

Voices Speak to the Data

Feedback from Participants
in the PIAAC On-line Field Trial

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Summary

This short report summarizes the results of two independent surveys. The first was undertaken by AlphaPlus, surveying literacy practitioners about their own and adult learners' experiences participating in the PIAAC On-line Field Trial. The second was undertaken by PTP Adult Learning and Employment Programs, surveying the learners in their program who participated in the Field Trial.

As the surveys followed a somewhat different methodology, they are each described separately in this report. However, results from both surveys were used to validate one another where possible. The results of these surveys can be viewed as complimentary as they reflect the perspectives of literacy learners and educators participating in the Field Trial.

Note that the PIAAC On-line Field trial intended to test the question items and not the participants in the Field Trial. There were a limited number of question items included in this non-adaptive version of PIAAC On-line. Some findings in this report speak to these limitations.

Further testing may be done to evaluate the potential uses of PIAAC On-line. We hope to contribute to the discussion by providing some quantitative but foremost qualitative data that speaks to the data collected through the Field Trial.

Background

From June to July 2013, the Programme for International Assessment of Adult Competencies (PIAAC) On-line Field Trial was undertaken by the Council of Ministers of Education Canada (CMEC)¹ and the Ministry of Training, Colleges, and Universities (MTCU) in Ontario. In September 2013, AlphaPlus gathered feedback from participants in the Field Trial, specifically to explore the perspectives of adult literacy practitioners on the impact of digital technology in individual assessment on-line such as PIAAC On-line. Project officers from MTCU and CMEC indicated their interest in general feedback from participants. A short survey was designed that included items related to the perceived impact of technology as well as items based on communications provided by MTCU during the PIAAC On-line Field Trial. For instance, the official memorandum to Literacy and Basic Skills (LBS) and Employment Services (ES) service providers indicated that "MTCU [was] participating in the field trial to consider PIAAC On-line as a possible tool to assess learner gains in the LBS Program".²

¹ For more information about PIAAC and the On-line Field Trial: [http://www.cmec.ca/325/Programs-and-Initiatives/Assessment/Programme-for-the-International-Assessment-of-Adult-Competencies-\(PIAAC\)/index.html](http://www.cmec.ca/325/Programs-and-Initiatives/Assessment/Programme-for-the-International-Assessment-of-Adult-Competencies-(PIAAC)/index.html)

² Memorandum re PIAAC On-line Field Trial, May 31, 2013.
http://www.tcu.gov.on.ca/eng/eopg/publications/piaac_2013_memo.pdf

PIAAC On-line is also known by the title The Education and Skills Online Assessment. It was developed by the Organization for Economic Co-operation and Development (OECD) as “an assessment tool designed to provide individual-level results that are linked to the OECD Survey of Adult Skills (PIAAC) measures of literacy, numeracy and problem solving in technology-rich environments. All results are comparable to the measures used in the Survey and can be benchmarked against the national and international results available for the participating countries.”³ PIAAC itself, not PIAAC On-line, is the next iteration of the previous population surveys – the International Adult Literacy Survey (IALS) in 1994 and the Adult Literacy and Life Skills (ALL) Survey in 2003. The first results of PIAAC are expected to be released on October 8, 2013. Results from the PIAAC On-line Field Trial are not expected to be shared publicly and no additional gathering of feedback from stakeholders was announced at this time.

PIAAC On-line Field Trial Feedback Survey undertaken by AlphaPlus

An on-line survey with ten questions was developed in SurveyMonkey in English and French (see Appendix). The questions included items to identify the respondent’s position as an adult literacy practitioner and if they had completed the test in the field trial themselves or were answering on behalf of their learners. Respondents were asked to describe their first impressions in general and to identify the learner target group the test would seem to be most suited for. Following, a list of statements designed to obtain a variety of information on the suitability of the test as well as establish consistency among the responses was asked. Being an on-line tool, the next questions focused on the relationship between the display of the test questions as well as the interaction required with the interface of the tool, i.e. the usability of the on-line tool. Finally, respondents were asked to reflect on the impact of online tools on assessment and if this specific test appeared to be a possible tool to measure learner progress. The survey contained a mix of multiple-choice (single and multiple response) and open-ended questions. Most survey questions allowed respondents to elaborate on their answers in a comment box below the question item.

