

# *GUIDELINES FOR ADAPTING TESTS*

**INTERNATIONAL  
TEST COMMISSION  
(ITC)**

# International Test Commission Guidelines

3

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

# International Test Commission Guidelines

4

- **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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5

- 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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6

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

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7

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

**CONTEXT**



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9

## □ 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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11

- **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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13

## □ 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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15

- 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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16

## □ 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?