THE RIGHTS AND RESPONSIBILITIES OF TEST TAKERS AND THE INTROSPECTION OF MESSICK'S AND KANE'S APPROACHES TO VALIDITY: THE UNTOLD STORIES

Godwin Matthew Sabboh[1] and Janet Arogundade[2].

[1&2]Educational Research Methodology, School of Education,
University of North Carolina, Greensboro, USA.

Emails:
[1]gmsabboh@uncg.edu; [2]joarogundad@uncg.edu

ABSTRACT: *Before the advent of educational standards, the rights and responsibilities of test takers were somehow oblique. This has led to a lot of arguments among educators, test administrators, academics, and others on how test takers should comport themselves and what they are expected to know before, during, and after taking any test and/or examination. It is against this background that this paper examined the rights and responsibilities of test takers and the introspection of Messick and Kane's approaches to validity: the untold stories. The crux of this paper is that test takers are expected to know and identify their rights and responsibilities in any test they take in order to forestall any misconceptions about the misuse of their test scores. The 1999 and 2014 standards shed more light on the rights and responsibilities of test takers, which stood as a premise upon which many test takers, test administrators, and educators lay their claims on the use and interpretation of test scores. The paper also examined the intersection between test validity theories and the ethical imperatives that govern test use. Drawing upon Messick's unified theory of validity which situates construct validity as encompassing consequential and value implications, and Kane's argument-based approach to validation. The paper also explores how these frameworks articulate and support the rights and responsibilities of test takers. The study expatiates how fairness, access, transparency, and accountability are embedded within or marginalized by dominant validity frameworks using the conceptual-analytical method. It also examines the "untold stories" of test takers, most especially those from diverse cultural and linguistic backgrounds whose experiences reveal the practical challenges of operationalizing fairness in high-stakes testing. This paper contributes immensely to the ongoing conversation on shared vision for equitable and valid educational assessment practices. The paper recommended that the rights of test takers must be recognized, and they must be treated with courtesy and respect, regardless of age, disability, ethnicity, gender, national origin, religion, sexual orientation, or other personal characteristics, as this would give room for fairness and inclusiveness in the use and interpretation of test scores.*

KEYWORDS: Rights, Responsibilities, Test Takers, Validity, Educational measurement.

INTRODUCTION

Educational assessment plays a crucial role in academic advancement and career opportunities. The rights and responsibilities of test takers have become increasingly important as standardized testing continues to influence educational decisions and outcomes. In the heart of educational and psychological assessment, the focus is often placed on the psychometric properties of tests—reliability, validity coefficients, and standardization procedures. However, the Standard (AERA/ NCME 2014) provides an essential framework for ensuring the ethical treatment of test takers while also placing significant responsibility on test administrators to uphold these rights. In their articles, Barveneld & Brinson (2017), Miller (2020), and Plake (2002) likewise supported the AERA/NCME (2014) standard on the rights and responsibilities of test takers, and emphasis was placed on fair testing practices.

Traditional test takers' rights and responsibilities discussions typically focus on formal guidelines and institutional policies (American Psychological Association (APA), 2017). However, beneath these official frameworks lie countless untold stories of anxiety, resilience, cultural barriers, and systemic challenges faced by test takers. Zeidner (2014) posited that the psychological impact of testing extends far beyond the examination room, affecting students' well-being, academic trajectory, and the abortion of career dreams and aspirations. Zeidner stated that one of the byproducts of high-stakes tests is test anxiety. He posited that some of the test takers experience high stress levels, tension, and other things that could impair their cognitive functions, performance, and could consequently have a debilitating effect on their personal well-being.

The purpose of this study is to critically examine how Michael Kane and Samuel Messick's conceptualizations of validity clarify and possibly modify our understanding of test takers' rights and responsibilities in the context of modern assessment procedures. The study specifically aims to investigate how the ethical duties of testing organizations toward those whose lives are impacted by test-based judgments intersect with the principle of psychometric validity. This study attempts to show how each framework addresses (or ignores) the lived experiences, rights, and agency of test takers by contrasting Kane's Argument-Based Approach, which prioritizes evidential reasoning and interpretive justification, with Messick's Unified Theory of Validity, which highlights the social consequences and value implications of testing. Additionally, the study aims to bring to light the "untold stories" of test takers who have been negatively affected by testing procedures that fall short of fully adhering to the ethical elements of validity, especially with regard to justice, fairness, and transparency. It is against this backdrop that this paper examines the rights and responsibilities of test takers and the introspection of Messick and Kane's approaches to validity: the untold stories.

