

The Test Adaptation Reporting Standards (TARES) Checklist

Category	ID	Checklist item	Short explanation	Long explanation
Title and abstract	1a	<i>Title</i>	Identify as a test adaptation in the title, pointing out the test name, as well as the target language/culture	Indicate in the title the fact that the paper refers to a test adaptation (or another approach of the same family, such as translation, or assembly). Identify the name of the source test. Identify the target language and/or culture.
	1b	<i>Abstract</i>	Provide a summary of the study (structured, if the journal accepts it)	Provide a summary of the study, in which you clearly identify the elements of this checklist, but at the very least the test, the target language or population, the design employed, the sample used, and results obtained. The structure of the abstract may differ depending on the journal.
Introduction	2a	<i>The test</i>	Identify and briefly present the test	Indicate the test name and acronym, test author(s), existing forms (or variations, e.g., item pools and item selection procedures), specific version(s) that is being adapted, other existing test adaptations, domain of application, existing knowledge base (e.g., test reviews by BUROS, EFPA, COP etc.).
	2b	<i>Intended population</i>	Identify and briefly present the intended population	Indicate the intended target population and describe it in terms of cultural, linguistic, and other characteristics that may be relevant for the test. Explain any difference in terms of the target population between source and target forms of the test.
	2c	<i>Purpose and intended use</i>	Identify the purpose of the assessment and briefly present the test's domain of use	Indicate the purpose of the assessment. Indicate the intended target construct and use of the test. Define the construct(s) measured. Specify resulting requirements for evaluation.
	2d	<i>Copyright</i>	Identify copyright status of your work	Indicate if the original test is protected by copyright, if you have obtained the necessary permissions for your derived work (or if this is not needed) and indicate the copyright status of the adapted test.
	2e	<i>Need for adaptation</i>	Clarify the need for the test adaptation	Explain why the test adaptation is needed in the specific target context (e.g., cultural, professional). E.g., explain why this specific test is needed, explain the gap in practice or research (i.e., are there already tests in the target culture covering the same territory).
	2f	<i>Appropriateness of adaptation</i>	Clarify appropriateness of test adaptation as an approach	Explain why test adaptation is the most appropriate approach compared with other approaches (e.g., test adoption, test assembly, test development).
	2g	<i>Coverage of adaptation</i>	Clarify if the entire original test is adapted or if any part of it were omitted from/included in the adaptation	Explain any aspect of the original test which may not have been adapted or known limitations to the adaptation that may impact scores. If the translation doesn't encompass the entire blueprint, note which subtests of domains are omitted and how this may impact equivalence.

	2h	<i>Likelihood of biases</i>	Assess likelihood of biases	Explain the expected impact of any cultural and linguistic differences on construct bias, method bias and item bias, in the intended population.
Methods <i>Translation</i>	3a	<i>Translators</i>	Describe translators	Indicate the number and credentials of the translators, outlining their fluency in the languages, cultures, and concepts involved.
	3b	<i>Translation design</i>	Describe translation design and process	Indicate the translation design that was used and justify the choice. Describe the procedure in detail, including all steps, verifications and checks conducted. Acknowledge any limitations in the approach taken.
	3c	<i>Similarity and suitability of test components</i>	Clarify similarity and suitability of test components across source and target use	Provide arguments for the fact that test instructions and item content, as well as item formats, scales, scoring categories, test conventions, modes of administration, and other procedures are suitable and have similar meaning for all intended populations. These arguments can refer to studies developed, and data collected during the translation process (e.g., piloting, expert focus groups), or expert judgment.
Materials	4a	<i>Test stimuli</i>	Explain if and how you adapted the test stimuli	Provide documentation of any changes in the test stimuli.
	4b	<i>Instructions and scoring rubrics</i>	Explain if and how you adapted the instructions and scoring rubrics	Provide documentation of any changes in the test instructions and scoring rubrics.
	4c	<i>Test manual</i>	Explain if and how you adapted the test manual	Indicate if a test manual is provided for the adaptation, how it was developed and how to obtain it.
	4d	<i>Test reports</i>	Explain if and how you adapted any test reports	Indicate if test reports are provided for the adaptation, how they were developed and how to access them.
	4e	<i>Training materials</i>	Explain if and how you adapted any training materials	Indicate if training is provided for the test adaptation and how to access it.
	4f	<i>Testing conditions</i>	Outline testing conditions that should be followed	Specify testing conditions that should be followed closely in all populations of interest.
Participants/ Sample	5a	<i>Sample size</i>	Indicate the sample sizes for all analyses relevant to the adaptation	Indicate and justify the size of the sample(s) used for data analysis, including any subsamples (e.g., clinical vs. community), and pilot samples.
	5b	<i>Sample collection procedure</i>	Describe sample collection procedure	Indicate the procedure used for sample(s) collection.
	5c	<i>Sample composition</i>	Describe sample composition	Indicate the sample(s) composition in terms of relevant variables, including at the very least age and gender, and also other variables considered relevant to the test function or to equivalence testing (e.g., level of education, language proficiency). Compare the sample composition to other studies (e.g., the studies conducted for the development of the test). Discuss the impact of any deviations in sample(s).

