

INTERNATIONAL GUIDELINES FOR TEST USE

Standards for Educational and Psychological Testing

2

- The *Standards for Educational and Psychological Testing* have been used as an authoritative source in USA since 1954.
- These and other standards are used in **countries** where standards have not been established.

Standards for Educational and Psychological Testing

3

□ *Czech translation is available in MUNI*

Book Number	000330710
ISBN	● 8086471071
Title	● Standardy pro pedagogické a psychologické testování.
Edition	1. české vyd.
Imprint	Praha : Testcentrum, 2001.
Descr.	192 s.
Language	cze eng
Holdings	All items
SYSNO	000330710
FMT	BK

[Standardy pro pedagogické a psychologické testování.](#) (2001). (1. české vyd., 192 s.) Praha: Testcentrum.

Standards for Educational and Psychological Testing

4

- *Last edition (2014) is available in MUNI*

Full View of Record

Choose format: [Standard format](#) [Catalog card](#) [Citation](#) [Name tags](#) [MARC tags](#)

Record 1 out of 3

Book Number	001025299
ISBN	978-0-935302-35-6
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Add.Entry	American Psychological Association ko2002160129 National council on measurement in education
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Standards for educational and psychological testing. Washington: American educational research association, 2014, ix, 230 s. ISBN 9780935302356.

ČSN ISO 690 

AERA, APA, & NCME (2014). *Standards for educational and psychological testing*. Washington DC: American Educational Research Association.

FURTHER INFORMATION



Testing and Assessment

APA responds to a large number of testing questions each day, ranging from "What guidelines or standards govern testing and assessment?" to "What is APA's stand or viewpoint on a particular testing issue?" Many questions can be answered by visiting our [Frequently Asked Questions \(FAQ\)/Finding Information About Psychological Tests](#) web page.

To obtain information about purchasing a copy of the *Standards for Educational and Psychological Testing* (1999), visit the [Standards](#) web page.

To learn about the kinds of activities in which APA is involved in order to facilitate appropriate test use, visit the [Testing Governance in APA](#) web page.

APA's Testing Office does not maintain, sell or endorse any tests. However, we do try to assist the public by directing people to the available resources to help them find what they need. In addition to the material provided on this site, additional testing-related resources are available through the [Testing Information Clearinghouse](#) page and the page of [links to other testing-related sites](#).

[The Task Force for Increasing the Number of Quantitative Psychologists](#). In 2006, the APA Council of Representatives authorized the formation of The Task Force for Increasing the Number of Quantitative Psychologists. This task force is charged with addressing both the pipeline of qualified students and opportunities for training in quantitative psychology.



Reports

- [Test Disclosure Statement \(PDF, 142 KB\)](#)
- [Statement on Third Party Observers in Psychological Testing and Assessment: A Framework for Decision Making \(PDF, 140 KB\)](#)
- [The Report of the Task Force on Test User Qualifications \(PDF, 418 KB\)](#)
- [APA's Guidelines for Test User Qualifications: Executive Summary](#)
- [Psychological Testing on the Internet, New Problems, Old Issues: The Report of the Task Force on Psychological Testing on the Internet \(PDF, 229 KB\)](#)

GUIDELINES IN DIFFERENT COUNTRIES

Guidelines in different countries

- **USA:** The American Educational Research Association (AERA) , American Psychological Association (APA), National Council on Measurement in Education (NCME), in collaboration since 1966.
- **AUSTRALIA:** The Australian Psychological Society (APS)
- **UK:** The British Psychological Society (BPS)
- **CANADA:** The Canadian Psychological Association (CPA)

**INTERNATIONAL
GUIDELINES
FOR TEST USE
(ITC, 2000)**

International Guidelines for Test Use

11

- *Focus on:*
 - Good **test use**
 - Encouraging **best practice** in assessment

- *Purpose:*
 - **Uniformity** in the quality of tests adapted for use across different cultures and languages.

International Guidelines for Test Use

12

- **REASONS:**
 - **Degree of control** over test use and its consequences.
 - **Patterns of access**, in terms of the rights to purchase or use test materials.
 - **Internet access (copyright violation)**
 - **Job applicants** from other countries.
 - **Distance- or remote-assessment.**

International Guidelines for Test Use

13

□ *LONG TERM AIMS:*

□ **Competencies** needed by test users, related to:

- professional and ethical **standards** in testing,
- **rights** of the test taker and other parties involved in the testing process,
- choice and evaluation of **alternative tests**,
- **test** administration, scoring and interpretation,

**DEVELOPMENT
OF
ITC GUIDELINES**

International Guidelines for Test Use

15

- **DEVELOPMENT:**
 - **14 main headings** from primary sources
 - Draft of the **framework document**
 - **ITC Workshop** (Dublin - July, 1997)
 - **Several revisions and consultations**

International Guidelines for Test Use

16

- ***CORE COMPETENCES:***
 - Professional and ethical **standards** of good practice.
 - Knowledge, understanding and skills (**process**).
 - Knowledge and understanding (**to inform**).

