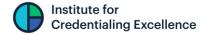
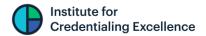


When intending to implement an international credential, credentialing professionals will need to consider many variables in the interest of formulating the best strategy for implementation. The questions below provide simple considerations and represent different variables in place prior to, during,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

	Simple Questions to Ask Prior to the Implementation of International Credentialing
1.	\Box How do you define "going global" for your organization as there are varied meanings and effects of
	globalization?
2.	☐ What are the reasons your organization wishes to expand globally? [Brand recognition/expansion,
	Mobility of professionals (Emigration or immigration), US or local credential (Content development /
	Competency definition)]
3.	\square How do we communicate how essential the plan to take a test internationally is to the organization?
4.	\square Has your organization gauged its readiness or made personal contact with the new market, armed
	with culture-specific information and courtesies, professionalism, and consistency? The goal should be
	to enter a different culture, adapt to it and make it your own.
5.	\Box Is there a strong market demand for your certification program in the desired international country?
6.	☐ Does the local community wish to share revenue and expenses?
7.	☐ Is localization key to your global program success?
8.	☐ What business aspects should be considered when analyzing the business case around translation
	/adaptation of exams?
9.	☐ Is your organization willing to forgo consistency, standardization, policies, rules and control in return
	for access and possible lower examination costs and revenue?
10. ☐ What are the basic components of eligibility, and are there different considerations for intern	
	populations?
	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.
11.	☐ What impacts can starting a test translation/localization have on the organization?
12.	\square What factors would most likely drive an organization to consider translation / adaptation of their
	exams?

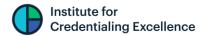


	•	For more context and information on this question, access the Test Adaptation interview with		
		Stephen G. Sireci, Ph.D., Distinguished Professor and Director, Center for Educational		
		Assessment at the University of Massachusetts Amherst College of Education.		
13.	□ Wha	at is the difference between test translation, test localization, and test adaptation? And why do		
	organiz	zations need to understand the difference before they decide to take their test internationally?		
14.	☐ How	can different expansion business models help (or hinder) with the use of translated / adapted		
	exams	?		
15.	5. ☐ What are some useful data sources to support decision making?			
16.	6. ☐ What is your ability to invest in international program needs to meet product revenue objectives?			
17.	☐ Can	you employ your existing application processes and procedures (prerequisites)?		
	•	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.		
18.	☐ Can	you use existing forms or do you need to customize exam content?		
	•	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.		
19.	□ How	can we be most proactive in communicating clear and concise messaging to candidates, test-		
	users, a	and stakeholders?		
	•	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.		
20.	□ Wha	at are the cost considerations when taking your exams internationally? How do you recommend		
	keeping	g the process affordable and efficient?		
21.	□ Will	you want to offer your North American credential in another country or offer a different exam		
	that is	customized to a domestic credential?		
22.	□ Wha	at distance challenges might you encounter (e.g., international travel/expense, culture		
	differe	nces, local vs. US, officials, education, local regulatory group)?		
23.	□ Wha	at extra costs can a program expect when supporting translated/adapted exams? (Translations		
	Items,	candidate handbook, score reports, publicly available information; Bilingual SMEs; Staff to handle		
	phone	calls, written responses, etc.; additional analyses; robust item banking tool)		
	•	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.		
24.	□ Wha	at resources (human/otherwise) are needed for successful test translation/adaptation?		

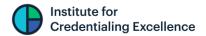


25.	\square How do we offer templates that can support a variety of workflows?
26.	☐ What documents should be kept at test centers? Is a procedural manual developed to keep at test
	centers for proctors?
27.	☐ How often should organizations update their NDAs?
28.	☐ How do you structure relevant policies regarding eligibility without cultural bias?
29.	☐ What policies can be helpful here in International programs? What Item management policies are
	effective in controlling item drift and exposure effects?
30.	☐ What considerations have been made regarding: a) examination registration, scheduling, b)
	payment/currency, administration and test center networks, c) test security, IP and copyright
	protection, d) data flow, and e) stakeholder needs?
	• For more context and information on this question, access the Test Adaptation interview with
	Karen Sturges-Vera, M.A., Associate Director of Psychometric Services at Professional Testing
	Corporation.
31.	☐ What factors need to be in place before starting a translation/localization program?
32.	☐ What information is most important to message regarding test security?
33.	☐ How much information are we required to release with examinees? With stakeholders? With legal
	counsel?
34.	☐ Would you do "business," in American dollars or local currency?
35.	☐ How is fairness defined internationally?
	• For more context and information on this question, access the Test Adaptation interview with
	Karen Sturges-Vera, M.A., Associate Director of Psychometric Services at Professional Testing
	Corporation.
36.	☐ How can we ensure that IP rights are protected before performing a test adaptation?
37.	□ How critical is copyright protection in enforcing exam security? How useful in international settings?
	Is enforcement cost prohibitive?
38.	\square Does your organization have an unwavering commitment to maintaining IP protection consistent with
	US offering?
39.	☐ Who controls the organizational intellectual property in a foreign country?
40.	☐ What should be messaged regarding test adaptation?
	• For more context and information on this question, view the Test Adaptation interview with Joy

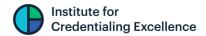
Matthews-Lopez, PhD, President at JML Measurement and Testing Services.