Scope of the Study

In the domains of educational measurement, psychometrics, and testing ethics, this study is conceptual and analytical in nature, mainly referencing theoretical literature, validation frameworks, and empirical discussions. It will emphasize validity theory's two main strands:

i. Messick's unified concept of validity, which treats validity as an integrated evaluative judgment that includes the social consequences of test interpretation and use; and

ii.   Kane's argument-based approach to validity, which emphasizes constructing and evaluating a coherent interpretive argument supported by empirical evidence.

The scope of this study is to critically analyze how these theories are applied (or misapplied) in standardized testing contexts like educational assessments, licensing exams, and high-stakes professional certification systems, but it will not go into statistical modeling or empirical validation of particular tests. In order to evaluate how well current validity techniques adhere to ethical frameworks, such as the Rights and Responsibilities of Test Takers (AERA, 2014), the analysis will also take those frameworks into consideration.

Problem Statement

The increasing dependence on standardized testing for educational placement, certification, license, and professional progression has heightened issues regarding fairness, ethics, and the safeguarding of test takers' rights. Many testing programs still place more emphasis on psychometric accuracy than on the more comprehensive social and ethical aspects of assessment, even in the face of professional guidelines like the guidelines for Educational and Psychological Testing (AERA, APA, & NCME, 2014). This disparity calls into question how well test administrators and developers respect test takers' rights and obligations, especially when it comes to guaranteeing fair interpretations and justifiable score uses. Traditional methodologies for assessing test validity concentrated mostly on reliability and statistical rigor; however, contemporary theorists like Samuel Messick and Michael Kane have reconceptualized validity as a multifaceted phenomenon that transcends mere technical sufficiency. Messick's unified theory of validity emphasizes that test validation must integrate empirical evidence with consideration of the social consequences of testing—highlighting that fairness, inclusivity, and value implications are integral to score interpretation. Kane's argument-based approach, on the other hand, situates validity within a structured inferential framework, stressing that each step from score generation to decision-making must be justified through coherent reasoning and empirical support.

Nevertheless, there is still fragmentation in the actual implementation of these principles into testing procedures and standards. The rights of test takers are recognized in principle by many assessment systems, but they are not operationalized in validity arguments or validation studies. This leads to persistent problems that disproportionately harm marginalized groups, including score misuse, linguistic prejudice, unequal testing circumstances, and unclear interpretation processes. Furthermore, mainstream psychometric discourse mostly ignores the "untold stories" of test takers, those who suffer negative or unexpected outcomes as a result of defective validity techniques. The ethical aspects of validity, as stated by Messick and Kane, have not been fully realized in the governance of testing systems or in protecting test takers' rights, which is a serious issue highlighted by this discrepancy between theoretical ideals and practical practices. To ensure that the assessment organization serves not only psychometric rigor but also human dignity, fairness, and social justice, it is imperative to investigate how these validity theories can be introspectively examined, contextualized, and reinterpreted.

LITERATURE REVIEW

Historical Development of Test-Taker Rights in the United States

The development of test-taker rights in the United States is indicative of a continuous endeavor to guarantee validity, fairness, and equity in educational and psychological assessments. The focus on measuring accuracy in standardized testing has historically given way to more general ethical issues that protect examinees' rights and dignity (Geisinger, 2001). This development has been influenced by social movements, legislative frameworks, and professional norms that seek to ensure responsibility in test use and combat discrimination. On this note, we discuss the historical development of test-taker rights in the United States:

❖ Early Development of Testing and the Absence of Test-Taker Rights

In the United States, the development of standardized testing can be traced back to the early twentieth century, although scholars were actively engaged in testing as early as the late 1800s. A major application of early testing occurred during World War I (1917), when a committee of psychologists produced several forms of group examinations to be administered to all military personnel with the ultimate goal to improve practice in test construction and more intelligent use of test information in decision making (Croaker & Algina, 2008). However, minority and immigrant groups were disadvantaged by the cultural and linguistic biases frequently present in these early assessments. Because tests were largely viewed as devices for classification and selection rather than as ones that required ethical oversight, test-takers' rights were not well recognized during this period.

