'Testing Situations at Home'

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Professor Bryan Maddox, Assessment Micro-Analytics, University of East Anglia, and University of Oslo (CEMO).

Response Processes

'..one may think broadly of response processes as the mechanisms that underlie what people do, think or feel when interacting with, and responding to, the item or task and are responsible for generating observed test score variation.'

(Hubley and Zumbo, 2017, p2).

https://vimeo.com/253780560

I: Here.
 ((presses key on laptop))
R: I see.
I: Now this keyboard will work as well.
R: Aww, great.

(Maddox, Keslair & Javrh, 2019, p161.)

U304-ContactEmployer;C304B711;**StimulusAndQuestionLoaded**;10:50:41

U304-ContactEmployer;C304B711;**click**;10:50:41

U304-ContactEmployer;C304B711;highlightEvent;10:51:42

U304-ContactEmployer;C304B711;highlightEvent;10:52:21

U304-ContactEmployer;C304B711;highlightEvent;10:52:25

U304-ContactEmployer;C304B711;highlightEvent;10:52:26

U304-ContactEmployer;C304B711;highlightEvent;10:52:28

U304-ContactEmployer;C304B711;highlightEvent;10:52:31

U304-ContactEmployer;C304B711;highlightEvent;10:52:35

U304-ContactEmployer;C304B711;**click**;10:52:37

U304-ContactEmployer;C304B711;**onItemEnd**;10:52:39

Example 1: Disengagement

B: .. when there was too much text, did you ever give up and skip? Just pressed advance?

R: Um, I think here, in this one …

((Contact Employer ID: C304B711*))*

B: In that one, yeah.

R: In that one.

B: Any else?

R: Hm … I don't know. Maybe I just … yeah, here. Um

B: You skipped any others?

R: I don't know, maybe one, maybe one.

Example 2: Computer Repair

R: What about, I mean, what now? I've done this already. Choose a month.. and I chose October – now what? Why in fact it again..

I: Um, um, choose May.

R: I see! I did .. no

I: The instructions are always at the top.

R: I haven't read this at all, I read only 'select a month' and I chose the month we're in! I blew it!

I: The instructions are always at the top.

((the interviewer leans over to see the screen and <u>points</u>)).

R: Yes, yes, I have to take a look.

I: Nothing works with the 'enter' ((the <u>interviewer points </u>to the enter key)), it always goes [here ((she <u>points</u> to the section on the screen and <u>smiles</u>)).

R: Yes yes yes, I understand

I: OK.

Example 3: This makes no sense to me

R: This makes no sense to me. I don't understand a thing.

I: If you don't understand, just move on, and then you'll..

.. I will read some more, alright but..

I: Yeh, yeh, of course!

R: Damn!

I: You will find somethings a bit more difficult, some will be a bit easier, so that.. If you're interested, yes, read it and try.

R: Ah this, ..

I: Yes, it's quite difficult, its not that simple!

R: Bollocks, I don't even know where to start reading! Where could this one be? I don't know where to look for it.

I: Yes, its quite difficult. If you can make it, excellent, if not, you can move on.

(Transcript from Maddox, 2008, 'Ethnography and assessment at the bottom of the pyramid')

Conclusions

- Partiality and Hidden Data – The Test Ecology and Interaction. Not only sources of 'measurement error', but sources of high quality assessment.

- What happens if the human administrator is removed? Challenges of encouragement, repair and inclusion. PIAAC is designed to be an inclusive sample without test preparation.

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