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**EDITOR'S NOTE**

Anita M. Hubley  
University of British Columbia  
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Dear Friends:

This is my last issue as Editor of *Testing International (TI)*. I have been Editor of what used to be *The International Test Commission Newsletter* and then became *TI*, since December 1999. I have had two major overarching goals as Editor. My first goal had to do with the distribution, appearance, and content of the newsletter. The December 1999 issue was the first to be officially available on the internet (although the June 1999 issue was later posted as well). By the December 2000 issue, ITC members could receive e-mail notification of new issues of the newsletter available on the web rather than receive the newsletter by post. I wanted to raise the profile of the ITC newsletter with our readers and with organizations worldwide so, in December 2001, I introduced some major changes. The newsletter was renamed *Testing International*. A cover page with a table of contents was added and four major categories of submissions (Brief Articles, Reports, The Noticeboard, and Upcoming Conferences) were introduced with a strong emphasis placed on brief articles and reports. Those interested in exploring further the changes to the newsletter may want to examine past issues available at <http://educ.ubc.ca/faculty/zumbo/itc/index.html>.

My second and more recent goal was to increase submissions to *TI* from scholars all over the world. Over the last couple of years, there have been articles and reports from authors in Argentina, Brazil, Canada, China, France, Indonesia, Israel, Japan, the Netherlands, Portugal, Romania, Scotland, South Africa, Spain, United Kingdom, and United States. I hope authors from these and other countries continue to view *TI* as an important outlet for their research and as a viable way of communicating with other readers, scholars, practitioners, and organizations interested in issues related to testing and assessment.

Having met my mandate, it is time to pass the mantle to a new Editor who will bring new ideas and help *TI* continue to grow. Thus, it is with great pleasure that I welcome Dr. Jan Bogg, from the University of Liverpool in the UK, as the new Editor of *Testing International (TI)*, beginning in 2005.

**PRESIDENT'S LETTER**

José Muñiz  
University of Oviedo  
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In this, my first letter as President of the ITC, I should like to begin by saying that it is a great honour to preside over an organization such as ours, whose basic aim is to promote and improve the use of instruments of psychological and educational assessment throughout the world. My task as President is none other than to pursue this aim with tenacity and enthusiasm, as did my illustrious predecessors: Ype Poortinga, Ken Miller, Jac Zaal, Ron K. Hambleton, John Keats, Tom Oakland, Dave Bartram and Bruce Bracken. Thanks to their efforts and those of our members and collaborators, the ITC is currently one of the most prestigious and well-respected international organizations in the area of psychological and educational assessment.

As our readers and members well know, in pursuit of its noble aims, the ITC organizes and promotes all types of activities whose purpose is to improve professionals' and users' knowledge about tests. Although we are well aware that adequate legislation and regulations are necessary for ensuring the appropriate use of tests, we are convinced that the most important factor in this regard is the availability of comprehensive and rigorous information on the instruments of measurement. Within this educational approach, an interesting ITC initiative currently under way for increasing knowledge about tests and their bases is the ORTA project (On-line Reading in Testing and Assessment), directed by Cheryl Foxcroft and Marise Born. The central objective of this project is to provide an integrated body of reading material about tests and their use, freely accessible on-line, that can be used by all those people and institutions interested in broadening their knowledge about psychological and educational assessment. Also worthy of note is the recent publication of two excellent books in whose production the ITC played an important role, one on computer-based testing and the internet (Bartram & Hambleton, in press), and another on adapting educational and psychological tests for cross-cultural assessment (Hambleton, Merenda, & Spielberger, 2005). Furthermore, the ITC presents symposia and workshops on a variety of issues at the most important international congresses, the next of which will be the IX European Congress of

Psychology, taking place in Granada, Spain, from 3rd-8th July, 2005 ([www.ecp2005.com](http://www.ecp2005.com)).

Without a doubt, the force currently giving most impetus to changes in the construction, analysis and application of tests is the new technology emerging in the context of information sciences, the Internet and multimedia applications. The use of computerized tests, remote assessment via Internet, or new item formats made possible by modern technology have brought new technical and test-use challenges that an organization like the ITC cannot ignore. Indeed, one of the projects currently under way involves the drawing-up of international guidelines on computer-based and Internet-delivered testing. This project, directed by Dave Bartram and Iain Coyne, is already at an advanced stage, and is scheduled for completion by July 2005, in time for the IX European Congress of Psychology. These guidelines, whose current version can be consulted on the ITC website ([www.intestcom.org](http://www.intestcom.org)), will be of crucial importance for orienting professionals and users in situations arising in the new technological environment of psychological and educational assessment.

Another fundamental characteristic of assessment today is the international use of tests and assessment procedures. It is more and more frequently the case that a test developed in one language and culture is used in others. This situation, which in itself is positive, may incur serious problems if the tests are not appropriately translated and adapted to the new languages and cultures in which they are to be used. The ITC has always been keenly aware of this problem, and has been pioneering in the drawing-up of guidelines for the adaptation of tests from one culture to others. Currently, Jacques Grégoire and Ronald K. Hambleton are preparing a revision of the ITC guidelines, for which they are organizing the Fifth International Conference of the ITC (Brussels, 2006), focusing on the translation and adaptation of tests (see the first announcement on the ITC website, [www.intestcom.org](http://www.intestcom.org)). In this same line of guaranteeing equitable assessment for all, there recently took place, in Williamsburg, Virginia (7th-10th October, 2004), the Fourth ITC International Conference on Equitable Assessment Practices: Building Guidelines for Best Practices. This event was organized by Bruce Bracken, and was a resounding success on an international scale, having enjoyed the participation of relevant experts in equitable assessment from around the world.

In addition to the activities mentioned so far, the ITC is working on two organizational fronts: promoting its publications and increasing its international visibility and number of associates. The ITC publishes a scientific journal, the *International Journal of Testing (IJT)*, and this newsletter, *Testing International*. A new editor has just taken over at the IJT, Professor John Hattie, to whom we offer our best wishes and all the support we can give in this important work. I should also like to express my sincerest thanks to the outgoing editor, Bruno Zumbo, whose considerable efforts greatly helped the journal's progress. Our newsletter has for the last five years been edited by Anita Hubley, and we are most grateful for all her excellent work. As of 2005, a new editor, Jan Bogg, will be taking over, and we are convinced he will maintain the high standards set by Anita.