Hyperlinks to access the survey were included in news items with background information on the PIAAC On-line Field Test on the AlphaPlus web site and distributed to the subscribers list of the English and French AlphaPlus electronic newsletters⁴. The survey remained open for approximately two weeks. Limitations of this survey are the small sample size; however the survey respondents offered much feedback of a differentiated nature.

Thirteen respondents completed the survey, based on either their own experience during the PIAAC On-line Field Trial (77%) or the experiences of their learners (23%). More than two thirds identified themselves as literacy educators, with the remainder split between program coordinators and literacy networks.

³ Education and Skills Online Assessment: The Online Version of PIAAC.

http://www.oecd.org/site/piaac/ENGLISH_Brochure%20Education%20and%20Skills%20Online.pdf

⁴ <http://alphaplus.ca/en/news/news/668.html> and <http://fr.alphaplus.ca/nouvelles/351.html>

Following is the summary of the survey results that reflect the experiences of the respondents unless otherwise indicated. The data on learner experiences were also used in comparison with the results obtained during the Field Trial with learners at PTP Adult Learning and Employment Programs that follows this section.

First Impressions

When asked about their first impressions about the PIAAC On-line Field Trial, respondents said the following. Comments were grouped, summarized and edited where repetitive and unclear.

General feedback

- I liked the beginning where the test asked for the occupational profile and, at first glance, it looks more modern than the current test [that is used in my program].
- I thought I had linked to the wrong tool as it seemed to be heavily emphasizing demographics and job duties. I expected the questions to align with my role and duties, having shared all of that, and they did not. There is a disconnect between these parts.
- Especially when the same item would pop up a few times juxtaposed against a different second choice each time, I found myself trying to “figure out” the “tricks” the test was playing rather than answer the questions honestly.
- I got only Math and personal questions. It seemed that there were far too many lifestyle questions.
- I didn't understand the purpose [of the test].

Type of content (reading and numeracy)

- Literacy and numeracy skills were integrated in most of the tasks since much of it was based on document use, but I expected there to be more direct reading comprehension tasks.
- The tests are not similar [from one of my student group to another]. That would be fine if they were at least testing the same skills. My test was almost entirely Numeracy and almost nothing on Reading or Document Use. One student asked why I gave him a calculator since his test didn't require it at all!
- The instructions for each [math] question were often quite complicated so I suppose that's a test of reading comprehension. Not sure if it was intentional though.
- I liked the varied math skills that were tested and thought that they depicted realistic uses of math (% money handling, reading graphs and tables).
- My test was ALL math questions. I thought there would have been some reading comprehension, although the math was all word questions and reading comprehension was a part of that.
- I had zero numeracy questions. My questions mainly consisted of literacy and document use - reading comprehension and locating information.

Type of content (non-cognitive)

- The questions at the end are very odd and some of the students weren't thrilled to be answering them. One question asked a student for his weight. They were too personal and seemed odd.

- The questions at the end (“non-cognitive module”) made people feel uncomfortable and they didn’t understand why they were answering them.
- I don't understand the need for the wildly inappropriate personal questions at the end of the assessment. I think many people would be very uncomfortable answering them. I know I was.
- I thought the questions at the end were a bit much ... they could probably be condensed to 2 or 3 questions per section.
- The question asking if I would be ready to work within 2 weeks was silly considering we are measuring Learner Gains.
- The purpose of the questions at the end called the “non-cognitive module” will need to be very clearly explained to the students.

