

EAPA Newsletter

of the European Association of Psychological Assessment

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Contents

	Page
- Editorial	1
- From the President	2
- EAPA Summer School: Invitation for Proposals	3
- The 10th Conference on Psychological Assessment	4
- The 9th Conference on Psychological Assessment	5
- Membership and Members Issues	7
- <i>Scientific Issues</i> : The assessment of metacognition: A matter of multi-method designs	8
- <i>Scientific Issues</i> : Benefits and Complications of Using Positively and Negatively Worded Items	9
- <i>Teaching issues</i> : Student Selection	11
- <i>Teaching issues</i> : Self-assessment	12
- The European Journal on Psychological Assessment	14
- Members' News	15
- Announcements	17
- New Books on Assessment	17

Editorial

During the 9th European Conference on Psychological Assessment at Thessaloniki the EAPA Executive Committee discussed ways of improving the communication with the members and decided to revive the EAPA Newsletter. After years without a Newsletter we felt that EAPA needs a means for bridging the gap between our biennial conferences. The European Journal of Psychological Assessment which was founded as the outlet for scientific work is too formal for creating EAPA life between the conferences. Furthermore, it is not appropriate for transferring the information, that is disseminated among the participants during the conference, to the many members who were not able to attend the conference.

This EAPA Newsletter offers a variety of information. You may find reports concerning the current state of EAPA by the President and by the Secretary General and also a report of the last conference. Furthermore, there is a small number of state-of-the-art reports concerning topics that should be of interest for scientists and teachers in the assessment area. The current state of the European Journal of Psychological Assessment is presented in combination with the list of accepted

but not yet published articles. Additionally, you will find short descriptions of new publications in the assessment area.

Finally, there are members news. These are news provided by the members themselves. Unfortunately, only a few members responded to my request for news. I hope that the future will bring more members' news so that we will have a platform for information about the members.

It is our plan to publish one issue of EAPA Newsletter each year. Every issue is scheduled for October. Therefore, the members are requested to send in their news and announcements not later than September 15.

Now I hope that you will enjoy reading this 2007 issue of EAPA Newsletter.

Karl Schweizer
Newsletter Editor and President-elect

From the President



Dear EAPA members,

It is my great pleasure to communicate with you all through the newly founded Newsletter of EAPA. This is an initiative of the new EC that aims at increasing the communication and bonds among the Association's members, stimulating discussions on various areas of assessment, and informing on developments in research and practice of psychological assessment in Europe as well as internationally. Karl Schweizer, the new president-elect and vice president of EAPA, is the person responsible for the Newsletter during the next two years. The EC thanks him for all the effort and creative ideas he is putting in the production of the Newsletter. Both Karl and I look forward to your response to the invitation to participate actively and contribute to the topics of the Newsletter, to the scientific dialogue, and to the dissemination of the EAPA news to all interested persons. The Newsletter, for the time being, will be distributed electronically and will be uploaded in the EAPA's website at <http://www.eapa-homepage.org/>.

I take this opportunity to also inform you on the state of EAPA. As president, I succeeded Boele de Raad, who worked hard to bring EAPA to a new course by changing the election system and providing a new website for EAPA. The website provides an excellent opportunity for initiating communication, collaboration, and exchange of expertise between members. Boele also produced the EAPA promotion leaflet. We greatly appreciate his overall contribution and thank him for the dynamism he offered to the Association.

In the last years, the membership of EAPA suffered a drawback which, fortunately and thanks to the efforts of the past EC, has now started to be overturned. The new EC is launching an effort to increase membership as well as the benefits EAPA members have. One of the most important benefits is that the EAPA members receive our journal, the European Journal of Psychological Assessment (EJPA) as part of their membership dues. EJPA has become an important stage for reporting significant work on psychological assessment with an impact factor continuously rising. I am sure that we all feel very proud of EJPA and we are also grateful to the past editors Rocio Fernandez-Ballesteros, Fernando Silva, and Rolf Steyer for their devotion and hard work to establish the high standards and quality of the journal. Eric de Bruyn, the current editor, succeeded in 2007 the very successful editorship of Hans Westmeyer. Eric is presenting his vision for EJPA in this issue and is determined to continue and increase the quality of EJPA.

Besides receiving EJPA, our members have reduced registration fees for participating in the EAPA's conferences and full access to the members' area of the association's website, but most of all, they are members of a growing community of friends all over Europe and beyond, who meet regularly at the biennial conferences and share ideas and prospects. In this direction, the present EC decided to reduce the membership dues for PHD students, which is, from now on, 50 euros per year. Of course the PhD students will have all the rights and privileges of full members, also receiving the EJPA.

However, there is also another move towards encouraging the presence of undergraduate and MA students as prospective members of EAPA. The membership dues for these students are only 10 euros per year paid during the EAPA's biennial conferences. Thus, young students –although they do not have voting rights and they do not receive EJPA– have full access to the members' area of the EAPA website, receive the Newsletter, have privileged access to workshops and summer schools organized by EAPA, and register at the same reduced fee in the EAPA's biennial conference as the PhD students. The EC thinks that this decision made in favor of young students is very important for them, particularly for MA students who wish to increase their knowledge and skills in the field of psychological assessment. Of course when they receive their degree they can become full members and continue their bonds with the association.

Another initiative of the present EC is the activation of the already existing EAPA Award, which goes to a European psychologist in recognition of important contribution(s) to psychological assessment. Moreover, it was decided that there will be an EAPA Poster Prize for young researchers who present their work at the EAPA biennial conferences. Information on both the EAPA Award and the EAPA Poster Prize can be found at the URL, <http://www.eapa-homepage.org/>.

The EC is also eager to continue the tradition of preconference workshops as well as of summer schools. Summer schools are independent from the biennial conferences and offer a comprehensive and intensive learning experience led by experts in the field. All EAPA members who wish to organize a summer school are invited to submit a proposal to the EC as soon as possible so that it is properly prepared. We are counting on all our members who are willing to work on creative ideas and organize challenging summer schools for the advancement of psychological assessment in their country. This will be an opportunity for local as well as international students to come together, build relationships, and advance their knowledge and expertise.

