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**Samuel Luke Tunstall\*** (tunstall1@msu.edu). *Measuring the Effectiveness of Quantitative Literacy Curricula—The Importance of Construct Validity in Assessment.*

Assessment is a persistent concern for those teaching or administering coursework related to quantitative literacy (QL). Beyond issues such as appropriate placement and student success rates, one issue that merits particular consideration is that the ways in which we interact with and act on quantitative information is different when we are not being assessed on that interaction. Though assessments of any construct offer only proxies for that construct, assessments of QL are especially tenuous, as the setting and assessment itself can fundamentally obfuscate the construct of interest. In this presentation, I present a theoretical overview of the issue of construct validity, and then use that lens to share findings from recent work, where I have analyzed QL items from the Programme for International Assessment of Adult Competencies (PIAAC), as well as interviewed students about those specific items. I raise and discuss both theoretical and practical questions for the QL community to consider as we consider how to assess the effectiveness of QL-focused curricula. (Received August 14, 2018)