have a mental disorder which requires treatment, prognosis is generally more negative.'*

The mother reported 'processing disorder' that were identified as symptoms of Somatoform Dissociation which due to their complexity will be outlined separately in Part 2 of this article.

Personality Questionnaires

In 2015, I outlined the context of the case and the results of a series of personality questionnaires. 15FQ+ results showed average scores on all five higher-order factors and on all Neuroticism scales. The Type Dynamics Indicators result was 'Energiser' (ESFP). On EQI 'Emotional Intelligence' was above average and particularly high on Self-Perception Composite (Self-regard, Self-Actualisation, Emotional Self-Awareness) and 'Reality Testing' with average scores on Stress Management Composite. None of these scores on general personality questionnaires would raise well-being concerns.

Millon Clinical Multiaxial Inventory (MCMI)

As mentioned above a clinical personality questionnaire (MCMI-III) was used by the Clinical Psychologist. This questionnaire was originally designed for use in therapy and the CAPSULE SUMMARY of the interpretative report warns explicitly against use of the tool with the general population:

'MCMI-III reports are normed on patients who were in early stages of assessment or psychotherapy for emotional discomfort or social difficulties. Respondents who do not fit this normative population or who have taken MCMI-III inappropriately for non-clinical purposes may have inaccurate reports.'

Rogers, Salekin, & Sewell (1999) questioned the psychometric quality of the MCMI arguing: *'The MCMI-III does not appear to reach Daubert's threshold for scientific validity with respect to criterion-related or construct validity'* (p. 438). Dozens of concerns are raised in the MCMI test review of Groth-Marnat (2003).

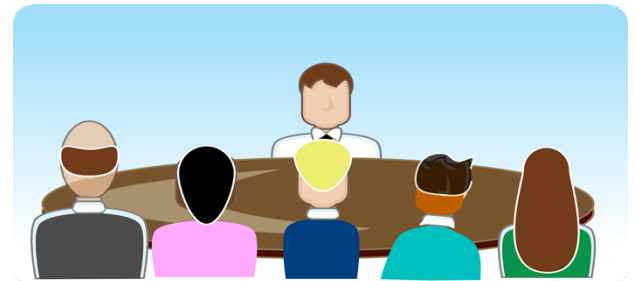
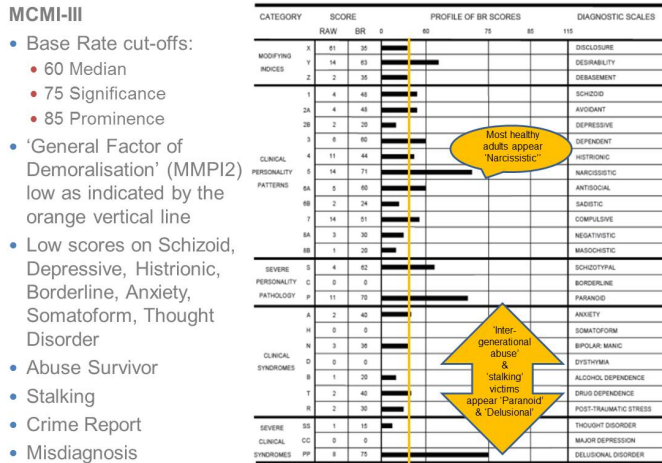


Figure 2 shows the results of a private re-administration of MCMI illustrating some of the problematic issues:



Results appear to approach 'Significance' for Narcissistic. However closer inspection of the item content reveals that the scale mixes up classic emotional stability items (along the lines of 'I act without worrying' and 'My ideas are ahead of the time') and reverse scored Neuroticism themes ('I often give up' and 'I blame myself') with bona fide Narcissism items. As the MCMI is normed on clinical populations members of the public will naturally have elevated scores that may reach Significance or even Prominence. This in turn frequently leads to spurious interpretation as a 'personality disorder' in family courts settings leading to parents losing custody of their children (Kurz, 2017).

Scores are elevated for Paranoid and Delusional scales (which share many items – some items are scored for three different scales!). Reading through the questions underpinning these scales and the answers of Ms X it became clear that any genuine victim of inter-generational and/or organised crime abuse would come out as having a 'delusional disorder' when responding truthfully in the light of being surrounded by a genuinely 'toxic' environment:

- people spying into private life
- people who are trying to cheat
- having to watch family closely
- being plotted against
- people trying to exercise mind control
- making one believe they are crazy

In fact, Ms X reported a dozen stalking events in the 6-months run up to the alleged toddler assault of which the most significant (getting intercepted by a police helicopter on a hiking trail) was documented in police records.