As regards increasing our visibility and membership, we shall be employing a series of measures for attracting to our organization all those who may be interested in our projects. We shall be investing special interest in those parts of the world poorly represented in the ITC at present, such as Ibero-America, Asia and Africa.

Let us not forget, finally, that this is your organization, and that any criticisms, suggestions or ideas for improving it will always be welcome.

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#### *Become a Member of the ITC*

ITC membership is open to organizations as well as individuals. Information and forms are available at:

<http://www.intestcom.org/membership.htm>

## BRIEF ARTICLES

### Psychological Testing in Malaysia

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The importance of psychological testing has long been recognized in Malaysia. In 1979, the first department of psychology was established at the National University of Malaysia. Since then, psychological testing has become an integral component of the undergraduate and graduate psychology curriculum. The use of psychological tests was deemed to enhance the teaching and learning of various sub-disciplines of psychology such as child psychology, counseling psychology, social psychology, and industrial/organizational psychology. Much of the research in the aforementioned sub-disciplines has given an emphasis on psychological measurement of individual differences. Hence, psychological testing is highly valued by the Malaysian psychologists for accomplishing the tasks of measuring individual differences on a variety of constructs such as intelligence, personality, and vocational interests.

As a developing country, the development of local tests at that time was considered a challenging task to Malaysia because of the lack of expertise in test construction. Western psychological tests were introduced in Malaysia with an eye toward the need of translating the English version of an instrument into the Malay language and of adapting some of the test items to suit the Malaysian culture. The widespread interest in psychological testing increased when the *Journal*

*of Malaysian Psychology (Jurnal Psikologi Malaysia)* was published for the first time in 1985 (Abdul Halim, 1989). Many of the articles published in the journal have included psychological measurement in their methodology sections. Today, the need for psychological testing is increasingly recognized in education, mental health, and personnel selection.

This article will discuss the range and scope of the use of psychological tests in each of these areas. In addition, the challenges of psychological testing will be discussed.

#### Education

The use of psychological tests receives its strongest impetus from educational and career counseling in high schools and universities. Typically, high school and university students are encouraged to identify their career interests and preferences prior to their graduation. The three widely used interest tests are the Vocational Preference Inventory, the Occupational Interest Inventory, and the Rothwell-Miller Interest Blank (RMIB). These tests are administered by counselors who have received training in test administration, scoring, and interpretation. However, they do not possess good psychometric knowledge. This has sometimes hindered counselors from fully understanding the technical parts of the test manuals. Furthermore, they may not be able to evaluate the reliability and validity of test scores prior to making inferences from the test scores.

The RMIB was the first and only instrument that was adapted by the Malaysian Ministry of Education for use with the high school students. The English version of the RMIB was translated into the Malay language. Although the psychometric properties of the instrument were studied by many researchers (e.g., Abdul Halim & Wan Rafeai, 1980; Chan, 1985; Wan Rafeai, 1974, 1988), the evidence of test reliability and validity was limited to internal consistency and judgmental review of the translated items. More evidence is needed to justify the psychometric properties of the RMIB. Up-to-date local norms for the instrument have yet to be established.

#### Mental Health

Clinical psychology and psychiatry are the two main areas that require the use of psychological

tests. In 1994, the National University Malaysia launched the nation's first Master's program in Clinical Psychology. To date, intelligence tests, personality tests, and neuropsychological tests are widely used in the mental health services and postgraduate training in clinical psychology.

The most popular intelligence tests are the Wechsler Adult Intelligence Scale - Revised (WAIS-R), the Wechsler Intelligence Scale for Children - Third Edition (WISC-III), the Wechsler Preschool and Primary Scale of Intelligence - Revised (WPPSI-R), and the Raven's Progressive Matrices (RPM). The test scores derived from the intelligence tests are used for making diagnoses of mental retardation and learning disabilities.

In the field of personality testing, the most frequently used tests are the 16 Personality Factors Questionnaire (16 PF), the Eysenck Personality Questionnaire (EPQ) and the Minnesota Multiphasic Personality Inventory (MMPI-2). The test scores assist the clinical psychologists in making diagnoses of personality disorders. The Beck Depression or Anxiety Scales are usually used for helping the psychiatrists make clinical diagnosis and prescribe medical treatment. The scales provide quick assessment in the psychotherapy sessions where a patient's test scores will reflect his/her mental health improvement.

The most commonly used neuropsychological tests are the Wechsler Memory Scale - Third Edition, the Stroop Test, the Benton Visual Retention Test - Revised, the Halstead-Reitan Neuropsychological Battery, and the Luria-Nebraska Neuropsychological Battery. For assessing children's nonverbal intelligence and emotional /behavioral disorders, the Draw-A-Person Test is the most popular and quick-to-use instrument. Some other tests used for assessing children include the Bayley Scales of Infant Development, the McCarthy Scales of Children's Abilities, the Goodenough-Harris Drawing Test, the Vineland Adaptive Behavior Scales, and the Child Behavioral Checklists.

Almost all the above-mentioned tests are translated verbally into the Malay language or Mandarin during the test administration.

### Personnel Selection

Psychological testing is increasingly used in recruitment and appointment of civil servants. Candidates for the positions of executive officer, diplomatic officer, auditor, and anticorruption officer are required to sit for a variety of tests that assess their personality, interests, attitudes, intelligence, and work values (Tan Sri Dato Seri Ahmad Sarji, 1995).

### Research

Using the Brislin back-translation method, the following tests have been translated into the Malay language/Mandarin for use with the Malaysian population: Peabody Picture Vocabulary Test (Keats, Keats, & Wan Rafaei, 1974), NEO PI-R Personality Inventory (Mastor, Jin, & Cooper, 2000), Rothwell-Miller Interest Blank for Males and Females (Abdul Halim & Wan Rafaei, 1980; Chan, 1985; Wan Rafaei, 1988), the Eysenck Personality Questionnaire (Upadhyaya & Khan, 1990), and the Bem Sex Role Inventory (Sethi & Ward, 1990). A review of the research conducted by these authors reveals a lack of strong evidence of psychometric properties. Their reports of psychometric properties were limited to internal consistency reliability, item-total correlation, and exploratory factor analysis. None of the tests have been normed locally.