Length of assessment

- It was too long. It would be useful to have some indication of the portion of the test completed.
- I found the assessment long, especially the Education & Skills part. I wonder how many learners would ever complete this.
- I found myself getting impatient with the test as I was a little pressed for time. Many times I pictured various AU [Academic Upgrading] students I have met over the years and thought to myself, “student _____ would quit this thing right about now...”.
- They say 90 minutes to complete, but I have two students (out of 10) [who have been working on it for] almost two hours.
- The whole thing felt very long and arduous. It took me almost 90 minutes. I would have liked to know where I was in the test while I worked at it. I seemed to always be in “unit one” but I had no idea how many questions were to come. This was especially annoying during the series of final “personality” questions.
- The length of the test caused decreasing interest in ensuring accurate responses.
- In at least 8-10 cases, the program stopped running and the students had to abort.
- Too long, feels like it goes on forever - having a visual to know how much you had completed and how much was left to go would be useful.

Level of difficulty

- It was at too high a level for most adult literacy learners.
- I think the instructions would be difficult for some lower level learners to navigate. Also, although I assume the format would be retained, I would hope that the questions would be edited so that there are more questions appropriate for lower level learners. I believe that the difficulty level of the questions is far too high for the majority of our learners at intake, and would be very discouraging for them.
- The length of the assessment and the difficulty level would make it extremely difficult for the vast majority of our students to achieve good results, whether on-line or in person.

Target audience

While the first impressions of respondents focused mainly on the content of the test, when asked more specifically about the type of learners it would be most appropriate for, most respondents stated that they thought that learners with higher literacy skills would be able to succeed. The test was viewed as too high level for many learners and its purpose as not clear or too vague. Learners with lots of experience in academic and work environments, and good knowledge of computer use would do well.

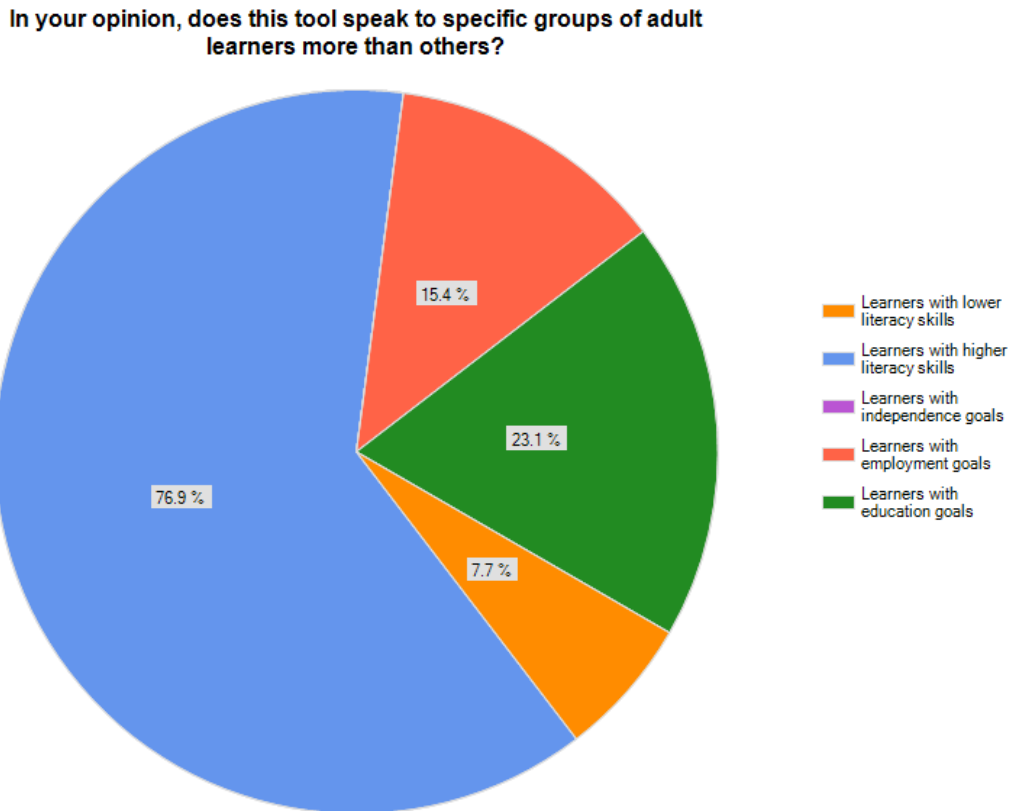


Chart 1: Perceived target audience of PIAAC On-line

Interacting with the on-line tool

The interaction of the respondents with PIAAC On-line, that is the way test items are displayed as well as the way the tool's interface requires respondents to interact with it, was also of a primary concern of investigation in this survey.

