

GUIDELINES FOR ADAPTING TESTS

**INTERNATIONAL
TEST COMMISSION
(ITC)**

International Test Commission Guidelines

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- The project began in 1992
 - Translation
 - Adaptation
 - Score equivalences

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- **Several organizations participated:**
 - European Association of Psychological Assessment (EAPA)
 - European Test Publishers Group (ETPG)
 - International Association for Cross-Cultural Psychology (IACCP)
 - International Association of Applied Psychology (IAAP)
 - International Association for the Evaluation of Educational Achievement (IEA)
 - International Language Testing Association (ILTA)
 - International Union of Psychological Science (IUPsyS)

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- A committee of **12 representatives** from these organizations worked for several years
- They prepared **22 guidelines**
- These guidelines were **field-tested**

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- Finally, these guidelines were approved by the ITC for **distribution** to:
 - National psychological societies
 - Test publishers
 - Researchers

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- The guidelines are organized in **4 categories:**
 - Context
 - Test Development and Adaptation
 - Administration
 - Documentation/Score Interpretations

CONTEXT

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□ CONTEXT

- **Effects of cultural differences** which are not relevant or important to the main purposes of the study should be minimized to the extent possible.
- The amount of **overlap** in the construct measured by the test or instrument in the populations of interest should be assessed.

TEST DEVELOPMENT AND ADAPTATION

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- **Test Development and Adaptation**
 - Full account of linguistic and cultural **differences**
 - Provide **evidence** that:
 - the language used is appropriate
 - the techniques and procedures are familiar
 - the item content and stimulus are familiar
 - Compile evidence on the **equivalence**
 - Data collection **design permits** item equivalence
 - Apply appropriate **statistical techniques**
 - Provide information of **validity**
 - Non equivalent items shouldn't be used

ADMINISTRATION

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□ Administration

- **Anticipate the problems** and take actions to remedy them
- Being sensitive on **factors affecting scores**
- **Environmental factors** influencing administration should be similar across populations
- The **test manual** should specify all aspects of the administration required in a new cultural context
- Being **unobtrusive** and the interaction should be minimized

INTERPRETATIONS

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- Documentation/Scores Interpretation
 - Provide documentation about the **changes made** along with evidence of the equivalence
 - **Comparisons** across populations can only be made at the level of invariance
 - Account of the sociocultural effects in the **interpretation** of results

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□ Recommended readings:

- Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (Eds.). (2005). *Adapting educational and psychological tests for cross-cultural assessment*. New Jersey: Lawrence Erlbaum Associates. [Chapter 1]
- Hambleton, R. K., & Zenisky, A. L. (2011). *Translating and adapting tests for cross-cultural assessments*. In D. Matsumoto & F. J. R. van de Vijver (Eds.), *Cross-cultural research methods in psychology* (pp. 46-74). New York, NY: Cambridge University Press.
- Oakland, T. (2012). *Principles, standards, and guidelines that impact test development*. In M. M. Leach, M. J. Stevens, G. Lindsay, A. Ferrero, & Y. Korkut (Eds.), *The Oxford handbook of international psychological ethics* (pp. 201-215). New York, NY: Oxford University Press.

QUESTIONS?

NEXT CLASS

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□ Reading:

- *Sources of knowledge and perspectives (Willis, Inman, & Valenti, 2010)*