### The Challenges of Psychological Testing

Given that many of the psychological tests used in Malaysia were originally developed for, and standardized on, the Western population, the task of translating and/or adapting the Western tests for use with the Malaysian population is enormous. According to the *Standards for Educational and Psychological Testing* (AERA, APA & NCME, 1999), evidence of test comparability should be reported for dual-language tests. In order to evaluate test comparability and to report more advanced psychometric properties, the Malaysian psychologists and researchers need more training in test theory, measurement, and advanced statistical analysis (e.g., Item Response Theory and Confirmatory Factor Analysis). It is also important to include these advanced courses in both undergraduate and graduate curricula. More importantly, the Malaysian psychologists and researchers must aim to develop their own tests based on their own culture. Thus, the knowledge and skills in test construction are essential for them to undertake such a new endeavor.

In conclusion, psychological testing has become increasingly important in Malaysia. The application of Western psychological tests in the local context should be treated with more caution. Hence, it is timely to translate the *ITC Guidelines on Test Use* into the Malay language so that the Malaysian psychologists and researchers can have a better understanding of the appropriate ways of using a test.

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### Serious Test Adaptation and Norming in Romania: Still at the Beginning, but Stubbornly Crawling On

Dragos Iliescu  
D&D Research  
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It is a little bit comical trying to write about our experience in the adaptation and indigenization of psychometric tests here in Romania as real scientific attempts on our behalf in this matter started only two years ago. “Experience” is usually used in a context that implies “being experienced”. Our experience with test adaptation is very narrow and, even though being ours and first-hand at that, it probably mirrors more of our *lack* of “being experienced”.

One of the biggest drawbacks faced by Romanian psychology – aside from all the generalized lack of financial resources typical for the whole Romanian educational system – is the lack of serious psychometric tests. Of course, all the big and well-known instruments are taught in universities and used in Romania by psychologists. But their usage should be compared more with a misuse, as professionals face two major challenges when “using” these instruments.

First of all, there are few good, methodologically sound, indigenizations and adaptations of these tests in usage. Most adaptations are based on ad-hoc translations, which have not been approved by their respective authors and have not been submitted for approval to the international copyright owners or publishers. Of course this also means that the norms are not based on national-wide samples or on validation or replication studies, but on mere samples of convenience that are usually small in size and have a peculiar occupational distribution. The most frequently encountered error of this kind has been to revert to the most easily accessible human resource for a sample: students or soldiers.

Second, Romanian versions are not copyrighted. At least three or four versions for every classic personality questionnaire are out there, being (mis)used by psychologists, with a complete disregard of the copyright law, of professional integrity, or any deontological issues. The general attitude towards paying for instruments is, of course, negative. This is probably because of the general economic environment but, in my opinion,

first and foremost due to the fact that these questionnaires have never been paid for. Copyright enforcing was impossible until 2 years ago when the copyright law was passed. This means psychologists have a history of not paying when using these tests. This has led to the current mindset saying that “we all own these instruments”, an attitude that is almost impossible to overcome when one calls, all of a sudden, for a financial contribution to something that has always been free. That reflects even deeper issues relating to our social and political background in a sense that intellectual copyright is a general concept that is highly disregarded at this moment by almost everybody. This state of mind affects not only psychology but also the software and music industry as well as other areas of business, arts, and science. The more than welcomed efforts towards changing this state of mind, unfortunately, barely match the strength and stability of the aforementioned.

So, the fact that tests “belong to everybody”, as some (most?) here perceive it, actually means that they belong to nobody. Nobody considers them to be propriety, so nobody distributes them. And of course nobody is investing any money in perfecting the translations, the norms etc. – not universities, not professional associations, and not psychologists.

Our initiative at D&D Research, as a local research and consulting company, is actually a virile reaction to this unhappy situation. Our goal is to gain legal distribution rights in Romania for as many established tests as possible, and we are focused, for the beginning, on personality measures. As yet, we only distribute locally the 16PF (under license from IPAT) and the CPI (under an experimental license for norming purposes, from Harrison Gough, the author).

Local distribution, of course, refers to the distribution of good Romanian adaptations and norms for these tests. To this end, we have attracted a team of highly respected professionals, under the direct coordination of Prof. Horia Pitariu, at the Babes-Bolyai University at Cluj-Napoca to supervise and methodologically endorse our work.

Basically we adhere to the classical prescriptions of methodology when adapting and indigenizing a test, and we move on in three steps.

The first step is to produce a good translation, which is ensured not only by translating the questionnaire, but by also doing as many back-translations from English as it takes, in order to pinpoint the exact meaning and significance for every item. This work is mainly semantic work on the meanings of the items and is done not so much by psychologists, as by linguists and translators – and as a matter of fact by a rather large number of these, because we prefer to have “naïve” translators for every new translation. It took 6 such translations and the work of a team of 16 translators for the 16PF, 5<sup>th</sup> edition, to obtain an acceptable Romanian form.

The second step is the statistical item analysis and we try, of course, to reproduce the item response distributions, the item correlations and the reliability/internal consistency coefficients as close as possible to that obtained with the original questionnaire. This takes some statistical work and usually has to revert to work on the wording of the questionnaire. We had clear signs of item correlation mismatching on some items, both on the 16PF and on the CPI, as a result of this step. These have been, without exception so far, drawn back to culturally constructed meanings which called for adaptation and not for a mere translation from English into Romanian.

The third step is creating a reliable norm which, in our opinion, should be based on national-representative samples. We have, so far, used random multi-stratified route samples with a controlled distribution on the variables of gender, age, geographical distribution, education, income, and ESOMAR occupational status. The sample used for the 16PF norms contained about 1800 subjects and the one used for the CPI norms contained about 2700 subjects.

Unfortunately, we only have three tests so far that have been indigenized in Romania by such a serious endeavor: the two abovementioned tests and the Raven Progressive Matrices, which has been adapted, normed, and is distributed under license by Anca Domuta, a psychologist from Cluj-Napoca.