My last point refers to the main activity of our association, namely our biennial conferences. EAPA has a tradition of successful conferences that started in Barcelona (1991), then in Groningen (1993), Trier (1995), Lisbon (1997), Patras (1997), Aachen (2001), Malaga (2004), Budapest (2005), and last in Thessaloniki (2007). Our last conference in Thessaloniki, the 9th ECPA, brought together about 400 people from 26 countries from all over the world. The quality of the 283 presentations was high and significant new topics were introduced along with the traditional ones. The invited speakers offered insights and highlighted the challenges for psychological assessment as new methodologies are now available that broaden the scope of assessment. The participants enjoyed the friendly atmosphere of the conference as well as the social event that included a visit to a unique historical site, Vergina, where the tomb of King Philip, the father of Alexander the Great, has been found. But, as everybody knows, Greece does not only have a long presence in history, but has a living tradition of folk music and dances, and of good food. The participants had the opportunity to get a flavor of this living tradition at the conference dinner.

Our next conference, the 10th ECPA, is going to take place in Ghent, Belgium, 16-19 September 2009. The president of the Organizing Committee is Johnny Fontaine, who already started preparations of the conference as you can read in this issue. Information on the conference can be found at the URL <http://www.ecpa10.UGent.be/>. Ghent is one of the oldest and most beautiful towns in Belgium and the organizers are eager to welcome us all there. Don't miss the opportunity! Be there!

Closing this report, I believe I gave you a brief overview of the state of our association. I hope we will be able to work together closely so that EAPA gains a distinguished status among the other European associations.

Anastasia Efklides, PhD
President of EAPA

EAPA Summer School: Invitation for Proposals

EAPA encourages the submission of proposals to organize the first Summer School in 2008. The proposal must include the following information:

1. Organizer(s), preferably in collaboration with some university
2. Location, duration (preferably 8 days), and specific dates (in June, July, or August)
3. Topic (on psychological assessment)
4. Invited speakers (names, institution, country of origin)
5. Minimum and maximum number of participating students

6. Student participation fees
7. Low cost accommodation for students
8. Financial and other contribution of organizing university or other institution (e.g., EU programs)
9. Preliminary program of lessons
10. Preliminary budget

Please submit your proposal to the Secretary General of EAPA Prof. Dr. Valentin Bucik at the e-mail address: <tine.bucik@ff.uni-lj.si> not later than **December 31st, 2007**.

The 10th European Conference on Psychological Assessment Ghent, Belgium, 16-19 September 2009

The 10th European Conference on Psychological Assessment (ECPA10) will be hosted by the Faculty of Psychology and Educational Sciences of Ghent University in Belgium. The conference will take place from the 16th till the 19th of September 2009. In the good tradition of the EAPA conferences, also this 10th conference will offer a forum for discussing all forms of psychological assessment. Besides this general interest in psychological assessment, specific attention will be paid to the assessment of emotions and emotional competencies. For more information see <http://www.ecpa10.UGent.be>.



The 9th European Conference on Psychological Assessment Thessaloniki, Greece, 3-6 May 2007

Now that the 9th European Conference on Psychological Assessment (9th ECPA) is over, it is high time for a look back and reflection on what was its main characteristics. The 9th ECPA was organized in collaboration with the Psychological Society of Northern Greece (PSNG) in Thessaloniki, the second largest city in Greece, May 3-6, 2007. Thessaloniki is a city with a very long history, more than 2300 years, and with a strong Byzantine character that co-exists with a modern busy way of life. The conference venue was Hotel Holiday Inn at the very center of Thessaloniki.

The 9th ECPA attracted 389 participants from 26 countries and hosted 7 keynote addresses, the presidential address, 27 symposia, one round table, 20 paper sessions, and 74 posters organized in three poster sessions. The invited speakers were distinguished colleagues from Europe and USA and covered various topics as follows:

- **Douwe Draaisma**, Groningen University, The Netherlands: *Memories and methods. On the proper study of human recollection*
- **Colin Feltham**, Sheffield Hallam University, United Kingdom: *Assessing assessment: Multi-perspectival and critical views*
- **George Grouios**, Aristotle University of Thessaloniki, Greece: *The measurement of handedness by preference and performance tests: Methodological and theoretical issues*
- **David Loring**, University of Florida, USA: *Neuropsychological assessment of frontal lobe and executive functions*
- **Aljoscha C. Neubauer**, University of Graz, Austria: *Human intelligence, creativity and other ability constructs – From a neuroscience perspective*
- **José M. Peiro**, University of Valencia, Spain: *Organizational climate from a multilevel perspective: Implications for evaluation and intervention*
- **Rolf Steyer**, University of Jena, Germany: *Analysis of causal effects in between-group and within-group comparisons: New opportunities and challenges for Differential Psychology*



The presidential address by Boele de Raad was on "Assessment of Traits and Values", while the round table organized by Itziar Alonso-Arbiol was entitled "Teaching of Psychological Assessment".

The presentations in the symposia, paper sessions, and poster sessions also covered a lot of different areas of psychological assessment, ranging from intelligence and personality testing to cognitive and neuropsychological assessment, to assessment in educational, clinical, law enforcement, work, and organizational settings as well as in sports. Methodological advancements in psychological assessment and new assessment tools were also presented and discussed along with substantive issues. From the point of view of the behaviors or abilities assessed, the presentations focused on academic achievement, motivation, emotions, language, reading, mathematical skills, as well as on memory, concentration and attention, metacognition, learning disabilities, domestic violence, children's aggression, and others. The studies covered a wide age range, from young children to adults and older adults, both in normal and pathological populations. Evaluation of neuropsychological rehabilitation and psychological treatments and interventions was also represented among the themes of the conference.

Overall the sessions had satisfactory attendance and the participants had the opportunity to meet and exchange views during the coffee breaks and the two receptions – one after the Opening Ceremony and the other as a Farewell Aperitif. The participants enjoyed the friendly atmosphere and eagerly joined the social event, which included the visit to the royal tombs of Vergina, where the tomb of King Philip, the father of Alexander the Great is located with unique treasures and findings, as well as the dinner to a taverna in Thessaloniki with local food, wine, and dancing.