The last 20 years have seen an explosion of strengths-based tools based on Positive Psychology ideas. The automated expert system for MCMI does the opposite in that it acts as a 'weakness finder' working from an assumption of psychopathology. Bow, Flens & Gould (2010) surveyed 75 MCMI-III Users. Of those who did NOT use the interpretive report 69% found that the report exaggerated clinical pathology, 69% stated that they feared attorneys might discover and get access to the reports, 62% expressed concerns how the interpretative statements were generated and 7% complained about vitriolic language.

The question arises to what extent professionals take account of the inadequacies of the tool and the situation in the interpretation of the results. The MCMI may have its value in trusted therapeutic relationship for discursive use but it seems inappropriate to administer the tool to members of the public who got dragged into a custody dispute.

As Thorndike put it 'tests do not diagnose people – people do'.

Here are some extracts of what the court appointed Clinical Psychologist wrote:

'Ms X gained a clinically significant elevated score on the schizotypal and paranoid personality pathology scales, indicating the presence of these personality traits.'

'Ms X also gained an elevated score on the paranoid personality scale.'

'The clinical personality patterns scales identify longstanding patterns of interaction which are relatively unlikely to be influenced by circumstances. Ms X's profile displayed no clinically significant elevations on any of the subscales.'

'Finally, the clinical syndrome scales reflect more transient difficulties likely to be influenced by current circumstances, whereas the severe clinical syndrome scales indicate the presence of disorders of marked severity. Ms X's scores in this section showed elevations on the delusional disorder scale and the thought disorder scale.'

'While I think that there is a degree of diagnostic uncertainty, as evidenced by the various diagnostic labels that Ms X has accrued over the years, I think it is safe to conclude that Ms X is clearly a disturbed woman with long standing mental health problems which are relevant in these proceedings. My view is that she has a schizotypal type disorder with periods of psychosis in response to emotional stress. It is possible, however, that with time, more typical features of schizophrenia may emerge.'

Conclusion

This case study shows how sound testing practice can provide key insights into the capabilities of individuals and how shoddy assessment practice can mislead. The historical IQ assessments built a picture of a neurodiverse individual with dyslexia and specific audio-memory and sequencing issues. Concealment of these records undermined the Clinical Psychologist. The specialist commissioned for the report to support an appeal process conducted a thorough assessment and, crucially, recalled Ms X specifically for administration of the Spadafore test. This revealed listening comprehension at the level of an 8-year-old in spite of superior intelligence, thus partly explaining what others described as 'odd' behaviour.

The personality questionnaire results suggest that MCMI-III results lack validity and may have contributed to revictimization. It appears to be inherently unsuitable for use with the general population, and thus in Family Court settings.

The case study highlights the need to view behaviour as a function of person and environment interaction. We must recognise the impact of toxic environments and look deeply into real life as well as test responses.

It is hoped that the ITC Learning Centre initiative will help improve psychometric assessment practice across all areas of application.

Information

On https://www.researchgate.net/profile/Rainer_Kurz2
I put two dozen conference presentations concerning this chilling case where several Court Appointed Experts are 'in denial' about child abuse and its wider background; and other materials on my blog: <https://psychassessmentblog.wordpress.com/>

Please contact me to share what you make of this, at <mailto:ichinendaimoku@gmail.com>

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Book Reviews

A holistic model for assessing mindset and skillset

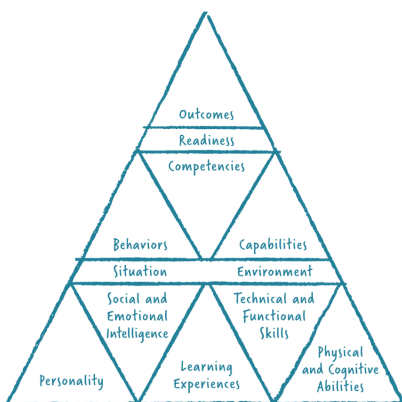
Talent Transformation: Develop Today's Team for Tomorrow's World of Work

Eric Shepherd and Joan Phaup ISBN-10: 1735585106

The Fourth Industrial Revolution is bringing dramatic changes that call for a new approach to assessing talent. Automation, augmentation, and robotics are transforming the landscape of work and the tasks humans perform. Operating in increasingly diverse teams, aided by technology, workers need to be skillful communicators and collaborators who can adapt readily to new ideas.

As robots and automation take on many dull, repetitive, and sometimes dangerous tasks, some human jobs will change dramatically or disappear, replaced by new ones. To succeed during this period of exponential change, workers will increasingly draw on highly human qualities such as emotional intelligence, empathy, adaptability, and creative thinking.