When asked if the way the screens were displayed made it difficult to answer the questions, survey respondents were uncertain but didn't rule out the possibility. Three quarters said that they thought the way the screens displayed had (23%) or maybe (54%) had a negative effect.

When asked to elaborate, the following was noted:

- [The display makes it difficult] when learners need to navigate web sites as part of the questions.
- I am worried that the instructions for the questions are not laid out in a simple, visual way.
- It took some getting used to but then it was okay.
- In the Education & Skills I found it bothersome to have to move the mouse all the time to move onto the next question.
- I found no trouble following along, however I know it challenged many of my students.
- A person would have to have very good computer skills and problem solving skills to navigate the assessment.
- A considerable number of questions needed to be responded to before learners had a comfort level.

Further, survey respondents were asked if the way they had to interact with the PIAAC On-line tool made it difficult to answer the questions. Based on their own experiences, almost half of the respondents said that the interaction with the tool didn't make answering the question more difficult. Respondents added comments to say that they felt they "didn't control the tool very effectively" and "weren't always sure what to highlight".

Based on the experiences of their learners, the previous question asking respondents for their first impressions was more informative in this regard. These comments were recorded and are included here to elaborate further on the role of technology skills in the interaction with the PIAAC On-line tool:

- Good to testing technology skills, but not over all basic skills (no questions for math or writing assessments).
- Though the questions weren't that difficult, it took me a bit to figure out I had to scroll down or switch within screens to get my answers.
- I thought it was very odd that there were so many two-question screens, and that on several of these, many of the individual questions were repeated in different combinations.
- I thought the assessment required good computer skills in order to complete it.
- Many LBS learners, especially those 35+ with low education levels, do not have computer experience so are intimidated before sitting down in front of the computer. For these learners some basic computer literacy training before taking the assessment would likely result in a more accurate result.

Impact of technology

When asked if the test had been done in person, instead of on-line, would the results of the assessment have been different, survey respondents were more forthcoming. More than half said that they thought that the fact that the test was on-line may have an effect on the results of

their assessment. Less than a third didn't think so while 15% were absolutely sure that it did. To illustrate their responses the following comments were given:

- I am having a lot of difficulty reading computer screens because I have cataracts. I also did not anticipate how long it was going to take me. If it was on paper I could look it over and judge better, the length of time needed.
- I have questions where I had to go to different websites, and click on links which would be hard to accomplish on a paper based test.
- Depended on learner's computer familiarity.

Finally in terms of the impact of technology use, survey respondents were asked what could be done to minimize its influence if individual assessment was to be done on-line. Many said that providing support and guidance during the assessment, giving learners time to explore the tool before the assessment, and allowing audio-visual instructions to be given when needed were the most important.

If individual assessment is to be done on-line, what could be done to minimize the influence of technology?