Hogrefe, the Publisher of the European Journal of Psychological Assessment (EJPA), our association's journal, was present at the 9th ECPA with a book exhibition and offered a reception to the members of EAPA who were present at the EAPA's Members Meeting. Also, the Greek Publisher Ellinika Grammata, who sponsored the publishing of the 9th ECPA's Program and Abstract Book, was present with a book exhibition. Both exhibitions offered the possibility to talk to the representatives of the publishers and get informed on recent publications and tests of interest to psychologists.

What needs to be particularly mentioned is that the organization of the conference was based on the voluntary work of all the members of the Organizing Committee and the enthusiasm and devotion of the MA and PhD students of the Postgraduate Program of Cognitive and Experimental Psychology of the School of Psychology of Aristotle University of Thessaloniki who worked in the Conference Secretariat and in the technical support of the conference. Their kindness, patience, and efficiency were much appreciated by all participants.



The EAPA Executive Committee was supportive throughout the preparation of the conference and offered valuable suggestions and advice on the scientific program of the conference, contributing

to its quality and success. The support of the Greek Ministry of Education that sponsored the 9th ECPA needs to be also acknowledged. It was a recognition of the importance of EAPA and the contribution of psychological assessment to educational settings. The sponsors helped so that the conference was financially balanced thus adding to the satisfaction of EAPA's goals and those of the Organizing Committee. The Conference was a rewarding experience for the participants and a source for gratification for both the EAPA and the PSNG who collaborated very satisfactorily all these years of preparation of the 9th ECPA.

Anastasia Efkliides, PhD
President of the 9th ECPA

Membership and Members Issues

Presently EAPA has 196 registered members, although not all paid the membership fee for 2007. The data are not entirely precise but the number of members with paid membership is around 130. Since the 9th EAPA Conference in Thessaloniki in May 2007 we have 31 new members. General Assembly decided in Thessaloniki to open membership application for two additional types of membership in addition to ordinary membership: PhD student membership and student membership. We have two PhD students (from Greece and Poland) and two students (both from Romania). The distribution of members according to the country where they live and work is as follows:

Spain	73
Greece	21
Germany	19
The Netherlands	12
Portugal	7
Belgium	6
Italy	6
Romania	6
United Kingdom	6
USA	6
Israel	4
Argentina	3
Croatia	3
Austria	2
Cyprus	2
France	2
Hungary	2
Ireland	2
Sweden	2
Switzerland	2
Australia	1
Belarus	1
Iceland	1
Nigeria	1
Norway	1
Russia	1
Slovenia	1
South Africa	1
Taiwan	1
Turkey	1

Valentin Bucik, PhD
Secretary General of ECPA

Scientific Issues: The assessment of metacognition: A matter of multi-method designs.

Marcel V.J. Veenman

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In psychology a serious problem pertains to the disparity amongst definitions of concepts, and, hence, to the lack of congruence in concept operationalizations and their assessment methods. This is particularly the case for the field of metacognition, i.e., the knowledge about and the skills for regulating our cognitive system. Metacognitive knowledge refers to the declarative knowledge about our cognitive system, e.g. knowing that we may forget information unless we actively process that information, knowing that we should plan our learning activities in an orderly way, or knowing that we should monitor our learning activities. This declarative metacognitive knowledge, however, is no guarantee that we will actually regulate our learning processes. The task may be too difficult, causing a cognitive overload, or students may not be able to perform the regulatory activities at all or at the right moment. Metacognitive skills refer to the procedural knowledge about *what* metacognitive activities to perform *when*, *why*, and *how*. Examples of metacognitive skills are analyzing the task assignment, activating prior knowledge, planning your activities beforehand, monitoring understanding and progress, evaluating outcomes, and reflecting upon your learning activities afterwards.

Even as definitions may converge, until recently a proliferation of assessment methods occurred in the metacognitive field without thorough validation studies. Questionnaires administered either prior or retrospective to task performance, observations and thinking aloud during task performance, eye-movement or computer-logfile registrations during task performance, and post hoc interviews or video-stimulated recall afterwards, belong to the assessment tools for metacognition (Veenman, Van Hout-Wolters, & Afflerbach, 2006). All methods have their pros and cons. For instance, questionnaires are easy to administer to large groups, whereas thinking-aloud protocols are very labor intensive. Quite often, however, only the internal consistency of metacognition measures (reliability) is reported, rather than the convergent validity with other assessment methods that intend to assess the same construct. Therefore, multi-method designs are essential for establishing construct validity. Moreover, a second criterion for evaluating assessment methods is convergence of their external validity: Do assessment methods of metacognition converge in their prediction of learning performance to the same extent as expected? If not, there is a reason for further consideration.

In the first presentation of the symposium presented at the 9th ECPA, Veenman & Van Cleef showed that off-line assessment methods, like questionnaires on metacognitive strategy use administered before or after task performance, correlated hardly with on-line methods assessed during task performance, such as observations and thinking-aloud measures. In fact, what students say they will do or have done hardly corresponds with what they actually do during task performance. Moreover, off-line assessment method hardly predicted learning outcomes, whereas on-line measure highly did so (even as learning outcomes were assessed separately from the learning session).

In the second study Buettner, Fabriz, and Dignath showed that having students to keep a standard on-line log-book diary improved their metacognitive behavior. They also assessed the cognitive and metacognitive activities of students by means of questionnaires and a retrospective interview. Questionnaire scores on the *cognitive* activities appeared to be positively correlated to the students' retrospective reports, whereas their questionnaire scores on the *metacognitive* activities were hardly correlated to their retrospective reports.

Huet and Mariné presented an overview of off-line and on-line measurements for metamemory, that is, the knowledge and control over our memory processes, which emerges even at the age of 5 years and further on. They referred to these measures as learning independent or learning dependent measures. Their overview again showed that there is hardly any correspondence between off-line and on-line measures.