Of course the difficulties are major, because such serious and controlled methodologies call for just as serious financial input. So far, no institution in Romania has shown any signs of funding this initiative. Thus, the whole scientific process, as well as the local marketing and distribution of

these tests, have to be supported with private funds. So far, these tests have not proven to be of the utmost profitability, even if the profit permits a full royalty payment now for the second consecutive year. But, as a rule, we may say that a real market for distribution of these tests still does not exist.

Well, I like to think of us as making our own not-so-small contribution to the advancement of psychology. The pessimists among my colleagues would probably say that one cannot fight “the system” and that we cannot really prevail. However, the optimists among us are believers in this vision that by having succeeded in establishing not only a market for standardized, serious tests in Romania in 3 or 5 years, but also the very basis of a psychologist’s work, our present strife will be recognized as not having been in vain.

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## Test Development and Use in Mainland China

Jiayuan Yu & Huihong Wu  
Nanjing Normal University  
CHINA

### Test Theory in China

The *Classical Test Theory (CTT)* has been introduced to the department of psychology and department of education in the universities of China for many years. It has been applied to the development and analysis of the educational tests.

*Item Response Theory (IRT)* is an important course for the graduate students of psychological measurement in some universities. This theory has been applied to the national English level examination and HSK, which is a Chinese proficiency test.

*Generalizability Theory (GT)* has also been introduced for the graduate students in some universities and it has been used in the composition and oral examination.

### Recent Intelligence and Personality Tests

In recent years, some psychological tests have been revised and developed, which include intelligence and personality tests. Intelligence tests include the Wechsler Adult Intelligence Scale (WAIS),

Wechsler Intelligence Scale for Children (WISC), Wechsler Preschool and Primary Scale of Intelligence (WPPSI), and Raven's Progressive Matrices (RPM). These tests have been revised and norms have been developed, including national norms and local norms.

Personality tests include the Eysenck Personality Questionnaire (EPQ), Minnesota Multiphasic Personality Inventory (MMPI), and the Sixteen Personality Factor Questionnaire (16 PF). These questionnaires also have been revised and norms prepared, including national norms and local norms.

According to the research on Chinese personality adjectives list, the Chinese Personality structure model was established by Yang & Wang (1999). More than 1600 adjectives that describe personality were rated by over 2000 subjects and 409 items were selected. More than 1000 subjects rated each item and 215 items were used to comprise the Chinese Personality Assessment Scale (QZPS; Wang & Cui, 2003), which measures Chinese personality using the following seven dimensions: (1) extroversion, (2) good-heartedness, (3) emotionality, (4) talent, (5) interpersonal relations, (6) diligence, and (7) honesty.

The Five - Factor Personality Questionnaire for Middle School Students (Zhou, Niu & Zhou, 2000) was developed using exploratory factor analysis. The five factors are: Openness, Extraversion, Agreeableness, Conscientiousness, and Neuroticism. The reliability and validity of the questionnaire was satisfactory. The Cronbach’s alpha coefficient was about 0.70, split-half reliability was 0.90. The scale was significantly related to a parents’ rating scale.

### Recent Studies Using Educational Tests

Meng, Liu, Zhou and Meng (2003) investigated Chinese children’s reading abilities and their relations with related factors. Reliability and validity for their measure was analyzed using confirmatory factor analysis. Their results indicated character recognition, reading comprehension and writing skills all had significant influences on written expression. Oral language ability had an effect on meaning comprehension and character recognition, perceptual processing had an effect on oral

language and character recognition, and motor skills influenced written skills.

Liu and Den (2002) investigated 207 primary students' conceptions of Chinese language and literacy using a questionnaire. The results showed that: (a) the higher-grade students' conceptions of Chinese language and literacy were significantly more clear than that of the lower-grade students, (b) the 4<sup>th</sup> and 6<sup>th</sup> grade students' scores on the conception of the nature of Chinese knowledge were significantly higher than the 2<sup>nd</sup> grade students' scores, (c) the 6<sup>th</sup> grade students' average score on the conception of the learning process of Chinese knowledge was significantly higher than the 4<sup>th</sup> and 2<sup>nd</sup> grade students' average scores.

On the basis of the Scientific Creativity Structure Model and the Torrance Tests of Creative Thinking, Shen, Hu, and Lin (2002) developed the Scientific Creativity Test for Adolescents (SCTA). This test was used with 1087 English students and 1087 Chinese students. The results showed the SCTA has: (a) high reliability, including alpha coefficient, rater reliability coefficient, and test-retest reliability, and (b) high construct validity.

In order to understand the learning strategy levels of middle school students, Pan, Liu, and Gong (2000) used the Learning and Study Strategies Inventory - High Version (LASSI-HS) with 542 students. The results showed: (a) the LASSI-HS had good reliability and validity, (b) there were significant grade differences in the Motivation, Anxiety, Selecting Main Ideas, Study Aids, and Self-test subscales, (c) students' learning strategy levels did not improve with grades, (d) the average scores of female students were significantly higher than those of male students on Attitude, Motivation, Study Aids, and Self-test subscales, and (e) the average score of female students was significantly lower than that of male students on the Information Processing subscale.

Finally, the Foreign Language Classroom Anxiety Scale (FLCAS) Applied to Chinese College Students (Wang, 2003) was used to investigate foreign language anxiety in college students in China. The results showed: (a) The Chinese-adapted FLCAS had higher reliability and validity, (b) there were four anxiety constructs: Worry, Emotionality, Speech Anxiety and Communication Anxiety, and (c) the anxiety level of female students was lower than that of male students.

### Recent Studies Using Measures of Psychological Health

Liu and Zhnag (2002) investigated the characteristics of ill-emotion in 6015 high school students from five provinces in China. Their results showed that the conditions of anxiety, depression, loneliness, hostility, and fear are moderate and they increased a little with age.

Wo, Lin, Ma and Li (2002) conducted a study focusing on exploring the developmental characteristics of adolescents' interpersonal relations. The 11,743 subjects ranged in age from 13 to 18 years and were selected from five provinces. The result were as follows: (a) the level of interpersonal relations of adolescents decreased between the ages of 13 and 14, then increased significantly between the ages of 14 and 15, and kept steady during senior high school, (b) the subjects' interpersonal relations with peer groups were better than with adults and the relationships with strangers were better than that with parents and teachers, and (c) the level of interpersonal relations of girls was higher than that of boys.

