



Editorial Note

This volume is special as it marks the shift of the Educational Measurement and Evaluation Review (EMER) from an annual publication to a biannual one. Consistent with the goals of the Philippine Educational Measurement and Evaluation Association (PEMEA), the EMER hopes to further promote practice and research in educational assessment in the country and beyond through continuous publication of empirical reports, literature reviews, and concepts papers that cut across a wide-array of relevant research themes. The first issue this year 2015 has four articles that represent the diversity of topics in educational measurement, evaluation, and psychometrics.

The article of Valladolid focuses on the development of measurement tools to identify public school students at-risk of reading difficulty. This study is relevant since it addresses the need for an alternative method to identify and help students who are at-risk of reading difficulty. The process used by Valladolid in the development of the assessment tools provides a good model for other researchers to adopt. Indeed, the development of assessment tools is a very worthy endeavor especially if designed for special target groups.

On the other hand, the article of Tan and colleagues focuses on the assessment of the trend on customs broker licensure performance. The authors found that the trend is unstable and fluctuating. After discussing factors that contribute to the trend, Tan et al. provided recommendations for improvement in the licensure examination. This study reminds us that the analysis of high-stakes assessments (e. g. board exams) has strong practical implications and may shape policy and practice in schools.

Meanwhile, the article of Magno and Lizada discusses the need to describe and explain the important features of formative assessment in the classroom. The authors formulated nine principles that may guide teachers in the conduct of formative assessment in their classrooms. Such guide is important for teachers as the need to ascertain that correct assessment practices are being observed in the classroom is part of the accountability of all educators.

Finally, the article of Gadiana and David presents a brief report on the psychometric analysis of the Locus-of-Hope Scale. Using Rasch analysis, Gadiana and David provided additional evidence that the scale is reliable, valid, and capable of precise measurement. Indeed, validation of existing measures should incorporate the use of Rasch and Item-Response Theory (IRT) models as these models may provide information that cannot be provided by analysis based on the Classical Test Theory (CCT).

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