Finally, Chatzistamatiou and Dermitzaki assessed the teachers' knowledge and skills about transferring metacognition to their students. They used questionnaires and interviews to assess both the teacher-oriented and student-oriented attitudes towards the instruction of metacognition. They conclude that interviews are far better than questionnaires on assessing their metacognitive behavior as being transferred to students. Actually, I have had an experienced secondary teacher who studied Educational Psychology in Leiden. As part of his master thesis, he asked his colleagues what they thought about metacognition. Almost everyone reacted positively ("absolutely relevant"). Then he asked them what they thought what metacognition was about. Only some of them came up with the idea of "independent learning". Finally, he asked them how they implemented metacognition in their

lessons and none of them could answer that question. This does not mean that teachers do not intuitively address these issues in their lessons, but for weak students it should be explained more explicitly (the what, when, why, and how).

In conclusion, at least for metacognitive skills, students are not very good at reporting of what they will do or actually have done, unless you ask them directly and specifically afterwards. To validate the many assessment methods available for the assessment of metacognition, multi-method designs are required (and these studies are now being in progress). Moreover, the external validity of those assessment methods needs to be taken into account.

The methodological issues raised in this ECPA symposium are not unique for the field of metacognition alone: They pertain to the assessment of many other psychological constructs as well. What do we measure, and how do we measure construct in a valid way? We need to assess both internal consistency of measures (reliability), their convergent validity with other assessment methods, and their external validity. In fact, this is an ultimate plea for multi-method designs.

Reference:

Veenman, M. V. J., Van Hout-Wolters, B. H. A. M., & Afflerbach, P. (2006). Metacognition and Learning: Conceptual and Methodological Considerations. *Metacognition and Learning*, 1, 3-14.

Scientific Issues: Benefits and Complications of Using Positively and Negatively Worded Items

Karl Schweizer

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A number of psychological measures are composed of sets of positively and negatively worded items. The reason for the simultaneous consideration of both types of items is a reasonable one: it is the enhancement of validity. Unfortunately, the benefit is not available without disadvantageous consequences: the structure of the scale including the items is likely to show a deviation from aspired unidimensionality. In the following paragraphs I will describe the interdependency of benefits and disadvantageous consequences in more detail and address the consequences for assessment.

Initially, the combination of both types of items was expected to prevent an effect due to acquiescence. The change of item wording reminds the participant that the inconsiderate endorsement of items may lead to a rather inconsistent self-presentation. Furthermore, attempts to provide a very positive image of the own person in the sense of social desirability are restricted. The combination of both acquiescence and social desirability may produce rather biased responses in positively worded items only. Another argument suggesting a mixture of positively and negatively worded items is the aim to achieve a broad distribution of item difficulties and a symmetric response distribution. Especially in traits and attributes that are generally evaluated positively, as for example optimism, it is likely that positively worded items lead to a rather skewed response distribution. Even in mixtures of both types of items the responses to the positively worded items tend to be more extreme in the direction of the positive pole than the responses to the recoded negatively worded items.

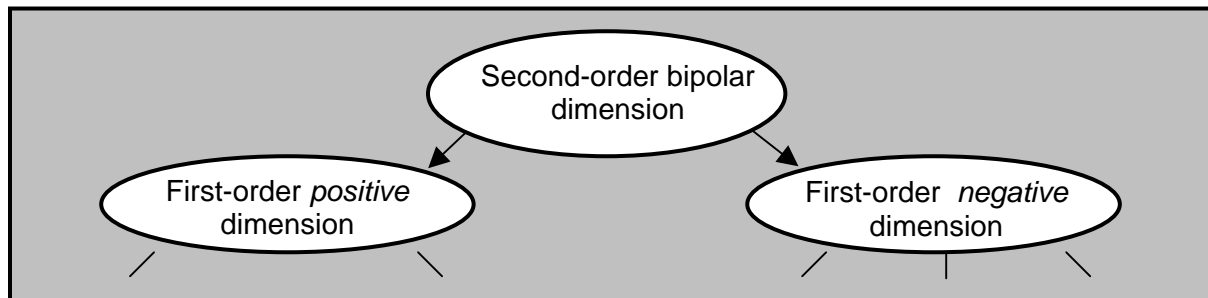
Unfortunately, the inclusion of both types of item wording into a scale is not without complications: a deviation from unidimensionality may occur. There are a number of studies showing that the positively and negatively worded items give rise to two correlated factors. The evidence concentrates on scales representing optimism, especially the Life Orientation Test, and self-esteem measured by the Rosenberg Self-Esteem scale. These scales include equal numbers of positively and negatively worded items. The correlation between the factors is far from being perfect, as it would be necessary for claiming unidimensionality. Although it is apparent that the variance which is shared by the factors associated with the positively and negatively worded items is considerable, it must be conceded that there is also variance which is unique to the individual factors.

The detection of the deviation from unidimensionality gave rise to a number of questions: Is the deviation from unidimensionality general or a phenomenon that can occasionally be observed only? What is the true structure of the scales including positively and negatively worded items? What is the meaning of the deviation? If there are actually different dimensions, what is the meaning of these dimensions? Which one of several dimensions represent the construct of interest? Finally, what are the consequences for assessment?