❖ Professional Standards and Ethical Awareness (1940s–1950s)

As testing became increasingly common in both school and the workplace, concerns regarding validity and fairness increased. Professional associations like the American Educational Research Association (AERA) and the American Psychological Association (APA) began creating technical standards for the development and use of tests. Despite the lack of clear rights at the time, these early initiatives set the foundation for the recognition that test-takers should be treated fairly and with respect (Popham, 1990).

❖ Civil Rights Era and Legal Foundations (1960s–1970s)

The civil rights movement brought attention to systemic inequities in testing practices. The Civil Rights Act of 1964 and the seminal case of Griggs v. Duke Power Co. (1971) established that employment tests must be demonstrated to be non-discriminatory and connected to the job. Griggs v. Duke Power Co., 1971, became a landmark case in the recognition of test-takers' rights to fair and equal assessment. Further establishing legal rights for test-taker privacy was the Family Educational Rights and Privacy Act (FERPA, 1974), which granted students access to their educational records, including test results, and the ability to request corrections.

❖ Institutionalization of Test-Taker Rights (1980s–1990s)

The right of test takers was formally institutionalized with the publication of the Standard for Educational and Psychological Testing (AERA, APA, & NCME, 1985; revised 1999, 2014). The standard placed a strong emphasis on fairness, validity, reliability, and proper test administration. The rights of test-takers were further delineated in the Code of Fair Testing Practices in Education (APA/Joint Committee on Testing Practice, 2004). These rights included the right to accurate interpretations of test findings, fair treatment, and information regarding test purposes. Equitable testing techniques were further institutionalized at this time by laws like the Individuals with Disabilities Education Act (IDEA, 1990) and the Americans with Disabilities Act (ADA, 1990), which increased test-takers with disabilities' right to accommodations.

❖ Accountability and Contemporary Issues (2000s–Present)

Testing became a key component of educational accountability with the introduction of the No Child Left Behind Act (NCLB, 2001) and later the Every Student Succeeds Act (ESSA, 2015). These policies increased public awareness of the negative effects of high-stakes testing, sparking discussions on students' right to opt out, test-related stress, and score misuse (AERA, APA, & NCME, 2014). Concerns about data privacy, algorithmic fairness, and accessibility for linguistically and culturally diverse populations have surfaced as testing has shifted more and more to digital formats. Current standards place a strong emphasis on respect for examinee welfare, ethical responsibility, and technical quality.

The development of test-taker rights in the United States shows a slow but consistent transition from technical accuracy to moral responsibility. Modern frameworks encourage fairness, transparency, and inclusivity, whereas early testing methods placed a higher priority on efficiency. The definition of test-taker rights protection in contemporary assessment contexts is constantly being redefined by ongoing technological and data analytics advancements.

Rights and Responsibilities of Test Takers

According to the 2014 standards, the rights and responsibilities of test takers are highlighted below:

Rights

❖ *Right to Fair Testing Conditions*: A fair testing environment that is free from bias or discrimination should be provided for test takers. This includes equitable access to testing accommodations for disabilities, as it is stated in the ADA (Americans with Disabilities Act).

❖ *Right to Informed Consent:* The purpose of the test should be communicated to the test takers, how it will be used, as well as the consequences of their performance.

❖ *Right to Confidentiality and Privacy*: Only authorized personnel should have access to any information that pertains to the test takers. Test takers should be made aware of any data privacy policies that apply.

❖ *Right to Understand Test Results*: Test takers have the right to ask about their test score and its meaning. This includes access to score reports and, when appropriate, opportunities to discuss results with qualified individuals.

❖ *Right to Fair and Objective Scoring*: The performance of the test takers should be evaluated objectively, based on established criteria, without any form of bias or favoritism

Responsibilities

❖ *Responsibility to Follow Instructions*: All the instructions regarding the test should be strictly adhered to by the test takers. Such as answering all the questions and the number of hours the test has to be taken

❖ *Responsibility to Maintain Test Security*: Test takers should not engage in any form of cheating, plagiarism, or other unethical behaviors that are against the test security.

❖ *Responsibility to Communicate Needs*: Test takers should communicate any needs for accommodations (such as for disabilities) well in advance to ensure they are granted a fair testing experience.

❖ *Responsibility to Respect Testing Staff and Other Test Takers*: Respectful behavior toward proctors, administrators, and other test takers is essential for maintaining a positive testing environment.

❖ *Responsibility to Report Issues Promptly*: If there are concerns during the test, such as technical issues, unfair testing conditions, or distractions, test takers should report these promptly to allow for immediate resolution.

