EDITORIAL NOTE

Our 18th PROMS meeting took place in Hanoi near the end of 2022. Now, I am delighted to report that, less than 12 months later, we are able to disseminate several key papers from that meeting to a wider audience in this special PROMS edition of the Vietnam Journal of Educational Sciences. I initiated the Pacific Rim Objective Measurement Symposium in 2005 with the express purpose of mentoring the growth of Rasch measurement in developing countries on the western Pacific rim. The focus has been to encourage the adoption of equitable scientific measurement into university communities and to those responsible for educational and other testing in the region.

In the following more than 80 pages, you'll find general advice and applications from experienced researchers from Hong Kong, Malaysia, and Australia, along with practical applications of Rasch measurement from places such as Singapore and South Africa. What is particularly rewarding for me is to see reports from Vietnam included in this edition. The lead paper describes two exemplary assessment systems for developing testing in developing countries, moving away from testing of learning to testing for learning. Professor Yan reports on his wide practical experience across five key domains, presenting research studies as illustrations of how Rasch measurement can effectively address key measurement issues and advance practices. Dr. Zali from Malaysia addresses the requirements of Messick's construct validity framework and proposes several methods to deal with crucial validity issues in testing.

Dr. Dang Xuan Cuong reviews the educational assessment system in Vietnam and outlines a proposal for developing instruments using Rasch measurement in the context of the assessment requirements of the new general education curriculum. While educational testing routinely focuses on the knowledge of students, Dr. Sarah Bansilal's paper uses Rasch analysis to improve an instrument designed to assess teachers and enhance professional development programs in South Africa. Tzemin Chung and her colleagues report on a recent stage of their vast, long-term experience in ESL research, using the Rasch model to calibrate items for an English as a Second Language Reading Comprehension Computer Adaptive Placement Test. Two papers from colleagues in Vietnam round out this special PROMS edition of the VJES: Nguyen Thi Huong and Dang Xuan Cuong report on their structural equation modeling (SEM) of PISA Vietnam 2015 data to reveal how students' science interests and other variables are related to their science literacy. Duong Thu Mai and Pham Thi Thu Ha use Rasch analysis to measure the competence of teachers-to-be in language assessment to offer suggestions for the future professional development of both pre-service and in-service teachers.

The Hanoi PROMS meeting revealed that a number of forward-thinking local researchers were already setting that country's future directions, advancing in the application of Rasch measurement to general testing and particular research applications.

None of this would be possible without the direct enthusiastic support of Professor Le Anh Vinh and the VNIES. Much of the hands-on practical work in running PROMS and publishing this special number of the journal has fallen to two hard-working, young colleagues, Dang Xuan Cuong and Bui Thi Dien. I thank the international and local PROMS participants for their insights, as well as the team in Hanoi for realizing a very successful PROMS and publishing this set of papers from that meeting.

Professor Trevor Bond,

Founder of PROMS"