Talent Transformation: Develop Today's Team for Tomorrow's World of Work explains the factors that will impact the success of individuals, teams, and organizations as they navigate this period of exponential change. Authors Eric Shepherd and Joan Phaup trace the history that has led up to this point and outline the challenges that lie ahead. They present the Talent Transformation Pyramid as a model for evaluating individuals, teams, and organizations to assess their current performance, identify appropriate interventions, and determine readiness for new job roles. They say the Pyramid provides a shared language for strategically defining competencies that blend technical and cognitive skills with social and emotional intelligence. provides a means of



The book cites the World Economic Forum's Future of Jobs Report 2020 as reinforcing the growing need for emotional skills as well as technical proficiency in its forecast of the ten most desirable skills in 2025:

1. Analytical thinking and innovation
2. Active learning and learning strategies
3. Complex problem-solving
4. Critical thinking and analysis
5. Creativity, originality, and initiative
6. Leadership and social influence
7. Technology use, monitoring, and control
8. Technology design and programming
9. Resilience, stress tolerance, and flexibility
10. Reasoning, problem-solving, and ideation

Social Skills are a Must

Shepherd and Phaup, based on long careers in the assessment industry, describe how workers can marry emotional intelligence, adaptability, and creative thinking with the crucial technical and functional skills required in the new world of work

Their book points out that employers have long appreciated social skills but tended to regard them as inherent: An individual either had them or not. But neuroscience has shown that people can *learn* emotional intelligence skills—and we can now assess them. Understanding that effective teamwork relies on emotional intelligence and communication skills, organizations now value these attributes on a par with technical ability. Emotional intelligence assessments and learning programs help workers manage their own emotions, empathize with colleagues, and communicate more effectively.

Talent Transformation presents the Pyramid as a holistic framework for leaders and decision-makers to use along with robust testing and assessment to identify workforce needs and craft well-balanced behavioral and capability-related competencies. The model, it says, helps them gain clarity and direction for diagnosing skills deficits, harvesting and exposing actionable data, improving individual performance, and optimizing organizational effectiveness.

The Pyramid focuses on 12 essential factors for organizational success:

1. Performance Outcomes: the result of executing one or more tasks
2. Readiness: the degree to which an individual, team, or organization is fully prepared to perform
3. Behaviors: the way a person acts in a given situation
4. Competencies: definitions of behaviors and capabilities required to perform a task

5. Capabilities: the combination of abilities needed to perform a specific task
6. Situation: the set of circumstances, such as pay, incentives, culture, behavioral norms, psychological safety, etc., that support or undermine behaviors
7. Environment: the physical environment (air, noise, light, space, etc.), information, job aids, and work tools available to the individual while performing their tasks
8. Personality: the characteristic patterns of thinking, feeling, and behaving, represented by personality traits, values, beliefs, and preferences
9. Emotional Intelligence: the capacity to be aware of, control, and express emotions and handle relationships effectively
10. Experiences: the learning experiences gained from exposure to, or participation in, or observations of, events, actions, and personal interactions
11. Functional Skills: the motor-mechanical and cognitive skills that an individual possesses to perform a specific task
12. Physical and Cognitive Abilities: the ability to move, balance, coordinate body movement, reason, and solve problems

The book describes the twelve factors as “crucial to performance even when considered individually. However, just as weaving lengths of delicate fiber produces sturdy cloth, the factors gain power and strength from each other.” It declares that the Talent Transformation Pyramid can serve as an entirely data-driven, diagnostic, and performance optimization tool—with assessments available for every dimension. Balanced scorecards, 180 and 360-degree assessments, employee climate/satisfaction surveys, personality tests, emotional quotient tests, formative assessment, summative assessment, physical tests (strength and agility), and IQ Tests. Organizations can boost readiness and improve outcomes by applying intellectual and statistical rigor to every dimension of the Pyramid.

Assess Each Factor

The Pyramid is designed to help users find correlations between the various factors, but that requires assessing each factor individually. Shepherd and Phaup explain that sophisticated data analysis tools can reveal previously elusive correlations within massive data sets. Recent advances in data science make it feasible to discover the relationships between the factors in the Pyramid.



The book lists some methods for evaluating individuals, teams, and organizations regarding each factor:

Performance Outcomes

- Key Performance Indicators defined before a specified project or period (e.g., month, quarter, year) provide clear metrics for tracking progress.
- Objectives and Key Results offer a framework for defining and tracking goals and their outcomes and the activities required to achieve each outcome.
- Balanced Scorecards are used in strategic management to evaluate and improve various internal functions.