After year of research four positions can be identified. The first and second positions reflect the outset of the controversy. The first position is very close to the original assumption which suggests

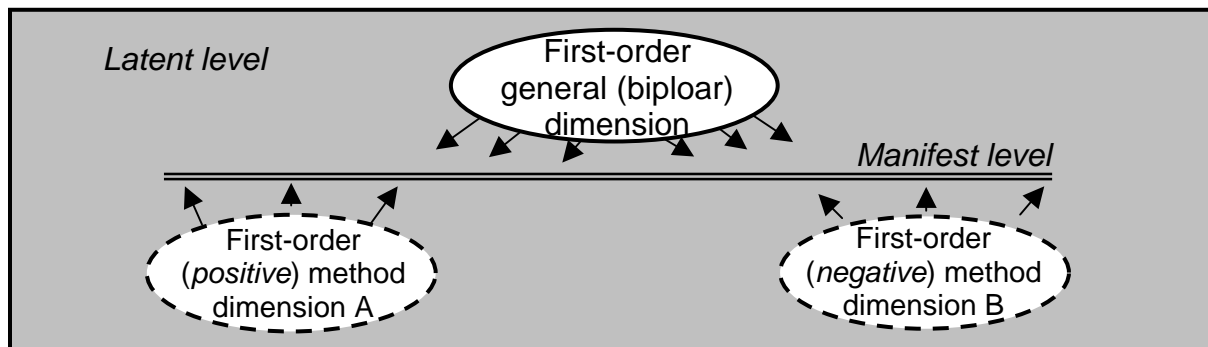
that the positively and negatively worded items of a scale give rise to one homogeneous dimension. Deviations from unidimensionality are considered as the result of data noise or error. In contrast, the second position takes the results of investigating the dimensionality of a scale at face value. It states that sets of positively and negatively worded items give rise to self-contained dimensions. The theoretical underpinning of a scale may even support this attitude, as it is the case in bipolar scales. For example, in the case of a bipolar optimism scale there is an opposite, pessimism, which needs to be considered. In this case it may seem reasonable to restrict optimism to positively worded items and to associate negatively worded items with pessimism.

Advanced methodology characterizes the third and fourth positions. According to the third position there is a structure including two correlated first-order dimensions and one second-order dimension, just as it is illustrated by the following figure.



The specific lower-order dimensions give automatically rise to a general second-order dimension if the correlation is sufficiently high. According to this position the positively and negatively worded items show common variance that justifies the assumption of a bipolar dimension. However, there is also impurity (or another attribute) making the distinction of the two first-order dimension necessary.

Finally, the fourth position concentrates on the separation of trait and response style components of measurement. In a way, in the tradition of the multitrait-multimethod approach (Campbell & Fiske, 1959) it is assumed that the measurement does not only include random error but also systematic error in addition to the true component. Systematic error is expected to contribute to all the items showing the same wording. Social desirability and other response styles are considered as sources of systematic error. The structure representing the fourth position is non-hierarchical and clearly distinguishes between the dimensions according to their nature. There are one general dimension representing the concept of interest and one or two specific dimensions representing systematic error associated with positively and/or negatively worded items.



The ellipses referring to methods A and B are associated with the positively and negatively worded items. They are given as dashed lines because most studies suggest one specific dimension only besides the general dimension. Frequently it is the dimension associated with the positively worded items. However, there are also studies that came up with a specific dimension based on the negatively worded items. The restriction to one specific factor may be due to the limitation of the standard model of confirmatory factor analysis. There are a number of results in favour of this position (see Rauch, Schweizer, & Moosbrugger, 2007).

What is the consequence for applied assessment? The scores achieved from combining positively and negatively worded items are obviously impure. Therefore, the restriction of the assessment to the general dimension respectively general factor seems to be advisable. Factor scores will provide good estimates of the persons' attributes. It is my vision that in the future assessment programs do not only enable computerized data collection but also provide parameter estimation according to sophisticated models of measurement.

Reference:

- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81-105.
- Rauch, W., Schweizer, K., & Moosbrugger, H. (2007). Method effects due to social desirability as a parsimonious explanation of the deviation from unidimensionality in LOT-R scores. *Personality and Individual Differences*, 42, 1597-1607.

Teaching Issues: Assessment for Student Selection

Patrick C. Kyllonen

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Most U.S. higher education institutions—undergraduate, graduate, and professional schools—employ selective admissions policies. Following a recent landmark decision by the U.S. Supreme Court decision (2003), undergraduate admissions are based on what is sometimes called a whole-folder or individualized review (Rigol, 2003). Admissions decisions consider prior grades, standardized test scores, previous course work, and indicators of noncognitive and nonacademic skills (e.g., leadership, motivation, experience) taken from biographical surveys, personal statements, reference letters, and in some cases, interviews.

Various not-for-profit organizations in the United States and the United Kingdom, such as Educational Testing Service (ETS), ACT, and the College Board, develop and administer assessments. A short list of such tests includes the Graduate Record Examinations® (GRE®) for graduate school, the SAT® for undergraduate school, and the Test of English as a Foreign Language™ (TOEFL®), for higher education admissions. Several meta-analyses have documented such tests' validity in identifying students able to succeed in higher education and professional schools. For example, Kuncel and Hezlett (2007) synthesized several meta-analyses that investigated the relationship between standardized test scores and various measures of student success, such as first-year and overall grade point average, degree attainment, department comprehensive examinations, research citation counts, faculty evaluations, and other criteria, and found a consistently strong correlation ranging from .35 to .50. Standardized test scores are often highly correlated with another measure of past achievement used as a predictor of future achievement—grades, or grade-point average—but they do not completely overlap. Each variable has unique variance with respect to predicting future educational outcomes.

Although the predictive validity of standardized measures of achievement is high, in recent years, interviews and surveys of higher education faculty in America have revealed considerable interest in *new constructs*—particularly noncognitive measures that might supplement standardized test scores in the admissions process. Such surveys have identified a set of constructs similar to ones employers have suggested are important for success in the workforce. For example, a recent survey of U.S. employers (Conference Board, et al., 2006), which received considerable attention in the press and in policy circles, identified the following *applied skills* as “very important” outcomes of the educational process: work ethic, teamwork/collaboration, oral and written communication skills, critical thinking and problem solving, leadership, information technology, diversity, lifelong learning, creativity and innovation, and professionalism and ethics. Interestingly, these so-called applied skills are often rated as equal to or in some cases even more important than content skills, such as mathematics and science. Faculty surveys and focus groups we have conducted at ETS have confirmed this finding—for example, graduate faculty members will say that work ethic is as important as content knowledge in determining success in graduate school. Meta-analyses have shown that indeed noncognitive factors such as conscientiousness and integrity, while not on par with general cognitive ability in predictive validity, still provide substantial incremental validity over cognitive ability measures in predicting training grades and job performance (Schmidt & Hunter, 1998).