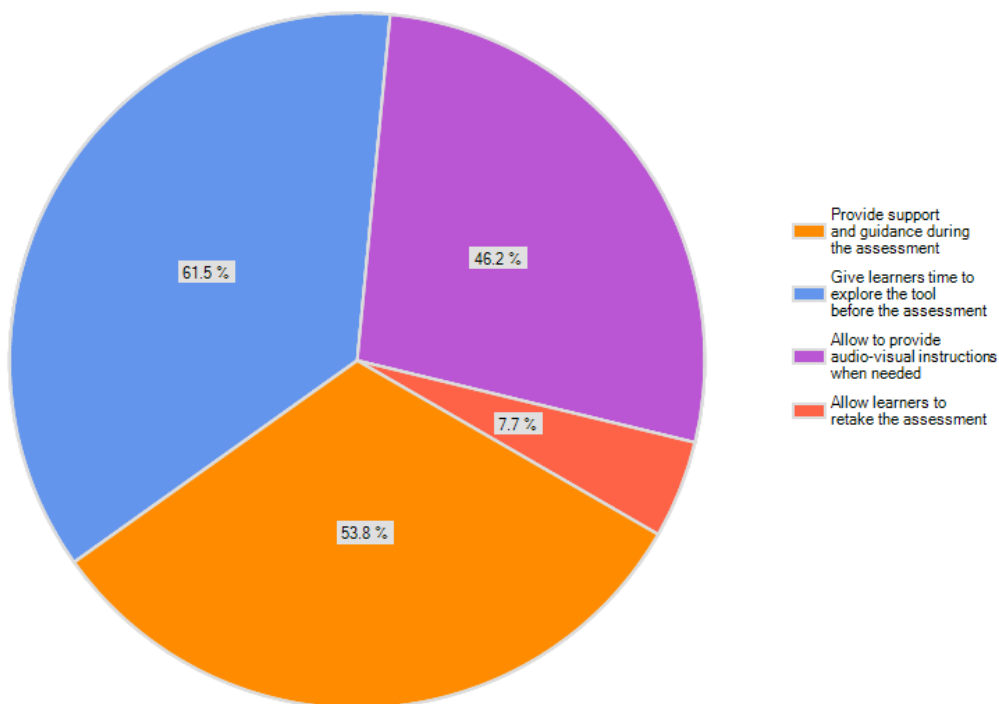


Chart 2: Supports to minimize the Influence of technology on assessment results

Additionally, respondents stressed that they thought that “the test was not appropriate for literacy learners” and that a “student [needs to be] confident with the computer before the assessment”. Also, the following suggestions were made:

- Give instructors a guide [for the use of the test] so they know when to administer it, [including] what level of learner and what goal paths for which it is best suited.
- Provide a progress indicator of how much has been covered and how much is still ahead.
- Technology should not be relevant to learners with computer literacy - should be a prerequisite to taking the test.
- Basic computer literacy training before taking the assessment.

Assessing learner progress

As MTCU indicated in the memo inviting Employment Ontario stakeholder to participate in the PIAAC On-line Field Trial that it is interested in the tool as a possible solution for learner gain assessment, the last question of the survey asked respondents to explain if they thought that the test would be a useful assessment to measure learner progress. The following comments were recorded:

- No, I think that the navigating web site is too difficult for learners who have never used this tool before. Also, the test does not assess literacy skills, which is essential to assist in lesson planning.
- While I like the basic format, I think the test is far too long and far too difficult for most of our learners at intake. It would be very discouraging for many people to be given such a difficult assessment when they walk in the door after being out of school for many years. If the test was shortened and some lower level questions were added, I think this could be a useful tool.
- I'm concerned about the number of assessments at intake and exit. When a new person comes in, we currently have to do a standard assessment (usually CAMERA⁵), some specific goal related assessments, and now a Learner Gains assessment that can take several hours. The exit process is even worse. We already have to do an exit milestone, plus the culminating task [from OALCF⁶] that can take up to 3 hours. When a 2 hour learner gains assessment is added to all of that, it is going to be incredibly difficult getting all of these assessments completed.
- Three learners participated in our field trial. One is ready to write the GED exam this month. One is working for us part time in an administrative capacity and will rewrite the math portion of the GED in October. The third person is working toward taking her GED examination in February. These are studious, committed people and they really struggled with the length of [the test], the way some things were worded and its relevance. They also had hoped for scores which they did not get. I hand-picked these learners after doing it myself because I would not want anyone at a lower level with focus issues to try it. Most of our learners are multiple barriered individuals (learning disabilities, mental health issues, and physical, medical, cognitive challenged, or recovering addicts). I cannot see using it with them at all

⁵ For more information on CAMERA (Workforce Literacy and Essential Skills Assessment): <http://www.ptp.ca/publications/camera/>

⁶ For more information on Milestone and Culminating Tasks in the OALCF (Ontario Adult Literacy Curriculum Framework): http://www.tcu.gov.on.ca/eng/eopg/programs/lbs_oalcf_milestones.html

unless it is broken into more manageable pieces and if we have the option to support them through it and let some of it be done on paper.

