

## The Test Adaptation Reporting Standards (TARES) Checklist

Category	ID	Checklist item	Short explanation
<b>Title and abstract</b>	1a	Title	Identify as a test adaptation in the title, pointing out the test name, as well as the target language/culture
	1b	Abstract	Provide a summary of the study (structured, if the journal accepts it)
<b>Introduction</b>	2a	The test	Identify and briefly present the test
	2b	Intended population	Identify and briefly present the intended population
	2c	Purpose and intended use	Identify the purpose of the assessment and briefly present the test's domain of use
	2d	Copyright	Identify copyright status of your work
	2e	Need for adaptation	Clarify the need for the test adaptation
	2f	Appropriateness of adaptation	Clarify appropriateness of test adaptation as an approach
	2g	Coverage of adaptation	Clarify if the entire original test is adapted or if any part of it were omitted from/included in the adaptation
	2h	Likelihood of biases	Assess likelihood of biases
<b>Methods</b>			
<i>Translation</i>	3a	Translators	Describe translators
	3b	Translation design	Describe translation design and process
	3c	Similarity and suitability of test components	Clarify similarity and suitability of test components across source and target use
<i>Materials</i>	4a	Test stimuli	Explain if and how you adapted the test stimuli
	4b	Instructions and scoring rubrics	Explain if and how you adapted the instructions and scoring rubrics
	4c	Test manual	Explain if and how you adapted the test manual
	4d	Test reports	Explain if and how you adapted any test reports
	4e	Training materials	Explain if and how you adapted any training materials
	4f	Testing conditions	Outline testing conditions that should be followed
<i>Participants/Sample</i>	5a	Sample size	Indicate the sample sizes for all analyses relevant to the adaptation
	5b	Sample collection procedure	Describe sample collection procedure
	5c	Sample composition	Describe sample composition
	5d	Sample relevance	Describe sample relevance
<b>Results</b>			
<i>Equivalence</i>	6a	Construct equivalence	Provide evidence for construct equivalence
	6b	Method equivalence	Provide evidence for method equivalence
	6c	Item equivalence	Provide evidence for item equivalence
	6d	Limits of equivalence	Explain limits of equivalence
	6e	Solutions for non-equivalence	Outline solutions for non-equivalence
<i>Reliability</i>	7a	Reliability	Describe evidence for reliability (e.g., measurement error) for the test score interpretation
<i>Validity</i>	8a	Validity evidence	Summarize the body of validity evidence and describe its appropriateness
	8b	Validity evidence based on test content	Describe evidence to support the content of the test is congruent with the testing purpose.

	8c	Validity evidence based on response processes	Describe any evidence that indicates the intended cognitive processes are being used by respondents who take the assessment.
	8d	Validity evidence based on internal structure	Describe evidence that the hypothesized dimensionality (factor structure) is consistent with the theory underlying the assessment.
	8e	Validity evidence based on relations to other variables	Describe evidence that scores from the assessment display the hypothesized relationships with other variables, in a manner consistent with the construct theory.
	8f	Validity evidence based on testing consequences	Describe evidence that the intended consequences of the assessment are occurring, and any unintended negative consequences do not occur or are minimized.
<i>Norms</i>	9a	Norming procedure	Describe the statistical procedure used for norming
	9b	Norm tables	List norm tables
<b>Discussion</b>	10a	Practical relevance	Clarify practical relevance of current test adaptation
	10b	Theoretical relevance	Clarify theoretical relevance of current test adaptation
	10c	Limitations	State limits for usage of the adapted test
	10d	Future research	Describe future research
<b>Supplementary</b>	11a	Registration	Registration number and name of registry
	11b	Funding	State sources of funding (and role of funders) and other support