Although noncognitive assessments such as personality inventories are widely used in industry for personnel selection, until now they have not been employed in education. Part of the reason is that unlike employment selection, educational selection, for both college and graduate and professional school is high-volume. For example, approximately 2 million students take the SAT, and about another half a million students take the GRE every year. Consequently, a coaching industry has sprung up to satisfy a demand from students for assistance in preparing for standardized tests. The belief among many experts is that personality tests are much more susceptible to coaching than

cognitive tests, which could threaten their validity, and this has prevented personality tests from being used for selection in higher education.

One way to get around the validity threat imposed by coaching is through the use of others' ratings, rather than self-reports. At ETS we have developed and are currently evaluating a standardized letter of recommendation, called the personal potential index (PPI), which collects ratings of candidates' knowledge and creativity, communication skills, teamwork, resilience, planning and organization, and ethics and integrity. Thus far, results look promising: Raters reliably differentiate students, and noncognitive ratings do not duplicate cognitive test scores (Kyllonen & Kim, 2005; Liu, Minsky, Ling, & Kyllonen, 2007). Pilot studies continue, and an operational system may be in place soon.

Another attempt to measure noncognitive factors is with situational judgment tests, which describe (or present a video of) a situation and ask the examinee to select the most appropriate response to that situation. Such tests often measure a combination of cognitive and noncognitive skills (McDaniel et al., 2007). ETS has developed situational judgment tests to measure leadership, collaboration, communication skills and other factors. In educational selection there have been pilot tests in undergraduate admissions (Oswald et al., 2004), business school (Hedlund et al., 2006), and medical school (AAMC, 2007). It is too early to tell whether such tests can be developed to overcome the validity threats caused by coaching, but thus far the results are promising enough that several major projects are continuing to explore these issues.

Regarding future directions, in addition to noncognitive measurement, there is considerable interest in expanding the use of tests to cover not only selection, but outcomes and self-improvement as well. It is conceivable for example, that in the next decade noncognitive results back from international surveys such as PISA, could receive the level of attention that cognitive results now receive.

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Teaching Issues: Self-assessment

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Due to legal changes Universities in German-speaking countries have recently opened new ways of

selecting their students. Prior to the process of selection, offering orienting information for applicants is an important service of the University, which helps to give the departments a clearer profile. It is in the interest of these departments to present their educational offers as well as the corresponding requirements for the students in order to inform potential candidates whether the academic offer of the University of their choice matches their expectations and whether they can fulfil the academic requirements.

Suitable candidates are thus encouraged to apply while less suitable candidates can detect that they are not matching the requirement profile of the department. They will therefore not apply and in consequence diminish the work load associated with the selection process. It is expected that the applicants at the specific University have chosen their studies fully informed and therefore feel well equipped for the specific requirements.

In some German-speaking Universities web based Self-Assessment-procedures have been developed specially for this purposes, in which potential candidates receive not only the information regarding the requirements of the study curriculum, but also get a feedback on their individual suitability. At the University of Frankfurt a web based voluntary study suitability test is offered for the subjects computer sciences and psychology and at the University of Vienna a web based self-assessment is currently also in the development process for the subject of psychology. Furthermore at the University of Freiburg a similar procedure is online-assessed for the studies of computer sciences as well as for [English language and literature studies](#) and the Technical University of Aachen offers procedures for the studies of computer sciences, electrotechnology and computer engineering with an individual feedback.

The selection of those criteria that are considered to be relevant for study success in those subjects is commonly done by means of an analysis of requirements based on critical incidents recorded from the teaching staff and successful students. Contrary to the students selection test in a Self-Assessment-Procedure non-cognitive subtests as well as cognitive subtests are used. In the area of cognitive criteria tests of logical thinking, (written) text comprehension and mathematical skills are employed. Different aspects of learning and study motivation, of self-efficacy and behavioral control are usually assessed for non-cognitive criteria.

Results of web based Self-Assessments are automatically reported to the participants after completing all parts of the test. Often a graphic profiling comparing the individual results of the different subtests with average values of current students is chosen. The meaning of the different subtests for the study success is also given at that stage. It is to be mentioned that the procedures are not meant to replace classical career counseling, but to add to those.

Web based Self-Assessments are psychological diagnostic procedures that are examined with respect to their reliability and validity. Their test scores can be interpreted with the known psycho diagnostic rules. Like classical procedures, self-assessments are supposed to show sufficient criterion validity. For this reason single scores in these procedures are generally correlated with later study achievements, such as single exam scores or grades in the Bachelor or Master Examinations.

In the Frankfurt Self-Assessment for the studies of psychology the total score of the cognitive scales showed a substantial relationship to the achievement in the statistics class. Those students, who scored higher in the achievement part of the Online-Self-Assessment had a tendency toward higher scores in the statistics exam (s. Reiß, S., Jonkisz, E. & Moosbrugger, H., 2007). A regression model containing seven variables out of the field of cognitive performance, study behaviour and study motivation furthermore could explain 47 percent of variance in total of that criterion. For the Self-Assessments of the RWTH Aachen cognitive subtests explain more of the variance regarding the criterion of the Bachelor-Exam Grade than the High School Diploma Grade, which has in many scientific researches proven to be the best single predictor of study success (s. Zimmerhofer, Heukamp & Hornke, 2006).

