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<http://www.efpa.eu/professional-development/tests-and-testing>

Bartram, D. (2010). Forthcoming changes to the British Psychological Society's Test User Qualifications and an introduction to the Register of Qualifications in Test Use. Leicester: BPS, 18pp.

This is a collection of four short articles that appeared through 2009 and 2010 in Assessment and Development Matters relating to the changes being planned within the UK. It can be downloaded from: [http://www.psychtesting.org.uk/blog\\$.cfm/2009/12/21/Keeping-you-informed-of-proposed-changes-to-test-standards](http://www.psychtesting.org.uk/blog$.cfm/2009/12/21/Keeping-you-informed-of-proposed-changes-to-test-standards)

For further details of the BPS test user qualification system go to: [http://www.psychtesting.org.uk/apply-packs/apply-packs\\_home.cfm](http://www.psychtesting.org.uk/apply-packs/apply-packs_home.cfm)

### **The Authors**

Dave Bartram, Convener of the EFPA SCTT and Chair of the EFPA Test User Accreditation Committee. BPS CTS member with special responsibility for the development of the new Test User Qualification system (until July 2011).

Pat Lindley, BPS CTS Chair (until July 2011). UK member of the EFPA Test User Accreditation Committee.

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### **The Development of Psychological Assessment in Argentina: Past, Present and Future**

**María Elena Brenlla  
Argentina**

The development of psychological assessment methods in Argentina should be viewed within the context of the country's social and political history. During the early 20th Century, many Italians, Spanish, and other Europeans came to Argentina, locating largely in urban areas. These newcomers sought a lifestyle characterized by economic prosperity and safety, away from wars and military raids that assaulted Europe during that period. This wave of immigration resulted in various changes in the country's social order, especially in the cities, warranting the need for industrial and political changes (Rossi, 2009).

The work of scholars addressed issues important to these changes and thus influenced new state policies. For example, definitions of sanity and insanity became a topic of interest that triggered the development of clinical diagnosis and criminology. Relevant examples of the work done in these areas are Horacio Piñero's articulation of Wundt's sensorial measures with Ribot's pathological method (Piñero, 1916).

Historical landmarks such as the implementation of a free, secret, and universal vote together with university reform that took place in 1918 led to a more democratic system. This new background effected the pursuit of knowledge and the purposes given to it. For example, research by José In-

genieros on fatigue and tiredness informed new labor laws and regulations such as an eight-hour working day (Palacios, 1923). In 1946 Bela Szekely wrote *Los Tests* (The Tests) the first book on psychometrics and projective tests in Spanish.

Test use displayed a growth spurt during the 1940s. Some examples follow. Horacio Rimoldi began his graduate work at Oxford University under Professor Stephenson, a Spearman disciple and returned to the Argentinean province of Mendoza to establish an experimental psychology laboratory that focused on individual differences. In 1943, he adapted the Raven's Progressive Matrices (Oberman, 2002). The availability of the Ravens allowed psychologists to examine cognitive abilities and not maintain their focus only on psychophysics measures. In 1946 Rimoldi studied with L.L. Thurnstone in USA and in 1949 obtained his PhD from the University of Chicago. His greatest contribution was the introduction of psychometrics in Argentina.

The formation of Paidos, a publishing firm, in 1945 signaled another landmark in the history of test development in Argentina. Its founders, Jaime Bernstein and Enrique Buttelman, were academics, who created the company due to the lack opportunity to published psychology materials in Spanish. The company soon began publishing tests, including projective instruments. For example, in 1950, Murray's Thematic Apperception Test was published followed by the Bender Visual Motor Gestalt Test in 1955.

During this period the University of Buenos Aires's Vocational Counseling Department was founded by Nuria Cortada de Kohan, Nicolás Tavella and Jaime Bernstein. Thurnstone's Primary Mental Abilities Test and the Kuder General Interest Survey were adapted between 1945 and 1970 (Tavella & Cortada, 1960). During the 1970s and the 1980s psychoanalysis was the dominant theory in Argentina and led to the study of projective tests such as Rorschach Test, Object Relations Technique and Graphic Tests among others.

### **Current Status of Test Development and Use in Argentina**

Argentinean psychologists use various psychological tests, including adapted versions of the Wechsler Preschool and Primary Scale of Intelligence (Wechsler, 1983), Wechsler Adult Intelligence Scale III (Wechsler, 2002), Wechsler Intelligence Scale for Children IV (Wechsler, 2011), Bender Visual Motor Gestalt Test (Bender, 1987), Raven's Progressive Matrices Test (Raven, 1992), Kuder General Interest Survey (Kuder, 1983), Seashore and Bennet's Differential Aptitudes Test (Bennet, Seashore & Wesman, 1992), Millon's Inventory on Personality Styles (Millon, 1997), Beck's Depression Inventory II (Beck, 2006) and Minnesota Multiphasic Personality Inventory-2 (Hathaway & Mckinley, 2000). These tests originally were in

English. Thus, their adaptations and standardizations have become very important for an Spanish speaking country such as Argentina. The work of the Argentinean Professional Associations, one dedicated to psychological assessment, and the International Test Commission Guidelines on test adaptation, figured importantly in this effort (ADEIP, 2000).