- No, I think especially if you gave this on intake you would scare off new learners, especially the Educations and Skills part. I think even learners on exit would have problems sticking with this assessment.
- No, I don't believe that PIAAC On-line would be a good assessment tool to follow. All of my questions were literacy based. My students, who are at a workplace level, were given all math based questions and some I thought were a bit challenging for them. It's great use of technology but if someone doesn't have a lot of experience working on the internet I believe this would be hard for them.
- I'm curious to find how they selected the questions for each person. Was it based on their job and background? During our testing I found the more advanced a person was the less math and more reading comprehension questions were used.
- Overall, I think it's a good way to test one certain skill and technology skills but not to assess a student's overall skills. To my knowledge nobody was asked to write or respond to any questions, and I believe writing skills are essential.
- I think it is too difficult. I think it would scare learners away and cause them to feel that their skills did not measure up.
- The questions on demographics at the beginning and outlook/satisfaction with life questions are not indicative of learner progress. The balance of the questions provided a good opportunity to demonstrate a person's ability to navigate through distractors, tackle charts, graphs, and handle multi-step problems. The assessment would be difficult and not always relevant for the learners in our community-based program.
- If students were annoyed about answering the non-cognitive questions the first time, how interested would they be in going through them a second time?
- There was definitely a range in difficulty for the math [for learner gain assessment]. I did not find the reading comprehension that difficult, and I am not sure how useful that section would be for measuring our students. Even knowing that the field trial is to assess the quality of the tool and testing procedures, if these are examples of the questions, I would not want to use it to assess our students.

PIAAC On-line Field Trial at PTP Adult Learning and Employment Programs

Although the previous survey included the perspectives of learners participating in the Field Trial as reported by their teachers, the Field Trial conducted with learners at an adult learning and employment program in Toronto provided rich feedback directly from the participants. The teacher preparing and supporting the learners during the Field Trial asked them to complete a short survey upon its completion and added his observations to the analysis.

Overall, 35 pass codes were issued by MTCU to the learners at PTP to participate in the Field Trial. Participating learners were LBS level 2-5, of whom most were levels 3-5, as well as some Academic Upgrading students. Among the Field Trial participants, 21 respondents provided

feedback through the on-line survey in SurveyMonkey (see Appendix). Limitations of this survey were that it was based on a small sample and that more feedback from level 1-2 learners would also be needed.

The overarching questions that the teacher was interested in were:

- Is the PIAAC online assessment appropriate for the learners' level at the program?
- Is the assessment relevant to what they are learning at the program?
- Is the assessment difficult, unclear, or too long?
- What do learners think the purpose of the assessment is?

There was a focus on response consistency in the analysis by asking similar questions at different times, e.g. "The test was appropriate for my level" (76.2% agree/strongly agree) and "The test was made for a higher level than I am at" (71.4% disagree/strongly disagree). The learners participating in the Field Test and the feedback activities were also engaged in an in-class discussion to explore the issues where responses were not consistent.

Level of difficulty

When learners were asked if they thought the test was appropriate for their level 76.2% agreed/strongly agreed and when asked if the test was for a higher level than they were at the same respondents disagreed/strongly disagreed with that statement. In both respects, about three quarters of learners thought that they were up to the task while one quarter thought they were out of their depth.