Test Administrators' Rights and Responsibilities

According to AERA/NCME (1999), test administrators also have distinct rights and responsibilities, which help ensure that both they and the test takers operate on equal footing, minimizing potential conflicts during and after the testing process. Plake & Jones (2002) affirmed that it is the responsibility of test administrators to ensure that the delivery of tests is carried out in a manner that safeguards both the reliability of the test scores and the safety of the test product. Some of these rights include:

Test takers should be treated with dignity and respect: test administrators should ensure that the test takers are treated with high dignity. Follow the administration and scoring guidelines. Standardized testing requires adherence to testing and scoring directions. It is the test administrator's responsibility to learn the test administration and scoring procedures in advance of the testing process. Notify the test sponsor and test takers of unusual testing conditions. Events during test administration that depart from the standard procedure and compromise the reliability of score interpretations should be recorded and shared with the test sponsor and test takers. Test

takers should be informed of their options regarding the use of test results from nonstandard testing methodologies.

One of the goals of this paper is to inform test takers, test administrators, test developers, higher institution administrators, and others on some issues, which include: what role do test takers have in defining their rights/responsibilities? What role(s) do test takers have fundamentally to upend the structure in which they have to participate? What are the rights and responsibilities of test administrators? In advocacy for rights and responsibilities, test takers play a pivotal role, which is often indirect and influenced by some policies. Some of these include:

Feedback and Reporting Issues: Test takers can influence the development and refinement of testing policies by providing feedback after their test experiences. Sometimes, a post survey could be given to the students so as to highlight the issues they encountered during the test, which could include environmental disruption, vague instructions, among others. Consistent feedback from test takers on recurring problems can prompt test administrators, test developers, and institutions to revise their policies, clarify responsibilities, and add new rights as well as revise some policies (Zwick, 2002).

Following Protocols and Ethical Behavior: Test takers who adhere strictly to ethical practices (e.g., not sharing test content, following exam protocols) contribute to a culture that values fairness and honesty in testing. When test takers respect these responsibilities, it reinforces the importance of ethical standards in testing, which in turn shapes how rights and responsibilities are defined by organizations.

Introspection of Messick and Kane's Validity Approaches to the Rights and Responsibilities of Test Takers

The perspective of Samuel Messick towards the rights and responsibilities of test takers is strongly rooted in his comprehensive theory of validity. Samuel Messick's unified theory of validity broke new ground by claiming that validity is not just a statistical property but a social and ethical one. According to Messick, any test's worth cannot be separated from the consequences of its use. He stated further that test developers, examiners, and others should consider the consequences of test use by placing a strong focus on fairness, equity, and respect for the test takers. From Messick's perspective, during the testing process, test takers have the right to fair and equitable treatment. This means that tests must be free from bias and must accurately reflect the construct they are intended to measure, without being impinged on by irrelevant factors such as language barriers, cultural differences, and disabilities, just to mention a few. Messick argued that for a test to be valid, it must not only measure what it claims to measure but also do so in a way that is not disadvantageous to any group that takes the test. Test takers also have the right to meaningful and valid interpretations of their test scores. Scores should be used for purposes that are supported by evidence and/or claims, and test takers should not be subjected to decisions based on misinterpretations or overgeneralizations. For instance, using a test meant to measure academic achievement to make employment decisions could be considered an inappropriate use of test scores, as it is used in Messick's framework (Messick, 1989b).

In addition, test takers have the right to protect against negative consequences that may arise from inappropriate use of tests. Messick was particularly concerned with the social consequences of testing and argued that test developers and users should bear the responsibilities upon themselves by ensuring that their instruments do not lead to reinforcing existing inequalities or unjust outcomes. On the other hand, test takers also have responsibilities within Messick's framework. It is expected that test takers respond honestly and engage seriously with the test to ensure that the results accurately reflect their abilities or knowledge. They also have the responsibility to adhere to testing rules and procedures, as this ensures fairness and comparability of scores across all test takers. According to Samuel Messick, test takers are important participants in the validation process rather than merely passive recipients of evaluations. The rights of the test takers must be protected through fair test design and use, and their responsibilities must be acknowledged to maintain the integrity and fairness of the assessment system (Messick, 1989a).

