

Editorial

Taking Stock of Two Years of PTAD – A First Résumé and Outlook

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The open access journal *Psychological Test Adaptation and Development* (PTAD) was announced in late 2019 and published its first paper in 2020 (Teuber et al., 2020). Since then, the number of submissions has steadily increased, and the journal has published more than 20 papers. This is not bad for a new journal that is not yet listed in some of the major indexes and has started around the same time a pandemic hit the world. But of course, we constantly invite more submissions and invite all of you to send us your papers dealing with test adaptations and developments.

The aim of PTAD was to provide an outlet for studies adapting existing measures or developing them further (Ziegler, 2020a). Moreover, PTAD aimed at using a specific paper template to shorten reviewing times and provide an easy access to the studies for researchers and practitioners (Ziegler, 2020b). Now, almost 2 years after its inception, it is time to check in how far the goals were met.

As already mentioned, PTAD wants to be an outlet for studies adapting existing assessment tools to specific populations, languages, cultures, age groups, etc. A look at the submissions shows that corresponding authors came from all continents. While this reflects a certain visibility and diversity, it also belongs to the truth to admit that stating the continents gives a distorted picture only. It has to be said that most submissions came from Europe and Asia. To address this, PTAD launched a special issue call in 2022 for the topic “Challenges in Translating and Adapting Psychological Measures to Spanish/Portuguese.” The guest editor team includes experts from Spanish/Portuguese-speaking countries in Europe and South America (Ariela Costa, Ana Carla Crispim, Aristides Ferreira, Nelson Hauk Filho, David Gallardo-Pujol, and Ricardo Primi). A first paper has already been accepted and published (Jonason et al., 2022). To further address the goal of a broad geographical representation, we hereby launch an open call for submitting special issue proposals:

If you have an idea for a special issue which would not only be of interest to the assessment community but also provides the opportunity to integrate a more diverse authorship, please contact us (eapa.ptad@gmail.com).

Apart from looking at the submitting authors, it is also informative to look at the populations researched. Here, the goal to provide measures for diverse contexts has been achieved. In addition to the diverse regional origins (Adhiatma & Halim, 2021; Brauer et al., 2022; Ching et al., 2021; Dierickx et al., 2020; Pfammatter & Schwarz, 2022), other variables have also been addressed. For example, papers adapted measures to children (Golino et al., 2021), migrants (Pfammatter & Schwarz, 2022), specific populations like cyclists (Bishop et al., 2022), or military personnel (Nitzschner et al., 2022). We further encourage such submissions. Considering that societies in many countries get older, research adapting tools to an elderly population is clearly needed and invited. Moreover, in a recent editorial, the potential contribution the field of assessment could make to achieve the United Nation’s sustainable development goals points out that one major contribution is to provide measures which can be used in a diverse range of cultures, age groups, and specific populations (Gallardo-Pujol, Ziegler, & Iliescu, 2022). PTAD offers to be the outlet to disseminate the development of such assessment methods.

Another indicator of whether PTAD is on a way to achieve the set goals can be obtained from looking at the diversity of constructs or assessment contexts covered. Again, a preliminary, positive conclusion can be drawn. Measures researched capture, for example, cognitive abilities (Brauer et al., 2022; Dahm, 2022; Gnambs et al., 2021; Golino et al., 2021; Krieger et al., 2021), clinically relevant traits (Adhiatma & Halim, 2021; Ching et al., 2021; Lorenz & Algner, 2021), or personality traits (Dierickx et al., 2020; Gallardo-Pujol, Rouco, et al., 2022; Rouco et al., 2022). In addition, specific

assessment contexts come from, for example, the educational area (Gnambs et al., 2021) or industrial and organizational psychology (Mitropoulou & Zampetakis, 2022; Nitzschner et al., 2022; Paruzel et al., 2022). Not surprisingly, many papers offer shortened or short test versions of established measures (Gallardo-Pujol, Rouco, et al., 2022; Krieger et al., 2021). Appreciating this broad range of topics, we want to encourage authors to keep submitting papers covering a broad range of constructs, contexts, and assessment goals.

PTAD also wants to be the home of papers spanning a broad methodological range. While there is a dominance of correlational and factor analytical methods, we have also published papers using item response theory (IRT) methods (Mitropoulou & Zampetakis, 2022) or exploratory graph analysis (Golino et al., 2021). We encourage authors to use a broad range of methods to utilize the methods' unique capabilities to gather information about the quality of the measures focused.

An important development PTAD underwent in the last 2 years is the continued integration of Open Science practices. From the start, PTAD offered the opportunity to submit registered reports. This option has been chosen by very few authors so far. We want to stress once more, that we are convinced, this option is especially promising for assessment studies (Ziegler, 2020b). Also from the beginning, PTAD encouraged research transparency by asking and encouraging authors to share their data and codes whenever possible. In addition, PTAD also signed the Transparency and Openness Promotion Guidelines (<https://topfactor.org/journals/psychological-test-adaptation-and-development>) and awards badges to acknowledge open practices (i.e., open data, open materials, and pre-registration) since August 2022.

A tentative conclusion could be that PTAD came nicely out of the starting blocks. Now, the pace needs to be maintained and even increased in some areas. To achieve this, we strongly rely on all assessment researchers to consider PTAD as an outlet. Please also think about submitting a proposal for a special issue. And, last but not least, help us to ensure publication quality by serving as a reviewer.

A big thank you goes out to all reviewers who have helped PTAD over the last 2 years. Again, we aim for diversity in perspectives and are happy to say that reviewers from all continents supported PTAD. As for many other journals, finding reviewers is becoming more and more tedious. We fully empathize with the situation of receiving numerous e-mail invitations to help as a reviewer. We are sorry to add to this burden, but we need you now and in the future. So please accept our invitations (even if you have not heard about PTAD before ©).

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