The Study on National Norms of Adolescent Students' Self-worth (Huang, Feng & Wang, 2003) was based on the data of 34,715 college and high school students from all over the country. It showed that, on most dimensions of the S-W Scale, there were significant differences by grade and gender.

### Recent Studies Using Measures in Vocational Psychology

The purpose of the Investigation on College Students' Occupations and Occupational Values (Yin, Dai, & Jin, 2000) was to investigate how college students view their ideal occupations and realistic occupations. A total of 663 college students from 7 universities were involved. The results showed (a) there was a striking difference between the subjects' ideal occupations and realistic occupations, although the criterion of choosing the two kinds of occupations was almost the same, (b) to be a supervisor was the first choice of ideal occupations and realistic occupations, (c) earning, fully lay out ability and the extent of autonomy were the main considerations in choosing occupations, and (d) the ideal occupations and realistic occupations were related to type of universities, majors, grade, and gender.

Cai, Lin, and Xiao (2002) designed a vocational interest inventory that was applicable to Chinese middle school students. The data analysis from 309 subjects indicated that the inventory had a clear structure. The extracted six factors could be explained as Reality(R), Investigate(I), Art(A), Society(S), Enterprise(E), and Common(C). This result was consistent with Holland's Six Vocational Interests. However, the relationships among the six vocational interests were not completely consistent with Holland's Vocational Hexagon.

#### Recent Studies Using Measures in Industrial and Organizational Psychology

On the basis of the competency-based job analysis technique and a literature review, Wang and Chen (2002) designed a managerial competency scale. A total of 220 top and intermediate managers participated in this study. Using factor analysis and structural equation modeling, it was found that the managerial competency model consisted of two dimensions: managerial traits and managerial skills. However, there were different components and criticalities of those competency dimensions between the general manager position and the deputy manager position.

Chen, Ling, and Fang (2003) studied 1088 staff in 10 enterprises to identify the construct dimension of psychological contract. Their results showed that both staff's obligation and organization's obligation contained the two factor dimensions of: realistic obligation and developmental obligation.

#### Recent Studies Using Measures in Clinical Psychology

Liu and Liu (2000) found the ADHD Scale for Elementary School Students contained the following five factors: inattentive, hyperactive, impulsive, arousing problem, and immaturity. The results showed that the same quality of the scale was between .92 and .95. The test-retest reliability was .89.

Pathological internet use (PIU) is a new kind of mental illness accompanying people's surfing on-line. Many researchers considered the main causes of PIU to be the extreme use of internet or misuse of some internet functions. Based on the past research, Lei and Li (2003) evaluated and reviewed the definition and measurement of PIU. How to conceptualize and measure PIU was discussed in the context of Chinese culture.

#### Other Recent Studies Using Tests

Li and Chan (2002) conducted a study to provide normative data for the Chinese version of the Kansas Marital Satisfaction Scale (C-KMS) using both a Beijing sample and a Hong Kong sample. The C-KMS was administered to 1218 married people. The study includes two sub-studies: study 1 (599 Beijing sample) and study 2 (619 Hong Kong sample). The C-KMS was found to have high internal consistency ( $\alpha = .93$  for Beijing sample;  $\alpha = .96$  for Hong Kong sample) and well established validity as a scale. The study not only provided the normative data of marital satisfaction for those two major cities, but also suggested the references for further studies on Chinese marital satisfaction in major cities of China.

Cui and Qin (2001) developed a questionnaire to analyze the relation between aged people's life satisfaction and their social support network. The results showed: (a) the relationship between life satisfaction and social support was significant, (b) the key factors affecting life satisfaction were the setting of the nursing home and the mutual support among old people, (c) when faced with difficulty or wanting help, aged people in the nursing home turned to their children first, and d) for the aged people, the requirement of mental support was even more important than that of both material support and cognitive support.

The mood states of 265 drivers were measured by Zhu and He (2002, 2003). The results showed that: (a) age had a significant influence on driver's weariness, but not on other mood states, (b) female drivers were obviously more tense than male counterparts and had much lower positive mood than the males, (c) negative mood states such as anger, fatigue, and tension shown among taxi drivers were more evident than those among bus drivers while positive mood states such as vigor among the former were much lower than among the latter, (d) positive mood states such as vigor were much lower among drivers of the accident group than the safe drivers while negative mood states such as anger, fatigue, and tension were much stronger among the former than the latter.

Finally, Yu (2003) suggested use of the Grey-Statistics-Based Rating Scale to analyze the psychological rating scale. The theory and method of the Grey system could treat data with

incomplete information, so it is suitable for the data analysis of psychological research.

Psychological tests are expected to be applied in more areas in China in the future.

*(Note: Reference list not available.)*

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## REPORTS

### **ITC Guidelines on Computer-based and Internet Delivered Testing: Progress So Far**

Iain Coyne  
University of Hull  
UK

Dave Bartram  
SHL Group plc  
UK

Before detailing the progress on the Guidelines, we would like to thank all those people who have provided information, support, help and comments so far. This has proved to be a valuable process and has helped to inform our work on the Guidelines enormously. Certainly, we feel that comments and suggestions from a well-respected and knowledgeable international audience are key to the development of workable and applicable international guidelines.

As part of its goals, the ITC Council decided to invest in a program of research, consultation and conferences designed to develop internationally agreed-upon guidelines specifically aimed at computer/Internet based testing. The ultimate aims of this project were to:

- produce a set of internationally recognised guidelines that highlight good practice issues in computer-based testing (CBT) and testing delivered over the Internet, and
- raise awareness among all stakeholders in the testing process of what constitutes such good practice.

The first part of this project was completed in February, 2003. This involved an initial literature

search and review of existing references and guidelines on computer-based testing and Internet testing from a number of different countries. Following this, a small scale survey of UK test publishers examining good practice issues in Internet-delivered personality tests in the UK was carried out. Further information was obtained from the ITC conference on *Computer-based Testing and the Internet* in Winchester, England in June 2002. A review of the material from this conference coupled with the small survey data and literature review provided the basis for the development of a set of Draft Guidelines.