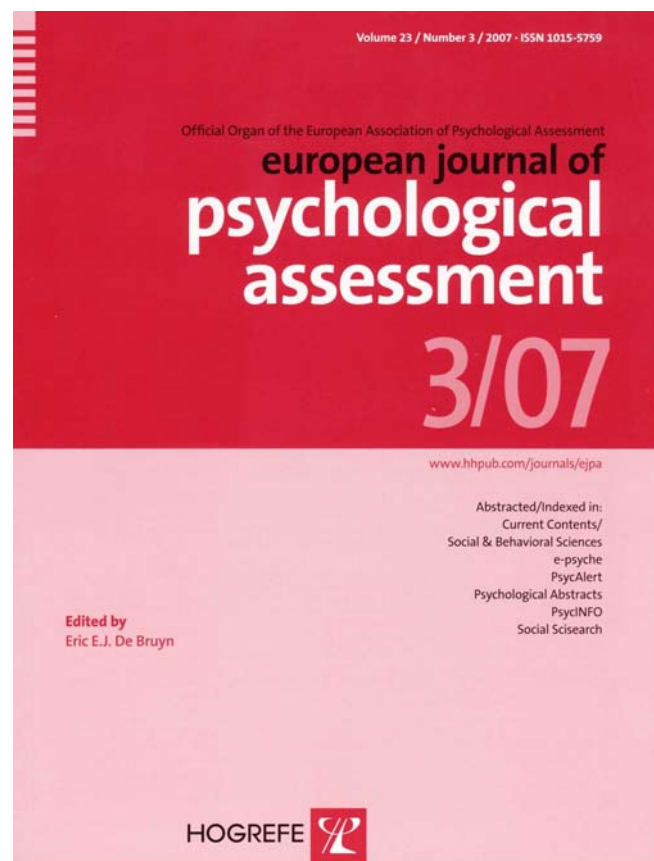
Following the foresaid, first experiences with web based Self-Assessment-procedures could be evaluated positively. The aim, to give interested candidates a content valid and feasible instrument, which informs them about their individual suitability for their chosen study subject even before beginning their studies, seems to be fulfilled.

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The European Journal of Psychological Assessment

The outgoing Editor-in-Chief Hans Westmeyer and the incoming Editor-in-Chief Eric de Bruyn reported on the recent and current status of the European Journal of Psychological Assessment (EAPA). As members of the new team of Associate Editors they presented Anastasia Efklides (Greece), Antonio Godoy (Spain), Manfred Schmitt (Germany) and Hans Westmeyer (Germany). These Associate Editors will support the new Editor-in-Chief in his attempt of maintaining and even improving the basic scientific standards which the Journal already possesses today. Eric de Bruyn and his team promised to work on a new mission statement in which the position of EJPA concerning standards and position in the scientific field will be explicated. It will be published in one of the next issues of EJPA.



Hans Westmeyer and Eric de Bruyn presented EJPA as a success story. According to their reports the journal keeps attracting authors from all over the world as a possible outlet for their publications. The figures presented at the conference demonstrate that a growing number of papers is submitted to EJPA while the number of published papers is more or less stable (between 30 and 35 articles per year). Furthermore, there is the steadily rising number of citations which underlines the growing importance of EJPA in science. However, what is most amazing about the journal is the current size of the impact factor. An impact factor of 0.962 was achieved for 2005 and an impact factor larger than 1.0 can be expected for 2006. Apparently, all the previous editors of EJPA needs to be congratulated for having done an excellent job.

Free Content Alerts

To be informed automatically when new papers are published online in EAPA's official journal, *European Journal of Psychological Assessment*, sign up for the free table of contents alerting at <http://www.psycontent.com/content/1015-5759>. There are two simple steps in the process: (1) click on the "Register" link at the top left of the page and register as an individual; (2) Return to the *EJPA* site (the link above) and click "Enable Table of Contents Alerting" on the right.

Should you wish to sign up for alerts for any other Hogrefe journals, click on the PsyJOURNALS link on the left, go to the relevant journal, and click "Enable Table of Contents Alerting." You can of course change or cancel your alerts at any time.

Forthcoming Papers in EJPA

Confirmatory Factor Analysis of the Strengths and Difficulties Questionnaire in a Community Sample of French-Speaking Adolescents

by Mathieu d'Acremont and Martial Van der Linden

The Swedish Version of the Temperament and Character Inventory (TCI)

A Cross-Validation of Age and Gender Influences

by Sven Brändström, Sören Sigvardsson, Per-Olof Nylander, and Jörg Richter

A Standard Computerized Version of the Reading Span Test in Different Languages

by Maurits van den Noort, Peggy Bosch, Marco Haverkort, and Kenneth Hugdahl

Psychometric Properties of Spanish and American Versions of the ECR Adult Attachment Questionnaire: A Comparative Study

by Itziar Alonso-Arbiol, Nekane Balluerka, Phillip R. Shaverh, and Omri Gillath

Dimensionality and Reliability Assessment of the Pain Patient Profile Questionnaire

by Brian E. McGuire, Michael J. Hogan, and Todd G. Morrison

The Personal Structure of Personal Need for Structure

A Mixture-Distribution Rasch Analysis

by Thorsten Meiser & Maya Machunsky

Confirmatory Factor Analysis of the Adolescent Self-Report Strengths and Difficulties Questionnaire

by Andrew Percy, Patrick McCrystal, and Kathryn Higgins

Validation of Muñoz's Mood Screener in a Nonclinical Spanish Population

by Fernando L. Vázquez, Ricardo F. Muñoz, Vanessa Blanco, and María López

Scaling Response Processes on Personality Items using Unfolding and Dominance Models

An Illustration with a Dutch Dominance and Unfolding Personality Inventory

by A.M. Weekers and R.R. Meijer

Members' News

Barrett, Paul. He took up a new full-time position as Chief Research Scientist in February 2007. His new address is: Hogan Assessment Systems Inc, 2622 East 21st Street, Tulsa 74114, Oklahoma, USA (www.hoganassessments.com).

Bucik, Valentin (Department of Psychology, Faculty of Arts, University of Ljubljana, Slovenia), Secretary-General of the EAPA. He was elected as Dean of the Faculty of Arts of the University of Ljubljana for two-year period, starting October 1, 2007. It is an interesting job as the faculty encompasses 21 departments (one of them is Department of Psychology) with more than 600 employees and more than 6500 graduate and 500 postgraduate students.

Moosbrugger, Helfried (Johann Wolfgang Goethe-University Frankfurt, Germany). He was elected as dean of the department of psychology and sports science for another year (2007-2008). Furthermore, together with Frank Goldhammer he was the recipient of the DFG (German Association of Psychology) Award for Computer-based Assessment (sponsored by Dr. Schuhfried GmbH).