Messick argued that there are two complementary aspects of validity, these are: the evidential basis, which is concerned with the scientific justification for interpreting test scores, and the consequential basis, which focuses on the intended and unintended effects of testing on individuals and society. With respect to this framework, respecting the *rights of test takers*, which include the right to fair treatment, access to appropriate accommodation, and freedom from bias is integral to establishing validity. The argument that Messick brought forward implies that a test cannot be valid if it systematically disadvantages particular groups, infringes on privacy, or leads to harmful social consequences. Thus, validity is seen beyond technical adequacy to include moral responsibility, fairness, and respect for the individual. However, the *responsibilities* of test takers, such as providing honest responses and adhering to test protocols, complement this ethical balance by making sure that the genuine ability and/or performance of students is reflected by their test results (Messick, 1980).

The perspective of Michael Kane on the rights and responsibilities is based on his argument-based approach to validation, which focuses on the reasoning and evidence that justify the interpretation and use of test scores (Kane, 1992). Unlike traditional views that saw validity as a fixed property, that is, when a test measures what it is purported to measure, Kane emphasized that validity is not a fixed property; validity lies in the strength of the argument linking test scores to the decisions made based on the scores. From Kane's argument-based approach, it is affirmed that test takers have the right to be assessed through fair, transparent, and justifiable processes. This means that up-to-date information should be given to the test takers about the purpose of the test, what it measures, how it will be scored, and how the results will be used. This form of transparency will ensure that test takers are not left in the dark about the stakes involved, and it builds trust in the testing process.

According to Kane's approach, another right of the test takers is the right to the appropriate use of test results. Test takers should not be subjected to decisions based on weak, flawed, or unsupported inferences from their scores. For instance, if a test is used to make decisions about university admission, it is expected that there should be a solid argument supported by evidence that the test accurately predicts academic success in that context. Otherwise, the use of the test would be invalid and unfair. Another right of test takers is the right to appeal or challenge decisions made from their test scores, especially if they believe those decisions are unjust or based on misinterpretation. This

aligns with the idea of Kane's approach that validity is not just technical but also social and ethical, involving accountability from those who design, administer, and use tests.

On the side of responsibilities, test takers are expected to engage with the test in good faith, take it seriously, and respond honestly. This aligns with Kane's approach, which reveals that test takers' cooperation contributes to the validity of the interpretations made from their scores. If test takers fail to give their best effort or attempt during the testing process, the inferences drawn from their scores may be compromised. Test takers also have a responsibility to understand the nature and purpose of the test, to the best of their knowledge. While the burden of justification lies with the test developers and users, test takers also play a role in ensuring the integrity of the process by being informed as participants. This aligns with Kane's approach that emphasizes that test takers should have a full grasp of the nature of the test, maybe it's for promotion or performance, the purpose of the test, as well as what the test scores will be used for. According to Michael Kane's viewpoint, test takers are germane to the validation process, not merely as subjects to be measured, but also as unique people whose rights need to be upheld by using tests responsibly. At the same time, it acknowledges that test takers have responsibilities in maintaining the validity and fairness of the assessment system.

Figure 1: Messick's and Kane's validity approaches framework
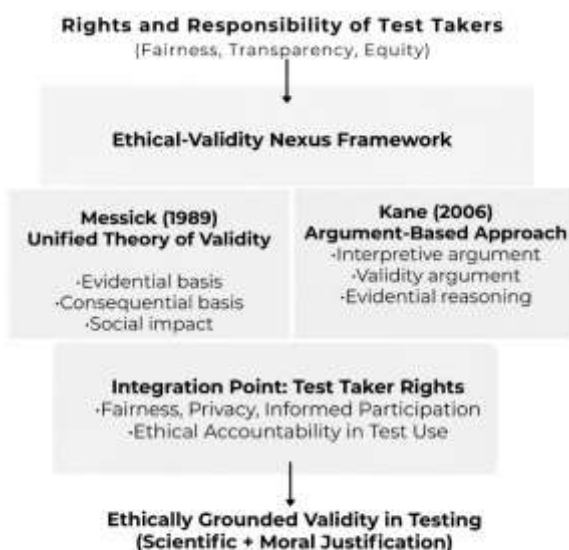
UNTOLD STORIES: The Hidden Psychological Burden

Test Anxiety and Mental Health

Beyond the recognized right to fair testing conditions lies the unspoken burden of test anxiety emanating from both internal and external sources. Research by von der Embse et al. (2018) indicates that 25-40% of students experience significant test anxiety, with consequences including; chronic stress leading to physical symptoms (Putwain & Daly, 2014), long-term impact on

academic self-image (Cassady, 2010), spillover effects into other aspects of life (Sung & Chao, 2015), and internalized pressure from family and society (Chen et al., 2019), which, when not managed well, may lead to poor performance or school dropout.