Four general issues emerged from the information gathering process and these formed the basis of the development of an initial draft version:

1. Technology – ensuring that the technical aspects of CBT/Internet testing are considered, especially in relation to the hardware and software required to run the testing.
2. Quality – ensuring and assuring the quality of testing and test materials as well as ensuring good practice throughout the testing process.
3. Control – controlling the delivery of tests, test taker authentication and prior practice.
4. Security – security of the testing materials, privacy, data protection, and confidentiality.

These four issues were considered high level issues and were further broken down into second-level specific Guidelines. A third-level set of accompanying examples is provided to the relevant stakeholder (test developers, test publishers and test users).

The second part of the project was initiated in March, 2003. Following development of the initial draft, a consultation process was undertaken. This involved circulation of the draft to all those who attended the ITC Conference in Winchester and all those on the ITC circulation list for *Testing International*. A copy was also placed on the ITC web site (<http://www.intestcom.org/>). Detailed comments on the draft Guidelines were received from individuals and organisations representing 8 different countries (Australia, Canada, Estonia, Holland, Slovenia, South Africa, UK, U.S.A.). These comments and suggestions were then used to help revise the Guidelines. In addition, the report of the APA Internet Task Force (Naglieri et al., 2004) was reviewed in detail and relevant

points included within version 0.5 of the Guidelines. This process was completed in February, 2004 and a second round of further consultation began.

The second consultation period was due to end in June, 2004 and the focus of this consultation was to obtain some agreement on the format, design and method of dissemination of the Guidelines. In particular, we requested comments on whether the Guidelines should be presented in their current format or whether they should be structured as three separate sections for each of the relevant stakeholders. Additionally, we asked whether all the Guidelines need an additional level of elaboration or whether the level could be added locally when put into practice.

Following phase 2, the timetable for the project was:

- August, 2004 – A paper on the progress of the Guidelines as part of the ITC symposium on CBT and Internet testing at the International Congress of Psychology in Beijing
- October, 2004 – Development of the final draft version for approval
- July, 2005 - Approval by ITC Council and formal launch

At present, version 1.0 of the Guidelines can be viewed on the ITC website ([www.intestcom.org](http://www.intestcom.org)).

## References

Naglieri, J.A., Drasgow, F., Schmit, M., Handler, L., Prifitera, A., Margolis, A. & Velasquez, R. (2004). Psychological testing on the Internet: New problems, old issues. Report of the APA Internet Task Force. *American Psychologist*, *59*, 150-162

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## Portuguese News about Psychological Tests

Aura Montenegro  
University of Coimbra  
**PORTUGAL**

As mortality and morbidity rates in developed countries concerning cancer, diabetes, obesity, and cardiovascular diseases are associated with nutrition (Bidlack, 1996), it seems appropriate to present the Portuguese version of the Dutch Eating Behaviour Questionnaire (D.E.B.Q.) developed by Victor Viana and Susana Sinde.

## History and Theoretical Foundation

The D.E.B.Q., in the original version entitled *Nederlandse Vragenlijst Voor Eetgedrag* (NVVE; Van Strien et al., 1986a), followed very complex methodologies leading to the final version (Van Strien et al., 1986b). This version is based on a sample of 657 individuals. The questionnaire consists of 33 items divided into 3 scales: Restriction (10 items), External Ingestion (10 items), and Emotional Ingestion (13 items). In the original version, this latter scale is still divided into Precises Emotions (9 items) and Diffused Emotions (4 items). The external validation was based on groups of obese, anorectic, and bulimic people. Validity evidence related to groups of individuals who are healthy versus suffering from eating behaviour problems is available for the English adaptation (Wardle, 1987).

The basic construct for the scale originates from relevant theories about obesity and appetite control (Herman & Mack, 1975; Nisbett, 1976; Polivy & Herman, 1987; Schachter, 1968) and includes concepts such as diet, hunger, reactions to food, social and emotional reactions, and external and internal behaviours.

## Portuguese Studies

The goal of the research, which started in 2001, was the preparation of a valid instrument in the eating behaviour area for the Portuguese population. The D.E.B.Q. was conceived from a comparative study of English and Dutch versions and includes items from both.

The total sample consisted of 191 individuals (59,7% female; 40,3% male). The ages ranged from 18 to 52 years (M = 30, SD = 8.8).

Responses to the D.E.B.Q. were submitted to a factor analysis using varimax rotation. Using the eigenvalue greater than 1.0 rule, six factors explaining 66,6% of the variance, were obtained. The first factor consisted of the 13 items of the Emotional Ingestion scale and the second factor included the 10 items of the Food Restriction scale. The items of the External Ingestion scale were distributed among the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> factors (Viana & Sinde, 2002).

As these results are very close to those obtained with the Dutch version (Van Strien et al., 1986b), the search of other solutions using only three

factors according to Wardle (1987) was sought for the Portuguese version. These results allowed for an adjustment of the original scale and the Portuguese version. Internal consistency coefficients were determined using Cronbach's coefficient alpha. They were considered acceptable for the identified factors.

### Conclusions

In spite of the theoretical limitations of this instrument related to restriction (which are not shared by all authors – see Ogden (1993) and Van Strien (1999)), it is concluded that this instrument shows promise.

*Note: For this and other tests constructed and standardized in Portugal, readers are referred to: Gonçalves, M. M., Simões, M. R., et al. (2003). Avaliação Psicológica / Instrumentos Validados para a População Portuguesa (Vol. 1). Coimbra, Quarteto. Readers may also wish to contact Victor Viana, Faculdade de Ciências da Nutrição e Alimentação da Universidade do Porto. Rua Dr. Roberto Frias. 4200-465 PORTO.*

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## THE NOTICEBOARD

**5<sup>th</sup> Conference of the  
International Test Commission  
Psychological and Educational Test Adaptation  
across Languages and Cultures:  
Building Bridges among People**

Jacques Grégoire  
University of Louvain  
**BELGIUM**

Ronald K. Hambleton  
University of Massachusetts  
**U.S.A.**

Over the past 15 years or so, the number of educational and psychological tests being translated and adapted for use in cross-national and cross-cultural settings has increased enormously. Cross-national studies such as TIMSS and OECD/PISA have required educational tests to be

made available in over 50 languages. In clinical, educational, health and industrial/organizational psychology, many tests are available in multiple languages. The same can be said for credentialing exams in medicine, the information technology industry, accounting, the securities industry, and many more disciplines. Proper interpretation of results requires use of appropriate translation and adaptation procedures.

