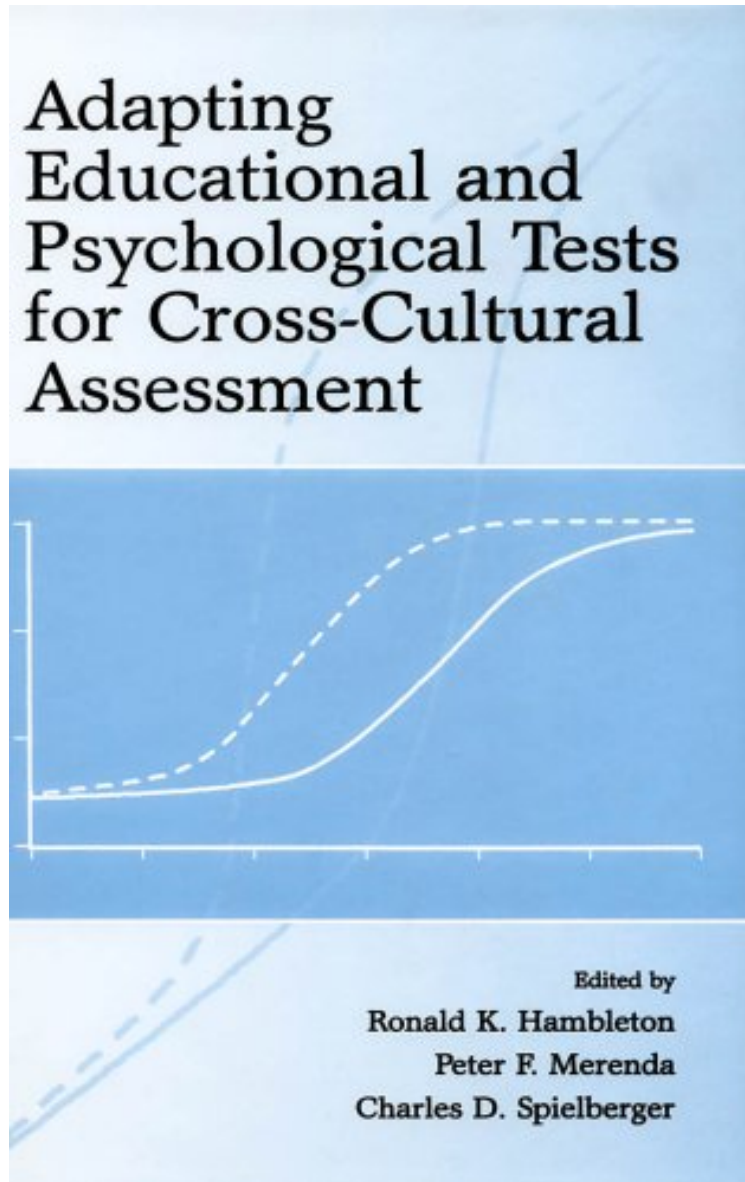


# Adapting Educational and Psychological Tests for Cross-Cultural Assessment

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understanding the need for adapting such tests to the target language. This book should make people aware of the complexities involved. This book must be read by all professionals working with tests that have been translated from another language. It is also important for those who must take translated tests. Gabriel Cirino Gerena

*Adapting Educational and Psychological Tests for Cross-Cultural Assessment* critically examines and advances new methods and practices for adapting tests for cross-cultural assessment and research. The International Test Commission (ITC) guidelines for test adaptation and conceptual and methodological issues in test adaptation are described in detail, and questions of ethics and concern for validity of test scores in cross-cultural contexts are carefully examined. Advances in test translation and adaptation methodology, including statistical identification of flawed test items, establishing equivalence of different language versions of a test, and methodologies for comparing tests in multiple languages, are reviewed and evaluated. The book also focuses on adapting ability, achievement, and personality tests for cross-cultural assessment in educational, industrial, and clinical settings. This book furthers the ITC's mission of stimulating research on timely topics associated with assessment. It provides an excellent resource for courses in psychometric methods, test construction, and educational and/or psychological assessment, testing, and measurement. Written by internationally known scholars in psychometric methods and cross-cultural psychology, the collection of chapters should also provide essential information for educators and psychologists involved in cross-cultural assessment, as well as students aspiring to such careers.

**About the Author** Ronald K. Hambleton is Distinguished University Professor and Chairperson of the Research and Evaluation Methods Program at the University of Massachusetts, Amherst. He is a past-president of the ITC, the National Council on Measurement in Education, Division 5 (Evaluation, Measurement, and Statistics) of the American Psychological Association, and Division 2 of the IAAP.