Furthermore, psychologists must understand the need to use adapted tests properly, including the following three considerations (Marín, 1986): distinguish etic and emic constructs, consider cultural variables that could effect test performance, and establish conceptual, linguistic, and metric equivalencies between the source and adapted tests.

Methods that lead to a suitable linguistic adaptation become crucial to the test adaptation process. For example, the back translation method, although somewhat widely used, has limitations (Gregoire, 2010). An item from the verbal subtest of the Wechsler Adult Intelligence Scale-III (2002), *audacious*, demonstrates this limitation. This term first was back translated to Spanish as *audaz*. Although this word has the same meaning as *audacious* in English, the term in Spanish is used more frequently and thus is less difficult. As a result, the adaptation used the word *intrépido* instead as it is less frequently used in Spanish and has the same meaning and frequency as the English *audacious*.

The adaptation of a Spanish language test originally developed in Spain, another Spanish speaking country, may encounter similar issues. A test's language should reflect the word's use in the target country. A test suitable for use in Spain may be inappropriate for use in Argentina due to cultural differences that transcend language.

Test adaptation also should consider the cultural accuracy of the visual and graphic items. For example, the original version of one Wechsler Intelligence Scale for Children IV item from the Arithmetic subtest used a drawing of squirrels and acorns. A pilot study of the Argentinean adaptation (Taborda, Brenlla, & Barbenza, 2011) found that children were not familiar with this figure. Similarly, children were not familiar with the image of a sleight on the Wechsler Intelligence Scale for Children IV Concept subtest. Both examples demonstrate climate characteristics that differ in the southern and northern hemispheres. Test items originally developed for use in the northern hemisphere may need to be changed when used in the southern hemisphere. Pearson Assessment, the copyright holder of the Wechsler products, authorized the change from a sleigh to a swing and squirrels and acorns to rabbits and carrots--which generally are culturally known by Argentinean children yet do not alter the desired content to be assessed.

One goal of the Argentinean adaptations was to obtain a scale that displayed psychometric

properties similar to the original scale. Thus, in reference to the Wechsler Intelligence Scale for Children IV standardization, the reliability and validity estimates were similar to those of the original test (Taborda, Brenlla, & Barbenza, 2011; Wechsler, 2011). Similar findings also were obtained in the Argentinean adaptation of Millon's Inventory on Personality Styles (Castro Solano, A.; Casullo, M.M. & Pérez, M. 2006).

One should not always expect score profiles to be consistent for a test's various norming subgroups, especially when the subgroups differ by socio-economic status and educational level. For example, data from the adapted Kessler Psychological Distress Scale (Brenlla & Aranguren, 2010) showed persons from lower socioeconomic levels had higher expressions of distress compared to those from higher socioeconomic levels.

During the last 20 years Argentinean psychologists have developed their own scales—not merely adapted them. Locally developed tests are especially important when assessing cultural factors, such as reading and writing achievement and other variables related to psychological aspects that are particularly characteristic of Argentina. Examples include the following tests: *Cuestionario de Intereses Profesionales* [Questionnaire use in Vocational Counseling] (Fogliato, 1991), *Escalas de Bienestar Psicológico para Adolescentes y Adultos* [Psychological Well-Being Scales for Adolescents and Adults] (Casullo, 2001), *Test de Lectura y Escritura en Español* [Reading and Writing Test] (Defior, Citoler, Fonseca, & Gottheil, 2006), *Test Procalculo* [Number Processing Test] (Feld, Tausik, & Azzareto, 2006), and *Cuestionarios de Liderazgo* [Leadership Questionnaires] (Castro & Solano, 2007).

### Future Efforts

Test development and use have shown considerable improvements during the last 50 years. Argentina can build on the following strengths. a tradition of research, adaptation and administration of tests in Spanish; offering graduate courses on psychometrics and psychological assessment; the development of Argentinean tests; adoption of ITC test adaptation guidelines; and a mental health law that awards psychodiagnoses as an activity exclusive for psychologists.

Test development and use in Argentina also have some limitations. For example, many current tests need either to be developed or updated. While there are many psychological tests adapted for research purposes, few have been published. Tests should be classified according to the qualifications needed to administer, score and interpret them. Several tests widely used in other countries need to be adapted for use in Argentina. Professionals not legally authorized to use tests for psychological assessment may do so without being

punished. Some tests that have been adapted in Spain are used without proper adaptation in Argentina

Thus, despite its improvements, considerable work remains to be done on basic issues in order to improve psychological assessment in Argentina. One main task is to inform the psychological community about the importance of properly using psychological tests, including the following three issues. What qualifications are needed to administer and interpret a test? What are the desired characteristics of a psychological test? What ethical issues need to be considered? Successful efforts that address these issues will further strengthen test development and use in Argentina.

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## The Adaptation, Reliability, Validity and Standardization of the Wechsler Abbreviated Scale of Intelligence to the Brazilian Reality

Clarissa Marcelli Trentini, Denise Balem Yates, and Vanessa Stumpf Heck

Federal University of Rio Grande do Sul  
Brazil

This paper aims to inform the psychological community about the studies of Adaptation, Reliability, Validity and Standardization of the Wechsler Abbreviated Scale of Intelligence (WASI) (the Psychological Corporation, 1999) to the Brazilian reality. The WASI is a psychological instrument developed by the Psychological Corporation, nowadays Pearson, in the United States in 1999 with the purpose of