The Imposter Syndrome Effect

Studies by Cokley et al. (2017) reveal that many test takers struggle with feelings of inadequacy despite adequate preparation. This phenomenon, particularly prevalent among high-achieving students and minority groups, often results in self-doubt despite previous success, fear of validation through testing, cultural and societal expectations, and impact on future academic choices.

Cultural and Socioeconomic Shadows

Language and Cultural Barriers

Language and cultural barriers have been one of the major challenges faced by test takers in the testing process. Standard 3.2 declares that "tests should be developed to minimize construct-irrelevant barriers for all test takers in the intended population," and 4.1 also states that "test developers must document steps taken to ensure fairness for all test takers, including those from diverse linguistic backgrounds" (AERA/NMCE, 2014). While accommodations exist for non-native speakers, Solano-Flores (2011) identifies many subtle challenges that remain unaddressed, such as cultural bias in test content (Helms, 2015), and interpretation difficulties beyond language, the impact of cultural testing norms, and the hidden cognitive load of translation (Zhao et al., 2018). This, of course, has put learners from several cultural backgrounds out of reach, particularly those from non-English-speaking countries.

Economic Disparities

Disparities exist across all nations of the world, and studies have shown that there are disparities between students from low-income communities and those from high-income communities, which often affects testing processes. Sirin (2016) documents the significant impact of socioeconomic status on testing outcomes, as there is limited access to preparation resources, technology gaps in digital testing (Reich et al., 2020), transportation and scheduling challenges, and financial pressure for high-stakes tests.

The Silent Struggle with Accommodations

Beyond Documented Disabilities

Testing accommodations represent a critical intersection between educational rights and practical implementation. While formal frameworks exist for documented disabilities, Lovett and Lewandowski (2015) identify a more complex landscape where many students face significant barriers that fall outside traditional accommodation structures. They highlighted challenges faced by students with both documented and undocumented needs as, undiagnosed learning differences, temporary physical conditions, mental health fluctuations, and social anxiety in testing environments (Segool et al., 2013). Addressing these complex needs requires a more nuanced and flexible approach to ensure equitable access to testing opportunities.

Digital Testing: New Rights, New Challenges

Technology Anxiety

Advancements in technology have brought changes into the world of testing, shifting from traditional paper and pencil testing to computerized mode. However, several test takers are still left behind and are frightened at the sight of computer tests. A recent study by Mohamadi (2021) documents emerging stressors in digital testing: interface unfamiliarity, technical glitches anxiety, digital literacy pressures, and home testing environment challenges, among others.

Privacy Concerns

The increasing reliance on digital testing platforms has introduced new challenges in safeguarding test takers' privacy. Corroborating this view, González-González et al. (2020) in their study identifies growing privacy concerns in data collection and storage, online proctoring invasion, long-term digital footprint, and identity protection concerns. As more personal and biometric data are collected during assessments, there is a growing need for robust data protection policies and transparency regarding data usage and sharing practices.

RECOMMENDATIONS

➢ The rights of test takers must be recognized, and they must be treated with courtesy and respect, regardless of age, disability, ethnicity, gender, national origin, religion, sexual orientation, or other personal characteristics, as this would give room for fairness and inclusiveness in the use and interpretation of test scores

➢ Test takers should understand their rights by making them aware that they have the right to fair, unbiased, and transparent testing conditions. They should know that they also have the right to ask questions when the purpose, format, or implications of a test are unclear.

➢ Test takers should fulfill their responsibilities by taking the test seriously, following all rules, and avoiding dishonest behaviors such as cheating or impersonation in order to help ensure valid test results.

➢ Test takers should seek redress when needed, most especially when they have been misjudged or unfairly affected by a test outcome, by using official channels to request a review or appeal.

➢ Test users should not use test scores in isolation; they should combine them with other relevant data to make more accurate and fair decisions.

➢ Evaluators should conduct a holistic evaluation by assessing tests not only for reliability and validity metrics but also for fairness, accessibility, and social consequences.

- ➢ Psychometricians should build a transparent validity argument by leveraging on Kane's approach and systematically connecting evidence with intended uses, identifying any weak points or assumptions that need further support approach.

- ➢ Test users should demand validity evidence before adopting any assessment tool and request justification from test developers by ensuring that the tool is valid for your specific purpose and population.