Items	Strongly disagree	Disagree	Agree	Strongly Agree	Total
The test was appropriate for my level.	0%	23.8%	66.7%	9.5%	76.2%
The test was made for a much higher level than I am at.	9.5%	61.9%	28.6%	0%	71.4%

Chart 3: Appropriateness of level in PIAAC On-line

When learners were asked if they found the test very difficult, no respondents strongly agreed, however 43% found that it was as the chart on the following page illustrates.

I found the test very difficult.

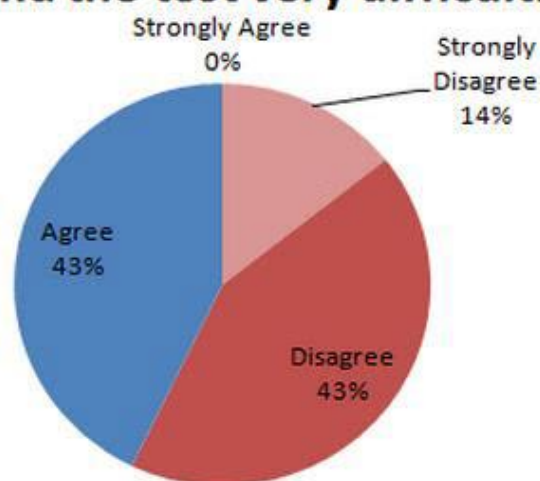


Chart 4: Level of difficulty of PIAAC On-Line

Even if many learners did judge the test at an appropriate level for them, almost half still considered it very difficult. To illustrate these findings further, 57.1% agreed/strongly agreed that the test was too long, 68.4% agreed/strongly agreed that the test required too much attention, and 76.2% agreed/strongly agreed that the test required too much concentration.

Clarity and purpose

About the same amount of learners who agreed that the test was difficult for them said that the questions were not clear (42.9%). Almost two thirds of learners (60%) said they had difficulty understanding what they were supposed to do based on the prompts in the questions. The majority of learners said the questions were clear and may see the reason for the difficult experience with the test in their own lack of skills and knowledge (illustrated by 60% of learners who believe that they often had difficulty understanding what the question wanted them to do).

Items	Strongly disagree	Disagree	Agree	Strongly Agree	Total
I often had difficulty understanding what the question wanted me to do.	5%	35%	60%	0%	60%
The questions were not clear.	4.8%	52.4%	42.9%	0%	42.9%

Chart 5: Clarity of question items in PIAAC On-line

What did learners think was the purpose of the test? Respondents did not see a clear connection between the test and the workplace and further education.

Items	Strongly disagree	Disagree	Agree	Strongly Agree	Total
The test was for those who want to get into college and university.	0%	61.9%	33.3%	4.8%	38.1%
The test was made for those who want to get into the workplace.	4.8%	52.4%	38.1%	4.8%	42.9%

Chart 6: Purpose of PIAAC On-line

Relevance to learning goals

81% of learners thought that the test was relevant to what they are learning in their program and 90.5% of students thought that their program prepared them for such a test. The use of authentic and contextualized materials at PTP may have been one of the underlying reasons.

Conclusions

The feedback from learners participating in the PIAAC On-line Field Trial at PTP reveals that many found the test to be appropriate for their level. Many enjoyed taking the test and didn't find it particularly difficult. However, many learners considered the test to be too long and they found it requiring too much of their attention and concentration. They had difficulty understanding what the purpose of many questions was and what they were asked to do. They could not see a clear connection between the test and further education and workplace skills needs of the 21st century.

Furthermore, the teacher administering the Field Trial observed that many learners chose a qualification level obtained in another country and another language, or they chose a job or skill that they are aiming for, so errors or incorrect responses in the demographic section could lead to assign the wrong test level. Also, due to the length of the test, some learners skipped through questions that they may have found difficult to understand or to answer.

Overall, based on the evaluation of the Field Trial at PTP, PIAAC On-line would be too hard for learners performing at lower LBS levels, especially those with learning disabilities, for the test is

too text heavy for them. Many learners need help interpreting the screens or may skip over questions that are too hard or unclear. Some are discouraged and will have a worse image of themselves, others are encouraged to try to succeed. The teacher notes that the test may not assess the competencies intended but rather the ability of learners to understand the requirements of the test questions (or test prompts).