The International Test Commission (ITC) Guidelines for Test Adaptation, published in 2001, have been helpful to researchers and testing agencies wanting to improve their test adaptation practices. These guidelines were first presented formally at the 1999 ITC Conference on Test Adaptations held at Georgetown University, Washington, DC, and are currently in the process of being updated. Indeed, the period since the 1999 conference has witnessed enormous growth in both researchers' interest in, and applied methodological procedures associated with, test translation and adaptation. In light of this growing interest and advancing methodology, together with the forthcoming updated guidelines for test adaptation, it would appear to be a most appropriate time for the ITC to convene another conference.

The 5<sup>th</sup> Conference of the International Test Commission on "Psychological and Educational Test Adaptation across Languages and Cultures: Building Bridges among People" will be held in Brussels, Belgium from July 6 to 8, 2006. The main goal of the conference is to bring together experts on the topic of test translation and adaptation theory and practice with researchers, educators, psychologists, policy experts, and testing specialists for the purpose of sharing insights, guidelines, and research findings. Topics include: advances in test adaptation methodology (e.g., construct, method, and item bias); review of advances for the adaptation of educational testing, credentialing exams, and psychological tests; challenges associated with computer-based testing; issues and methodological approaches to testing for validity invariance across cultures and languages; comparison and equating of test scores across cultures; test ownership and adaptation; and international comparative studies of educational achievement.

More information about the conference can be obtained by e-mailing the conference co-chairs at [itc2006@psp.ucl.ac.be](mailto:itc2006@psp.ucl.ac.be). Bookmark the conference

website at <http://www.psed.ucl.ac.be/itc2006> to monitor conference plans and to download registration and abstract submission forms as they become available.

**Direct inquiries to:**

*Conference Scientific Secretariat  
5<sup>th</sup> ITC Conference  
Catholic University of Louvain  
Faculty of Psychology and Educational  
Sciences  
Laboratory of Educational and Developmental  
Psychology  
Place du Cardinal Mercier 10  
1348 Louvain-la-Neuve  
Belgium*

**5<sup>th</sup> ITC International Conference**

***Psychological and Educational Test  
Adaptation across Languages and  
Cultures: Building Bridges among People***

**July 6-8, 2006**

**Brussels, Belgium**

**David Bartram Awarded British Psychological Society's 2004 Award for Distinguished Contributions to Professional Psychology**

We are pleased to announce that ITC Council member and former ITC President Prof. David Bartram was recognized by the British Psychological Society (BPS) with its 2004 Award for Distinguished Contributions to Professional Psychology. Professor Bartram is Research Director for SHL Group plc and a chartered occupational psychologist and Fellow of the BPS and the Ergonomics Society. An expert in psychometrics and computer-based assessment in the occupational, work, and organizational field, he was recognized for his outstanding contribution to professional and applied psychology practice and, particularly, his work in developing tests for occupational assessment in the workplace. Prof. Bartram's accomplishments include the development and implementation of the computer-based pilot selection test system used by British Airways and Cathay Pacific Airways as well as numerous other assessment software products and tests. Within the BPS, Prof. Bartram was

responsible for developing and implementing the Level A and B Standards for Occupational Test Use, led the Occupational Standards Project, and is described as the "architect" of the new BPS Psychological Testing Centre in the UK. Congratulations!

**Bruno Zumbo is Recipient of 2005 Samuel J. Messick Memorial Lecture Award**

We are pleased to announce that ITC Council member and former Editor of the ITC's *International Journal of Testing*, Prof. Bruno Zumbo, has been awarded the prestigious 2005 Samuel J. Messick Memorial Lecture Award. The award is given in honour of the late Samuel J. Messick, a distinguished research scientist at the Educational Testing Service who is perhaps best known for his work in modern validity theory. This award supports the delivery of a major address at the joint annual meeting of the International Language Testing Association (ILTA) and the Language Testing Research Colloquium (LTRC) in July, 2005. The title of Prof. Zumbo's address is "Reflections on Validity at the Intersection of Psychometrics, Scaling, Philosophy of Inquiry, and Language Testing". Prof. Zumbo, a Professor of Measurement, Evaluation, and Research Methodology at the University of British Columbia in Canada, has nearly 150 scholarly publications related to theoretical and applied measurement, psychometrics, and statistical science. Congratulations!

[International Journal of Testing \(IJT\)](#)

*Official Journal of the ITC*

**Editor: John Hattie *NEW!***

**Publisher: Lawrence Erlbaum Assoc.**

**Check out:**

[http://www.arts.auckland.ac.nz/sites/index.cfm?S=M\\_IJT](http://www.arts.auckland.ac.nz/sites/index.cfm?S=M_IJT)

or

<http://www.leaonline.com/loi/ijt>

## UPCOMING CONFERENCES ON TESTING & ASSESSMENT

### **6<sup>th</sup> Annual Association of Test Publishers Conference**

Feb. 28 - March 2, 2005  
Scottsdale, Arizona, U.S.A.

Website:

[http://www.designingeventsonline.com/atpcon2005/static\\_05/index-2.html](http://www.designingeventsonline.com/atpcon2005/static_05/index-2.html)

Contact e-mail: [ATP@DesigningEvents.com](mailto:ATP@DesigningEvents.com)

This year's theme for the conference is "Innovations in Testing". There will be a wide range of topics covered at this conference, including: philosophies and methods of standard setting, global testing issues, options for online assessment, security issues for testing programs, automated scoring for open-ended questions and essays, simulation technology, and advances in computer-based testing, to name but a few topics.

### **National Council on Measurement in Education**

April 11-15, 2005  
Montréal, PQ, Canada

Website: <http://www.ncme.org>

The NCME conference is held in conjunction with the American Educational Research Association (AERA) conference. The theme this year is "Demography and Democracy in the Era of Accountability". Topics typically include: classroom assessment, performance or alternative assessment, large-scale assessment, licensure and certification testing, computer-based testing, test use with specific populations, technical and statistical issues in test development, as well as policy, legal, and ethical issues.