	5d	<i>Sample relevance</i>	Describe sample relevance	Provide arguments for the relevance and representativeness of sample for intended analyses and intended target population and use.
Results Equivalence	6a	<i>Construct equivalence</i>	Provide evidence for construct equivalence	Provide quantitative evidence for construct equivalence (i.e., invariance analyses) using robust statistical measures; if construct bias is detected explain reasons and consequences. Provide judgmental evidence for construct generalization (i.e., that the construct associated with the original instrument is appropriate for the target population).
	6b	<i>Method equivalence</i>	Provide evidence for method equivalence	Provide evidence for method (sample, instrument and administration) equivalence; if method bias is detected explain reasons and consequences. This rubric should be included only if relevant - if not, then reason for lack of relevance should be provided instead.
	6c	<i>Item equivalence</i>	Provide evidence for item equivalence	Provide evidence for item equivalence (e.g., differential item functioning); if item bias is detected explain reasons and consequences. This rubric should be included only if relevant - if not, then reason for lack of relevance should be provided instead.
	6d	<i>Limits of equivalence</i>	Explain limits of equivalence	Indicate the limits of equivalence (i.e., the level of equivalence that was established). Explain consequences (e.g., for the comparability of scores at the individual and group level).
	6e	<i>Solutions for non-equivalence</i>	Outline solutions for non-equivalence	Provide solutions if non-equivalence is present (e.g., partial equivalence), if relevant.
Reliability	7a	<i>Reliability</i>	Describe evidence for reliability (e.g., measurement error) for the test score interpretation	Report indicators of reliability (e.g., reliability indices, standard error of measurement, error or precision, decision consistency) for test scores (and subscores, if applicable); explain why indicators are adequate (in terms of statistical analysis and sample size) for the type of test; compare with source form of the test.
Validity	8a	<i>Validity evidence</i>	Summarize the body of validity evidence and describe its appropriateness	Summarize the body of evidence that supports the adaptation and the use of the test for its intended purposes (i.e., validity argument drawing from evidence based on test content, response processes, internal structure, relations to other variables, and consequences of testing). Explain why the validity evidence provided is consistent with the intended use of the test scores. Indicate if evidence relies on new studies with the adapted instrument and new samples, or on transporting validity evidence. If the latter, explain.
	8b	<i>Validity evidence based on test content</i>	Describe evidence to support the content of the test is congruent with the testing purpose	Describe the test content of the adapted form. Explain if and how this is different between the target and source form of the test. Provide evidence that this content is congruent with the testing purpose.
	8c	<i>Validity evidence based on response processes</i>	Describe any evidence that indicates the intended cognitive processes are being used by respondents who take the assessment.	Describe the intended cognitive processes of test takers. Explain if and how these are different between the target and source form of the test. Describe any evidence that these are used in the adapted form of the test.

	8d	<i>Validity evidence based on internal structure</i>	Describe evidence that the hypothesized dimensionality (factor structure) is consistent with the theory underlying the assessment.	State the hypothesized dimensionality (factor structure) and any alternative structures. Describe how the hypothesized dimensionality is consistent with the theory underlying the assessment. If applicable, report both item-to-factor and inter-factor relationships. Describe the evidence using appropriate confirmatory statistical methods.
	8e	<i>Validity evidence based on relations to other variables</i>	Describe evidence that scores from the assessment display the hypothesized relationships with other variables, in a manner consistent with the construct theory.	Indicate and describe each of the variables external to the test (e.g., constructs used for convergent and discriminant validity evidence) that were used. Indicate and explain the expected and obtained relationships of the test scores with these variables.
	8f	<i>Validity evidence based on testing consequences</i>	Describe evidence that the intended consequences of the assessment are occurring, and any unintended negative consequences do not occur or are minimized.	Indicate the intended consequences. Describe how they occur. Describe likely unintended negative consequences and explain their occurrence. Describe any actions taken to minimize the impact of these negative consequences.
Norms	9a	<i>Norming procedure</i>	Describe the statistical procedure used for norming	Indicate the statistical approach taken to norming the test; explain why it is appropriate for the intended use; indicate and justify any deviation from the original norming procedure, describe and give evidence for any effects (e.g., gender or age effects) that had an impact on norming. Clarify any differences (from the source form) in the norms reported.
	9b	<i>Norm tables</i>	List norm tables	Report the norm tables or provide automated formulas for deriving norms based on relevant demographics (e.g., in the case of continuous norming).
Discussion	10a	<i>Practical relevance</i>	Clarify practical relevance of current test adaptation	Describe the practical relevance of the test adaptation and its likely impact (e.g., size of target population, frequency of usage etc.).
	10b	<i>Theoretical relevance</i>	Clarify theoretical relevance of current test adaptation	If the test adaptation process uncovered conclusions that are of larger theoretical relevance, describe them.
	10c	<i>Limitations</i>	State limits for usage of the adapted test	Outline the limits for usage of the adapted test, in terms of test components, materials, testing conditions, score interpretation etc.
	10d	<i>Future research</i>	Describe future research	Clarify what specific future research should be needed on the adapted test, and what other areas of future research have emerged from the test adaptation process.
Supplementary	11a	<i>Registration</i>	Registration number and name of registry	Clarify if the study was pre-registered or not; if it was pre-registered offer the relevant coordinates to identify the pre-registration. If the study differs from the pre-registration, outline the differences, and the reasons for their implementation.
	11b	<i>Funding</i>	State sources of funding (and role of funders) and other support	State the sources of funding and the roles of funders. If the study did not receive funding, state this explicitly.