Suggestions for the use of PIAAC On-line in LBS

Following are the main suggestions for improvements to PIAAC On-line based on the feedback surveys undertaken by AlphaPlus and at PTP Adult Learning and Employment Programs:

- An emphasis on providing correct and current information in the demographic section
- An orientation session pointing out the purpose and methodology of the test to learners
- Possibilities to take the test in two or three sessions rather than in one sitting to support learners in providing assessment data that is consistent with their skills and to allow instructors/assessors to integrate assessment activities into learning experiences
- A progress tracker indicating the completed portion of the test and/or the remaining portion to support learners to maintain interest and focus
- A glossary of commonly used vocabulary in the questions as well as lesson plans to assist instructors to adequately prepare their learners to take the test and achieve realistic results
- Administrative features allowing instructors/assessors in adult literacy programs to choose content areas of the test that align with learners employment and learning goals
- A final score with added qualitative feedback for learners to make their time investment more worthwhile and acknowledge their active participation in their own learning in keeping with principles of adult learning.

Appendix

PIAAC On-line Field Trial Feedback Survey undertaken by AlphaPlus

PIAAC On-line Field Trial - survey

AlphaPlus is interested in your feedback on the Programme for International Assessment of Adult Competencies (PIAAC) On-line Field Trial to explore the impact of digital technology in online assessment.

The Ministry of Training, Colleges, and Universities invited the Employment Ontario Partner organizations to participate in a field trial of the PIAAC On-line tool.

Please complete this short and confidential survey. Thank you!

1. Are you a

- literacy educator?
- program coordinator?
- adult learner?
- researcher?
- Other (please specify)

2. Did you participate in the PIAAC On-line Field Trial yourself or are you providing feedback about learner experiences?

- My own experience
- Learner experiences

3. Describe your first impressions about the PIAAC On-line Field Trial tool in 1-2 sentences.

4. In your opinion, does this tool speak to specific groups of adult learners more than others?

- Learners with lower literacy skills
- Learners with higher literacy skills
- Learners with independence goals
- Learners with employment goals
- Learners with education goals
- Other (please specify)

5. Please rate the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The test was at the appropriate level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking the test was enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was too long.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was very difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test required too much attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was boring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's hard to understand what the questions are about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were many unknown words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was made for a much higher level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was for those who want to get into college and university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was made for those who want to get into the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was relevant to my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The questions were not clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was far beyond my level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program is preparing learners for such a test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test required too much concentration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Did the way the screens were displayed make it difficult to answer the questions? For example, the buttons to go to the next question.

- Yes
- Maybe
- No

Please explain.

7. Did the way you were asked to interact with the tool make it difficult to answer the questions? For example, highlighting parts of a text.

- Yes
- Maybe
- No

Please explain.

8. If the test was done in person, instead of online, do you think the results of the assessment might have been different?

- Yes
- Maybe
- No

Please explain.

9. If individual assessment is to be done on-line, what could be done to minimize the influence of technology?

- Provide support and guidance during the assessment
- Give learners time to explore the tool before the assessment
- Allow to provide audio-visual instructions when needed
- Allow learners to retake the assessment
- Other (please specify)

10. Do you think that the PIAAC On-line Field Trial tool would be a useful assessment to measure learner progress? Please explain.

Done

Evaluating PIAAC

***1. What is your level at PTP?**

***2. What is the highest level of school you have completed or the highest degree you have received?**

3. Please select one.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The test was appropriate for my level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enjoyed taking the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was too long.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the test very difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test required too much attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was boring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often had difficulty understanding what the question wanted me to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were many words that I did not know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was made for a much higher level than I am at.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was for those who want to get into college and university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was made for those who want to get into the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was relevant to what I am learning at PTP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The questions were not clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was far beyond my level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PTP is preparing me for such a test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test required too much concentration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Done