41.	\square What key stakeholder groups should organizations be aware of when considering taking their exam
	internationally? How do you know what the standards are? How do you learn what the educational
	standards are?
	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.
42.	\square Are any scoring changes needed in the multilingual/multicultural testing?
43.	\square How much does localization in other aspects of the testing program (applications, candidate
	notifications, customer support, marketing, web-based support, etc.) impact the fairness / outcome of
	the testing?
	For more context and information on this question, access the Test Adaptation interview with
	Sue Orchard, President & CEO at Comms Multilingual Ltd.
44.	\square Is English proficiency necessary for international testing? If so, what is the most effective way to
	implement and/or are there alternatives?
45.	☐ What behaviors are prohibited or permitted??
46.	☐ Who needs to be involved in form assembly decisions and how much visibility to the form is required?
47.	☐ What documents are critical in communicating about test security? (e.g., NDAs, documents tagged
	Public, Private, Info on Program Staff, Candidates, Stakeholders)
48.	☐ What are the major threats associated with test adaption?
49.	☐ Can exams be delivered in a secured environment?
50.	☐ How does the choice between brick & mortar facilities and on-line proctoring impact your security
	design?
51.	☐ What roles are critical in managing a test security plan?
52.	☐ How can test adaptation/translation technical requirements impact the test development process?
	(e.g., choice of tools involved in the review process, etc.)
53.	☐ What psychometric goals are most critical when comparing source and target languages?
	Comparable, Interpretable, Reliable, Demonstrably Fair, Defensible
54.	☐ Can you deliver the exams in English?
	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.
55.	☐ Will you use the same cut point/cut score across language forms?
56.	□ Does a translated or adapted test go through a pilot stage before its operational use?



57.	☐ Are y	ou prepared for different exam performances/pass rates?
58.	□ Wha	t are best practices or methods to best determine equivalencies/comparability?
59.	□Wha	t are good practices for developing translated exams? Cultural influencers? Systems & Tools?
60.	□Wha	t psychometric issues impact test adaptation?
61.	□Wha	t translation designs are most appropriate (common/good practice/etc.)?
	•	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.
62.	□ How	do we decide on test translation, localization, or adaptation?
63.	□ How	important is training for test administrators? (Will there be a need for Language training, for
	exampl	e? Training may need to be localized and relevant.
	•	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.
64.	□ Does	the culture of the host organization allow for global growth?
65.	☐ Does	the local culture accept multiple-choice questions?
	•	For more context and information on this question, access the Test Adaptation interview with
		Karen Sturges-Vera, M.A., Associate Director of Psychometric Services at Professional Testing
		Corporation.
66.	☐ Has y	our organization considered a Cultural Expert to advise on complex business and legal
	regulati	ons in the chosen international country? (This individual can serve as an invaluable partner and
	be critic	cal in guiding you through both the expansion anplanning-+++++ the execution of your plan.)
67.	□ Will s	seat time be the same for all examinees?
68.	□ Wha	t are the key process steps in successful test translation/adaptation?
69.	□ Wha	t guidelines around item bank size and makeup are effective in recovering from a security breach
	particul	ar to the context of an international credential with the understanding that item bank size,
	makeup	o, and security breaches have added costs associated with each item versus a localized test?
	•	For more context and information on this question, access the Test Adaptation interview with
		Sue Orchard, President & CEO at Comms Multilingual Ltd.
70.	□ How	does a program ensure equivalence between adapted exams?



	Simple Questions to Ask During Implementation of International Credentialing		
1.	☐ What policies can be helpful here in International programs? What retake and form management		
	policies are effective in controlling test exposure?		
2.	☐ What are some best practices for vetting eligibility requirements when working with applicants from		
	different countries and different educational systems?		
3.	☐ How do you best communicate eligibility requirements to candidates internationally?		
4.	\Box How do we manage candidate correspondence? e.g. Score distribution/notices/other functions.		
5.	Standard practices for testing: What security measures are most effective at test centers?		
6.	☐ Are exam security breaches covered under liability insurance policy?		
7.	\square Where are the best places to post important security information, and how do we ensure that		
	information is consistent?		
8.	\Box What is your responsibility to protect the security of your items and of confidential materials?		
9.	\square What are the common threats to security during both test development and test administration?		
10.	\square Whose responsibility is it to protect the security of test items and confidential materials?		
11. \square What psychometric models are useful for detecting security issues during international			
	administration?		
	Simple Questions to Ask Post-Implementation of International Credentialing		
1	\square What document practices are most advisable when a program manages adapted versions of an		
	exam?		
2	2. □ Item analyses: Will IA be performed jointly or separately? Why?		
3	8. □ What procedures are recommended for handling challenges or appeals of any sanction?		
4	. \square What data forensics techniques are effective in detecting security issues when dealing in an		
	international context?		
_	What level of evidence is required before taking action in an international context?		