### **4<sup>th</sup> International Maastricht-Lódz Duo Colloquium**

May 18-21, 2005 (Maastricht Session)  
Maastricht, The Netherlands

Website: <http://www.hszyud.msti.translation-and-meaning.nedweb.com/download/tm.html#5>

Contact e-mail: [m.m.g.j.thelen@hszyud.nl](mailto:m.m.g.j.thelen@hszyud.nl)

The International Maastricht-Lódz Duo Colloquiums are organized every 5 years and consist of two parts in the same year: the Maastricht Session in Maastricht, the Netherlands, and the Lódz Session in Lódz, Poland. The overall aim of the International Maastricht-Lódz Duo Colloquiums is to provide an international forum for discussion between translation/interpreting theorists and practitioners on issues of meaning in translation and

interpreting. The central theme for both the Maastricht and the Lódz Sessions will be "Translation and Meaning". In principle, the Maastricht Session focuses on practice and the Lódz session focuses on theory. Sub-themes for both sessions may include (a) meaning in translation from the perspectives of cognitive sciences, lexicology, philosophy, pragmatics, multilingualism (to name just a few), (b) meaning in the translation of technical language (e.g., law, business, medicine), (c) quality assessment of translation and modes of training, and (d) the role of translation methods in practice and training. The Colloquium languages are English, French, and German. Please see 4<sup>th</sup> International Maastricht-Lódz Duo Colloquium (Sept. 23-25, 2005) below for the Lódz Session.

### **Test Users Conference 2005: Occupational Testing Throughout the Employee Lifecycle**

May 25-26, 2005

Peterborough, Cambridgeshire, U.K.

Website: [http://www.bps.org.uk/conferences-&-events/event-listing/events/test-users-conf-2005/test-users-conf-2005\\_home.cfm](http://www.bps.org.uk/conferences-&-events/event-listing/events/test-users-conf-2005/test-users-conf-2005_home.cfm)

Contact e-mail: [TUC2005@bps.org.uk](mailto:TUC2005@bps.org.uk)

The Test Users Conference is aimed at updating HR and Training and development professionals who are working with occupational tests at any level within the organization.

### **European Association for Language Testing and Assessment**

June 2-5, 2005

Voss, Norway

Website:

<http://www.ealta.eu.org/conference/2005/introducti on.htm>

Contact e-mail: [hildegunn.helness@aksis.uib.no](mailto:hildegunn.helness@aksis.uib.no)

The European Association for Language Testing and Assessment (EALTA) will be holding its second annual conference. The theme will be "Professionalism in Language Assessment".

### **1<sup>st</sup> International Conference on Enhancing Teaching and Learning through Assessment**

June 13-15, 2005

Hong Kong, China

Website: <http://www.polyu.edu.hk/assessment>

Contact e-mail: [mfassess@polyu.edu.hk](mailto:mfassess@polyu.edu.hk)

This conference aims at enhancing the quality of teaching and learning through designing, implementing effective assessment practices, and the effective use of assessment results.

### 27th Language Testing Research Colloquium (LTRC)

July 18-22, 2005  
Ottawa, Canada

Website: <http://www.carleton.ca/ltrc/>

This year, the conference will focus on the interplay of research and language testing practice - challenges, issues and impacts. Pre-conference workshops will focus on quantitative and qualitative approaches in language testing research and development.

### 10<sup>th</sup> International Conference on Translation

August 2-4, 2005  
Kota Kinabalu, Sabah, Malaysia

Website:

[http://www.ums.edu.my/ppib/seminar\\_translation.htm](http://www.ums.edu.my/ppib/seminar_translation.htm)

Contact e-mail: [sem\\_ling@ums.edu.my](mailto:sem_ling@ums.edu.my) or [on888@streamyx.com](mailto:on888@streamyx.com)

Call for abstracts: Deadline is Feb. 28, 2005.

Full papers: Deadline is Mar. 31, 2005.

The Universiti Malaysia Sabah will be hosting this conference with the cooperation of the Malaysian Translators Association, Dewan Bahasa dan Pustaka (DBP), and the Malaysian National Institute of Translation. The theme of the conference is "Translation and the Globalisation of Knowledge". Topics include translation and knowledge transfer, translation and the publishing industry, translation in multicultural societies, translation for the underprivileged, translation and the meeting of cultures, and machine translation.

### 9<sup>th</sup> Social and Health Sciences Research Methodology Conference

September 14-16, 2005  
Granada, Spain

Website: <http://www.ugr.es/~cmetodo/>

Contact e-mail: [cmetodo@ugr.es](mailto:cmetodo@ugr.es)

Call for abstracts: Deadline is May 30, 2005.

The general aim of the conference is for researchers and professionals in the social and health sciences to share the latest developments on research methods.

### 4<sup>th</sup> International Maastricht-Lódz Duo Colloquium

Sept. 23-25, 2005 (Lódz Session)  
Lódz, Poland

Website: <http://www.hszuyd.msti.translation-and-meaning.nedweb.com/download/tm.html#5>

Contact e-mail: [duoduo@kryisia.uni.lodz.pl](mailto:duoduo@kryisia.uni.lodz.pl)

Please see 4<sup>th</sup> International Maastricht-Lódz Duo Colloquium (May 18-21, 2005) above for a description of this conference.

### Asia in the Asian Consciousness: Translation and Cultural Transactions

Nov. 11-13, 2005  
Baroda, India

Contact e-mail: [jwakabay@kent.edu](mailto:jwakabay@kent.edu)

Call for abstracts: March 1, 2005.

Organized by the Bhasha Centre, this conference stems from a successful workshop on Asian Translation Traditions that was held at the School of African and Oriental Studies (SOAS) in London and included in-depth papers about translation traditions in China, India, Indonesia, Japan, Korea, Malaysia and Vietnam. The present conference focuses on the richness of translation activities and discourses in Asia as a counterbalance to the current Eurocentric bias in translation studies.

**Submission deadline for the June 2005 issue of *Testing International* is May 1, 2005.**

**Please submit all articles and reports (preferably as IBM PC-compatible Word or WordPerfect files) to:**

**Dr. Jan Bogg, Editor *NEW!***  
***Testing International***  
**Department of Clinical Psychology**  
**The Whelan Building**  
**University of Liverpool**  
**Liverpool, UK**  
**L69 3GB**

Or via e-mail at [jbogg@liverpool.ac.uk](mailto:jbogg@liverpool.ac.uk)

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