

## International Exam Expansion Credentialing Deep Dive Question Checklist

When intending to implement an international credential, credentialing professionals will need to consider many variables in the interest of formulating the best strategy for implementation. The questions below provide more complex considerations and variables in place prior to, during, and post-implementation of an international credential, as well as available resources that may provide additional context and thought around a given question.

### Deep Dive Questions to Ask Prior to the Implementation of International Credentialing

1.  Do target constructs exist in the target population?
2.  Has your organization explored cross-border alliances and partnerships? In charting your global strategy, consider joining forces with another company of similar size and market presence that's located in a foreign country where you're already doing business, or would like to? (You must have a willingness to take on a 50/50 partnership and determine what it can and cannot do for your organization.)
3.  Can the host organization develop and administer the entire program in a foreign country or can partnerships be forged?
4.  What are the most common negative aspects of deciding to translate or adapt exams?
5.  What evidence can you look at to indicate "comparability or equivalence" of instructions and content across the test populations?
6. For more context and information on this question, view the Test Adaptation
  - interview with Joy Matthews-Lopez, PhD, President at JML Measurement and Testing Services.
7.  What steps can a program take to ensure maximum comprehension of an English-only exam?
8.  Shall a program consider providing accommodation first, such as access to a bilingual dictionary, or longer testing time instead of translating/adapting the test from source language into target languages?
9.  How can different cultures affect planning for test security and integrity?
10.  What procedures are in place for challenging/appealing any sanction?
11.  How do you recommend staff be trained to recognize legitimate vs fraudulent documentation?  
Are there other resources you recommend to assist in this project?
12.  What impacts does translation/adaptation have on accreditation?
  - For more context and information on this question, access the National Commission for Certifying Agencies Standards for the Accreditation of Certification Programs

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Washington, DC: Institute for Credentialing Excellence, (2014). NCCA Standards 16 and 21 provide additional context.

13.  How is training for procedures covered in the policies? How often is staff trained?
14.  How can we ensure that the content measured by the test actually relates to the intended use of the exam?
15.  What informational data is most useful when developing an international security plan?
16.  How can a test publisher determine that an English-only approach is going to be successful?
17.  What are the legal requirements around conflict of interest?
18.  What aspects are important when reviewing all contracts with third parties involved in exam delivery?
19.  What requirements are needed around conflict of interest?
20.  What questions must you consult legal on to ensure a strong security plan?
21.  Are blueprint weights the same for source and target forms?
22.  How are subject matter experts (SMEs) trained to develop and review multilingual tests?
23.  How do different item types impact exam security?
24.  How can you ensure that cultural and linguistic differences that are not part of the test content do not interfere with the appropriate use of the test?
25.  How can we ensure that the translation and adaptation process includes consideration of psychological and cultural differences?
26.  In regards to localization issues, such as examination content adaptation, has your organization considered literal translations versus developing a country-specific certification examination/credential and taken into account cultural issues, as well as ancillary communications, clarity versus uniform specifications, criteria, methods, processes, or practices?
27.  Will items render in both languages equally well? Will target forms include items in the source language? Speediness?
28.  What processes will help ensure success when using translation services? What characteristics should be considered when choosing a translation service?
29.  Regarding item types, is there equal familiarity for source and target test takers?

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### Deep Dive Questions to Ask During Implementation of International Credentialing

1.  How do you ensure effective exam security when there are many elements out of your control?
2.  How are exam booklets tracked to and from the testing center?
3.  How is exam content secured during shipping/transmission?
4.  What techniques can be used to detect identification fraud internationally? (Regionally?)
5.  How can video and audio recording of the test session be used most effectively? What are the regional laws regarding video and audio recordings and length of time such records can be kept?
6.  What steps are taken to protect electronic exam content from server security breaches?
7.  How is web patrolling administered and managed?
8.  What are legal options to handle exam security breaches?
9.  What candidate biometrics can be used for identification? What privacy laws come into play in different regions, such as GDPR?
10.  How can the use of AI techniques promote your test security and test development efforts?
11.  What controls are needed for electronic devices owned by candidates?
12.  What about GDPR requirements?

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### Deep Dive Questions to Ask Post-Implementation of International Credentialing

1.  When might an English-only approach be successful? What factors improve the effectiveness of using an English-only exam in international expansion?
  - For more context and information on this question, access the [Test Adaptation interview](#) with Sue Orchard, President & CEO at Comms Multilingual Ltd.
2.  How often should revisions of eligibility requirements be explored?
3.  What considerations should be factored in when considering these exams internationally?
4.  What is the best way to conduct an end-to-end security audit?
5.  What sanctions may be imposed for violating security agreements? What evidence is needed before action can be taken? What are the norms in the region for violations? Are the sanctions in line with the region's sanctions, out of the norm or new?