Neubauer, Aljoscha (University of Graz, Austria). At the ISSID conference, which took place at University of Gießen in July this year, he was elected President-elect of the International Society for the Study of Individual Differences (ISSID). He will be in office as ISSID President between 2009 and 2011.

Vargha, András (Eötvös Loránd University, Hungary). He is a new member and sent his abbreviated CV for introducing himself to the EAPA members.

Education

Habilitation in Psychology, University of Pécs, Hungary, 2003, Ph.D. in Psychology, Eötvös Loránd University, Budapest, 1981; M.A. in Psychology, Eötvös Loránd University, Budapest, 1976; M.S. in Mathematics, Eötvös Loránd University, Budapest, 1974.

Special Scientific Certification

'Doctor of Sciences' (DSc) of the Hungarian Academy of Sciences in Psychology, Budapest, 2005.

'Candidate of Sciences' (CSc) of the Hungarian Academy of Sciences in Psychology, Budapest, 1995

Teaching Experience

All kinds of statistics and psychometry for undergraduate and graduate students of psychology. From 1975: Eötvös Loránd University, Budapest, Hungary. 1996: University of New Mexico, Albuquerque, USA. 2000-2002, and from 2004: Károli Gáspár Reformed Church University, Budapest, Hungary.

Present Position

Professor of Psychology at the Department of Cognitive Psychology, Institute of Psychology, Eötvös Loránd University, Budapest, since 2007

Professor of Psychology at the Department of General Psychology and Methodology, Institute of Psychology, Károli Gáspár Reformed Church University, Budapest, since 2007

Head of the Department of General Psychology and Methodology of Károli Gáspár Reformed Church University since 2005

Head of the Institute of Psychology of Károli Gáspár Reformed Church University since 2007

Main Research Interest

Study of rank sample procedures with mathematical analysis and Monte Carlo simulations.

Study of the influence of violation of underlying conditions on the errors and interpretability of classical statistical procedures. The psychometry of projective personality techniques

Scholarships Obtained

Széchenyi István Scholarship (from Hungarian Ministry of Culture and Education), 2001 - 2004

Research Support Scheme (from Open Society Foundation, Prague), 1998 – 2000. Széchenyi Professor Scholarship (from Hungarian Ministry of Culture and Education), 1997 – 2001.

Fulbright Scholarship, University of New Mexico, Department of Psychology, January 18, 1996 - May 31, 1996. Social Science Information Center, State University of Groningen, The Netherlands, November 20, 1994 - December 10, 1994.

Grants Awarded

Comparison of experimental treatments and groups by means of new statistical techniques (National Scientific Research Fund, Budapest, 2004 - 2007)

"What to do with non-normally distributed psychological variables?" (National Scientific Research Fund, Budapest, 2000 - 2003)

Elaboration and validation of new statistical rank procedures for comparing psychological variables and groups (Hungarian FKFP, Budapest, 2000 - 2002)

Study of classical statistical methods used in the field of psychology in case of violation of underlying conditions (National Scientific Research Fund, Budapest, 1995 - 1998)

Cooperational efficiency and perceptual compatibility in heterosexual relationships (National Scientific Research Fund, Budapest, 1991 - 1994)

Support for writing a book titled "The Psychometry of the Szondi Test" (Pro Renovanda Foundation, Budapest, 1993)

Elaboration of personality scales for predicting early deterioration of marital relationships (Soros Foundation, Budapest, 1991)

Psychometric analysis of some projective personality tests by means of multivariate mathematical methods (National Scientific Research Fund, Budapest, 1988 - 1991)

Elaboration of the Hungarian Rorschach Standard (Soros Foundation, Budapest, 1988)

Publications in numbers (appeared or accepted for publication)

Books in Hungarian: 6

Book chapters: **7**
University textbooks: **8**
Papers in international journals: **12**
Other papers: **27**
Paper/poster presentations at international conferences/congresses: **21**

Software development

Main author of MiniStat Statistical Program Package (1994). Main author of ROPstat Statistical Program Package (2007). Free download of demo version from www.ropstat.com

Announcements

The **Third European Congress of Methodology** will be held in Oviedo, Spain from July 8-12 2008. This is a conference of the European Association of Methodology (EAM) and the Society for Multivariate Analysis and Behavioural and Social Sciences (SMABS). For more details see <http://methodology.cop.es/>

The **6th Conference of the International Test Commission** will be held in mid-July 2008 in Liverpool, England. The theme of the conference centers on the impact of testing on people and society. For information see <http://www.itc2008.com>.

The International Test Commission (ITC) is holding its **6th Conference** in Liverpool, UK from July 14-16 2008. For more detail see: <http://www.itc2008.com>

The **14th European Conference on Personality** is scheduled for Tartu, Estonia, 16th-20th July, 2008. For information see <http://www.ecp14.ee/T>.

New Books on Assessment

Moosbrugger, H. & Kelava, A. (2007). Testtheorie und Fragebogenkonstruktion [Test Theory and Questionnaire Construction]. Heidelberg: Springer.

The book gives an outline of the basics of test construction, e.g. quality standards concerning the conceptualization and evaluation of tests and questionnaires. It covers subjects as classical test theory, reliability, validity, standardisation and interpretation of test results and international test standards. Within the context of classical test theory extensions as the latent state trait theory, the multitrait-multimethod analysis and the integration of both to a common framework are presented. Furthermore item response theoretical issues are given attention to, e.g. adaptive testing and latent class analysis.

Schweizer, K. (Ed.) (2006). Achievement and Achievement Diagnostics [Leistung und Leistungsdiagnostik]. Heidelberg: Springer (282 pages).

The book presents achievement as it is standard in the fields of teaching psychology and education. Each topic is considered from two perspectives: the conceptual and assessment perspectives. The topics of the individual chapters are intelligence, attention, memory, creativity, competencies, effects of teaching strategies, effects of social facilitation and inhibition, giftedness, achievement motivation and social context of achievement. In order to assure a high quality of the book, all the chapters were written by experts of the corresponding the field.