Readiness

- Organizational stress tests evaluate the ability of an organization to deal with an economic crisis.
- Team Project Readiness assessments measure a team’s level of readiness to start a project, identify weak areas, and make recommendations for optimizing the team’s effectiveness.
- Change readiness assessments evaluate an organization’s ability to adapt to change while sustaining performance.

Competencies Including Behaviors and Capabilities

- 180 assessments survey an individual and their peers and reports to provide a score and feedback on their behaviors and capabilities based on a competency model.
- 360 assessment survey an individual and their manager, peers, and reports to provide a score and feedback on the individual’s behaviors and capabilities based on a competency model.
- Observational assessments enable an observer to witness and score behaviors and capabilities while an individual performs a task.

Situation and Environment

- Employee satisfaction surveys evaluate whether employees are happy and fulfilling their desires and needs in the workplace.
- Climate surveys measure how policies, practices, and procedures influence employee and management behaviors, attitudes, and perceptions.
- Pulse surveys are short, frequent assessments that provide a quick insight into employee satisfaction, behaviors, beliefs, views, and opinions.
- Team Fit assessments help determine an individual’s suitability for placement in a team or improve relationships within an existing team. These assessments ascertain people’s values, preferences, motives, and personality traits.

Learning Experiences

- Pre-course tests evaluate knowledge and skills before a course to create intrigue among students, inform the instructor of students' abilities, and set a benchmark for measuring progress.
- Formative assessments such as quizzes provide memory retrieval practice to reinforce learning and improve recall.
- Post-course tests measure knowledge and skills after a course to determine if participants have sufficiently learned the course material and, in some cases, are eligible to receive certificates of completion.

Social and Emotional Intelligence

- Emotional intelligence tests measure an individual's capacity to be aware of, control, express their emotions—and handle interpersonal relationships thoughtfully and empathetically.
- Social intelligence assessments measure various aspects of an individual's ability to thrive socially. They evaluate conversational and listening skills, awareness of social norms, understanding others' motives, comfort dealing with all types of people, and managing their impression on other people.

Personality Traits, Values, Motives, and Preferences

- Personality tests ascertain values, preferences, motives, and personality traits. Participants may complete these questionnaires about their interests, values, motives, and preferences with or without assistance.

Functional Skills

- Formative assessments help strengthen memory recall by practice, correct misconceptions, and reinforce participants' confidence in their knowledge.
- Summative tests evaluate individuals' knowledge, skills, and abilities by comparing them against standards or benchmarks.
- Diagnostic tests assess knowledge, skills, and abilities to determine gaps, diagnose deficits, and prescribe learning activities.

Physical Abilities

- Strengths tests assess an individual's movement, coordination, and balance.
- Agility tests focus on the participant's ability to move, balance, and coordinate body movement.

Cognitive Abilities

- Sustained attention tests evaluate the fundamental ability to look at, listen to, and think about tasks over time.

- Cognitive flexibility assessments measure an individual's ability to shift their thinking to adapt to new stimuli.

Use Dashboards

The authors recommend using dashboards to bring together data for each factor, enabling leaders to evaluate assessment data, analyze metrics, make sound decisions, and allocate resources appropriately. Being able to see data about multiple factors in one place makes it easier to diagnose problems, prescribe solutions, and, in some cases, prevent minor issues from becoming crises.

Data-driven Behavior Assessment and Optimization

Although complex technical skills will remain important, the book indicates that improvements in technology, user interfaces, and augmentation have made it easier for most people to function at work without extensive technical training. Hence, it recommends that organizations turn their attention to social skills that positively impact behaviors. The authors believe that to succeed at work, people will need to focus on these seven C's: Communication, Creativity, Conflict Resolution, Collaboration, Cooperation, Compassion, and Curiosity.

As automation transforms organizational structures and working processes and the gig economy matures, qualities such as flexibility, agility, and empathy will be paramount. Staying relevant in the Fourth Industrial Revolution will mean building adaptability, learning new skills, and focusing on behaviors. Progressive organizations are shifting to a more holistic performance model that balances behavior and capability. A data-driven behavior assessment and optimization infrastructure supports this change in approach. The Talent Transformation Pyramid provides a framework for using this rapidly growing infrastructure to diagnose problems, find correlations, establish causation, and determine appropriate interventions.

The book is available in paperback and as an audiobook.
<https://www.talenttransformation.com/book>

If you are aware of an interesting or useful book relating to testing, and feel that it would be of interest to ITC members, please send your review to newsletter@intestcom.org

