



Educational Measurement and Evaluation on Sustainable Development: Editor's Note

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Educational measurement and evaluation take its role in monitoring and providing feedback on performance in order to improve practice and processes at different disciplines. Educational assessment is taken to be interdisciplinary considering that the tools and processes are used to improve industry practice, employee performance, benchmarking, and improvement of practices of different fields. This important function of educational assessment supports the Rio declaration of the United Nations on sustainable development (Rio+20). Sustainable development is the ability to meet the needs of the present while contributing to the future generations' needs¹. As educators and educational specialists, it is our responsibility to train the future generations of assessment practitioners by improving and developing the present systems and approaches. Our venture on continuously reporting our discoveries in educational assessment through research and studies contributes to milestones on educational improvement for the next generation.

This present volume of the Educational Measurement and Evaluation Review supports many aspects of the Rio+20 especially in the roles of human and the right to development. The present volume contains eight empirical studies and three short reports that somehow forward issues on education assessment. The article by Callueng, de Carvalho, Isobe, and Oakland did a cross-national study between children in Japan and in the United States on their temperament styles. The report explained that specific differences between Japanese and U. S. children on their temperament preferences are driven by the interaction among gender role differences, biological, and cultural roots. Findings provide better understanding of Japanese children. The study by Sahranavard and Hassan investigated the factorial validity of the TIMSS 2003 Student's Questionnaire for eighth grade students. The questionnaire measures students' attitude towards science and mathematics. This study focused on the affective part of the TIMSS as opposed to most studies that are concerned about the ranking of students per country. They noted that attitude towards science accounts largely in explaining students' science skills. The article by Chu and Magno extended theory on self-compassion by further confirming its factor structure and relationship with coping styles. Their findings helped confirm that coping strategy is a substantial outcome of self-compassion. The study by David investigated the structural validity and cross-cultural generalizability of the 3 x 2 achievement goal model by examining the achievement goals of Filipino undergraduate students using the 3 x 2 Achievement Goal Questionnaire. By doing a CFA analysis, David showed that the 3 x 2 achievement goal model is structurally valid

¹Needham, M. T. (2011). A psychological approach to a thriving resilient community. *International Journal of Business, Humanities and Technology*, 1(3), 279-283.

among Filipino undergraduate students. The study by Parsano, Loyola, Torres, Aguilar, and San Diego further established the construct cyberdependency by coming up with a tool and testing its factor structure. A new set of factors was derived, providing insights in this construct as an important clinical measure. The study by Johnny, Lukose, and Magno looked at the convergence of the Academic-Self-regulated Learning and Learning Strategies Questionnaire. These two questionnaires were also used to predict students' ability in school rather than the usual outcomes such as students' grades and achievement. Their study provided insights and reflections as to why learning strategies are not carried over on to students' abilities in school. Marshall constructed a Tech-savvy scale and extracted specific factors for the construct. He also looked whether Tech-savvy can predict students' achievement. He discussed further how the construct affects specific kinds of outcome. Lumiqued assessed theology students' academic emotions. He found that the divergence of the positive and negative emotions fits well for the theology student sample due to their highly controlled values, reflective formation, and self-motivation. Lian and Lew elaborated further the importance of content validity in constructing achievement tests. They outlined the specific procedure to ensure content validity of achievement tests in their report which is useful for test developers. The report by Valladolid provided a rich insight on standards of a world-class university. The report provided important criteria that serve as a guide for Higher Education Institutions to raise their standards. Lastly, the report by Crisostomo provided the best practices in teaching an educational assessment course for preservice teachers. The report targeted important facets that teachers need to consider in teaching assessment of student learning in the formation of teachers.

The articles included in this volume highlight the development of specific constructs through the practice of educational measurement such as self-compassion, 3 X 2 Achievement goals, cyberdependency, and tech-savvy. Moreover, the articles also strengthened the validity and reliability of existing tools such as the Student Styles Questionnaire (SSQ), Academic Self-regulated Learning Scale (A-SRL-S), TIMSS Mathematics Attitude Questionnaire, and Academic Emotions Questionnaire (AEQ). Lastly, best practices in test development were reflected in the report of Lian and Lew. Practical implications on standards setting was also shown in the paper of Valladolid. Best practices on teaching and learning assessment courses was also shown in the report by Crisostomo. These perspectives somehow forward the development of specific variables, the use of instruments in further studies, and practical assessment and evaluation practices.