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Contents; Preface; 1 Issues, Designs, and Technical Guidelines for Adapting Tests Into Multiple Languages and Cultures; 2 Conceptual and Methodological Issues in Adapting Tests; 3 Selected Ethical Issues Relevant to Test Adaptations; 4 Statistical Methods for Identifying Flaws in the Test Adaptation Process; 5 Using Bilinguals to Evaluate the Comparability of Different Language Versions of a Test; 6 Establishing Score Comparability for Tests Given in Different Languages; 7 Adapting Achievement and Aptitude Tests: A Review of Methodological Issues 8 Test Adaptation in a Large-Scale Certification Program9 Conversion of the Wechsler Adult Intelligence Scale Into Spanish: An Early Test Adaptation Effort of Considerable Consequence; 10 Developing Tests for Use in Multiple Languages and Cultures: A Plea for Simultaneous Development; 11 The Psychometrics of Adaptation: Evaluating Measurement Equivalence Across Languages and Cultures; 12 Constructing, Adapting, and Validating Admissions Tests in Multiple Languages: The Israeli Case; 13 Cross-Cultural Adaptation of Educational and Psychological Testing  
14 Cross-Cultural Assessment of Emotional States and Personality TraitsAuthor Index; Subject Index

**Sommario/riassunto**

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, establish