

Editorial

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This special issue's title is descriptive enough of what is to be expected: a content focus on educational and psychological assessment instrumentation and practices in higher education. A psychoeducational assessment is generally understood as a comprehensive action focused on the specific context of education aimed at creating interventions attuned to the students' needs (Isaacs et al., 2013). However, assessment processes in higher education also include aspects ranging from the admission process to the student's life cycle (Halpern & Butler, 2013). Moreover, educational assessment in general, and particularly in higher education, cannot be understood solely as a set of measurement development and adaptation manuscripts.

Traditionally, the purpose of these assessments is individual student variability. Typically, these assessments explore cognitive or non-cognitive attributes that result in learning and academic performance. However, the assessment process can address other components of the student experience, and thus can and should focus on aspects of the context, including the educational and assessment processes themselves. These can be generally defined as psychosocial factors of academic performance, involving the interaction of individual variability with contextual variability (Dixson et al., 2016; Tindle et al., 2022). Therefore, during the student's lifecycle, educational assessment in higher education possesses unparalleled value in measuring, describing, and serving as an extremely useful resource in decision-making. These decisions would be directed toward those directly affected (Halpern & Butler, 2013): the students and their families (e.g., obtaining or maintaining scholarships, choice of major, choice of graduate studies) and the institution (e.g., characterization of learning achieved, new contracts in relation to student demand, complementary courses).

In view of the above, this current issue contains empirical papers related to constructs such as work engagement, assessment culture, teaching performance, self-assessment, group cohesion, among others. These constructs highlight the broad vision of this special issue, as well as the different interests of the researchers to focus on important topics for their institutional and regional contexts. To different degrees of complexity and sophistication of their analyses, the measurements made in these studies also show validity data, in such a way as to avoid inducing their properties from previous studies that involved other assessment conditions and other participant samples (Merino-Soto & Calderón-De la Cruz, 2018; Merino-Soto & Angulo-Ramos, 2021a, 2021b). This problem, the induction of measurement validity, has been emphasized in Peru (Merino-Soto & Calderón-De la Cruz, 2018; Merino-Soto et al., 2021), but also in different constructs measured in Hispanic and non-Hispanic populations (Salas-Blas et al., 2022; Merino-Soto, et al., 2023; Rosario-Hernández et al., 2021; Merino-Soto et al., 2022; Merino-Soto et al., 2022; Cejalvo et al., 2021).

From the perspective of the end-user, researcher or educational manager, the understanding of the instruments or measurements used in the psychoeducational assessment process must involve suffi-

cient knowledge of psychometric concepts. Standards, reliability, scores, standardization, and validity are common concepts in this area (Isaacs et al., 2013), but they also contain a transdisciplinary potential inherent in their use (Brown, 2022). These concepts are highly necessary for understanding the use and results of assessments in general but are especially sensitive if these results could influence student decisions and institutional educational processes. The proliferation of measurements and studies is an apparent thermometer of the importance of validity studies, which are consequences of the demands for assessment and constructs within this context (Merino-Soto, et al., 2021). Because of the apparent inclusion of non-cognitive measures in education assessments (Halpern & Butler, 2013), a verifier view of psychometric properties can possibly never be redundant. Therefore, although these concepts are familiar to researchers, it will surely always be necessary for institutional decision-makers to “update” this knowledge, and to make it clearly known to end-users. For this reason, the first manuscript opens the special issue with the principles and assumptions of psychometric measurement, a lucid and generalized review of educational assessment in higher education.

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