International Guidelines for Test Use

17

- **Take responsibility for ethical test use:**
 - ❖ *Act in a professional and ethical manner*
 - ❖ *Ensure they have the competence to use tests*
 - ❖ *Take responsibility for their use of tests*
 - ❖ *Ensure that test materials are kept securely*
 - ❖ *Ensure that test results are treated*

International Guidelines for Test Use

18

□ Follow good practice in the use of tests:

- ❖ *Evaluate the potential utility of testing in an assessment situation*
- ❖ *Choose technically sound tests appropriate for the situation*
- ❖ *Give due consideration to issues of fairness in testing*
- ❖ *Make necessary preparations for the testing session*
- ❖ *Administer the tests properly*
- ❖ *Score and analyze test results accurately*
- ❖ *Interpret results appropriately*

International Test Commission (ITC) (2000). International Guidelines for Test Use. Downloaded electronically on April 22th from http://www.itsc.com/eng/itsc_guidelines_test_use.pdf

- ❖ *Communicate the results clearly and accurately to relevant others*

**EUROPEAN TEST
USER
STANDARDS**

European Test User Standards

20

European Association of Work and Organizational Psychology (EAWOP)

+

European Federation of Psychologists' Associations (EFPA)

Test User Standards

Background

EAWOP and EFPA established a joint Task Force in 2003 whose original mission was to define the minimum qualifications for European test users in the field of work and organizational psychology.

In the General Assemblies of EAWOP (2005, May) and EFPA (2005, July) the proposed standards were accepted as a basis for further development. A joint EFPA-EAWOP implementation group completed the standards. Their final version was accepted by the EFPA and EAWOP Executive Committees in 2007. The final version of the "European Test User Standards for Test Use in Work and Organizational Settings" (version 1.92) is available here:

Download [European-test-user-standards-v1-92](#) (PDF).

Download [Glossary of terms](#) (PDF).

As a supplement, the group defined four main types of test user roles (policy maker, administrator, intermediate level and expert test user) and their qualification needs. Two pieces of empirical research exploring the relationships between context, knowledge and skills and performance criteria associated with each of these roles have been completed.

European Test User Standards

21

The EFPA-EAWOP Working Group modified and expanded the ITC Guidelines to provide the basis for

quality assurance of test use

Unit 1	Take responsibility for ethical test use
Standard: 1.1	Act in a professional and ethical manner
Standard: 1.2	Ensure you have the competence to use tests
Standard: 1.3	Take responsibility for your use of tests
Standard: 1.4	Ensure that test materials are kept securely
Standard: 1.5	Ensure that test results are treated confidentially
Unit 2	Follow good practice in the use of tests
Standard: 2.1	Evaluate the potential utility of testing in an assessment situation
Standard: 2.2	Choose tests appropriate for the situation
Standard: 2.3	Give due consideration to issues of fairness in testing
Standard: 2.4	Analyse and interpret results appropriately
Standard: 2.5	Communicate the results clearly and accurately to relevant others
Standard: 2.6	Review the appropriateness of the test and its use
Unit 3	Follow good practice in the administration of tests
Standard: 3.1	Make necessary preparations for the testing session
Standard: 3.2	Administer the tests properly
Standard: 3.3	Score the test results accurately

European Test User Standards

22

- *The emphasis of these standards is for **good practice**.*
- *They are aimed at **people who use tests and testing as part of their work as a practitioner**.*
- ***These are not standards for academic researchers or methodologists in the area of testing.***

EFPA Test User Qualifications

23

- ***Assistant Test User - Test administrator (EFPA Level 1)***
 - ❖ ***Uses specific tests in well-defined and constrained contexts***
 - ❖ ***Is under the supervision of a more experienced test user***
 - ❖ ***Operates within organizational policies and directives***
 - ❖ ***Not able to make choices about tests to be used***

EFPA Test User Qualifications

24

- ***Test User (EFPA Level 2)***
 - ❖ ***Understands technical psychometric qualities for their use***
 - ❖ ***Can work independently in specified, limited settings***
 - ❖ ***Can interpret a limited range of specific tests***
 - ❖ ***Not able to make choices or interpretations (beyond those on which is qualified)***

EFPA Test User Qualifications

25

- ***Specialist in Tests and Testing (EFPA Level 3)***
 - ❖ ***Provides advice and consultancy on testing***
 - ❖ ***Train others in test use***
 - ❖ ***Test construction***
 - ❖ ***Provides expert evidence relating test use in court cases***
 - ❖ ***Doesn't require sufficient expertise in methodology to construct and develop tests, but is covered by expertise.***

EFPA Test User Qualifications

26

- **Assessment of knowledge, skills, and competence**
 - ❖ *Knowledge can be assessed using conventional summative assessments (i.e. written examinations)*
 - ❖ *Skills should be assessed through observation of performance in real or role-play situations.*
 - ❖ *Assessment of competence should be carried out by a suitability qualified supervisor.*

QUESTIONS?

NEXT CLASS

28

□ **READING:**

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

*Knowledge synthesis (Tricco, Tetzlaff, &
Moher, 2013)*

Optional:

*Knowledge translation (KT) (McKibbin &
Lokker, 2013)*

How to read a paper (Greenhalgh, 2014)