- ➢ Test developers should incorporate fairness into test design, as this would make the test culturally sensitive, free from bias, and accommodate diverse populations (those with disabilities or different language backgrounds, ethnicity, gender, among others).

CONCLUSION

Test takers' untold stories reveal a picture of a complicated world full of difficulties that go well beyond their formal rights and responsibilities. The lived experiences of test takers remind us that policy alone is insufficient, even while the AERA/NCME Standards offer a crucial foundation to guarantee fairness, openness, and ethical treatment in testing operations. Although testing standards may recognize the linguistic, cultural, social, and psychological hurdles that many test takers encounter, they may not adequately address them in real-world situations. These stories reveal a more comprehensive reality: test takers are active stakeholders whose opportunities and results are influenced by the way tests are created, administered, and interpreted rather than passive participants in an impartial process. We must focus on empathy, equity, and responsiveness in addition to compliance if we are to preserve the integrity of testing. A commitment to ongoing testing practice improvement, system adaptation to test takers' diverse needs, and attentive listening to test takers are all necessary to guarantee the protection of rights and the fulfillment of responsibilities. It can be concluded that test administrators should ensure test takers are well informed of their rights and responsibilities before testing, as this promotes smooth administration, appropriate use, and accurate interpretation of test scores without any glitches.

REFERENCES

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (Eds.). (2014). *Standards for educational and psychological testing*. American Educational Research Association

American Psychological Association. (2004). Code of Fair Testing Practices in Education. Joint Committee on Testing Practices. https://www.apa.org/science/programs/testing/fair-testing.pdf

American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. Washington, DC: Author.

American Educational Research Association, American Psychological Association, National Council on Measurement in Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 et seq.

van Barneveld, C., & Brinson, K. (2017). The Rights and Responsibility of Test Takers when Large-Scale Testing Is Used for Classroom Assessment. *Canadian Journal of Education/Revue canadienne de l'éducation*, *40*(1), 1-22.

Cassady, J. C. (2010). Test anxiety: Contemporary theories and implications for learning. In J. C. Cassady (Ed.), Anxiety in schools: The causes, consequences, and solutions for academic anxieties (pp. 7-26). Peter Lang.

Chen, C., et al. (2019). Academic pressure, parental expectations, and mental health: A cross-cultural study. *Journal of Youth and Adolescence*, 48(6), 1108-1123.

Cokley, K., et al. (2017). The roles of gender stigma consciousness, impostor phenomenon and academic self-concept in the academic outcomes of women and men. *Sex Roles*, 77(11-12), 697-710.

Conley, C. S., et al. (2017). A meta-analysis of the impact of universal and indicated preventive technology-delivered interventions for higher education students. *Prevention Science*, 18(3), 311-324.

Every Student Succeeds Act of 2015, Pub. L. No. 114–95.

Crocker, L., & Algina, J. (2008). *Introduction to classical and modern test theory.* Cengage Learning.

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g.

González-González, C., et al. (2020). Online proctoring for remote examination: A systematic review. *Education Sciences,* 10(6), 168.

Geisinger, K. F. (2001). Development of a Statement of Test Takers' Rights and Responsibilities. ED457436.pdf

Griggs v. Duke Power Co., 401 U.S. 424 (1971).

Helms, J. E. (2015). An examination of the evidence in culturally adapted evidence-based or empirically supported interventions. *Transcultural Psychiatry,* 52(2), 174-197.

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. (1990).

Kane, M. T. (1992). An argument-based approach to validity. *Psychological Bulletin, 112*(3), 527–535. https://doi.org/10.1037/0033-2909.112.3.527

Lovett, B. J., & Lewandowski, L. J. (2015). Testing accommodations for students with disabilities: Research-based practice. *American Psychological Association*.

Marsh, H. W., et al. (2016). Long-term positive effects of repeating a year in school: Six-year longitudinal study of self-beliefs, anxiety, social relations, school grades, and test scores. *Journal of Educational Psychology*, 108(4), 514-527.

Messick, S. (1989a). Validity. In R. Linn (Ed.), Educational measurement (3rd. ed., pp. 13-104). Washington, DC: Macmillan

Messick, S. (1989b). Meaning and values in test validation: The science and ethics of assessment. *Educational Researcher*, 18(2), 5-11.

Messick, S. (1980). Test validity and the ethics of assessment. *American Psychologist*, 35(11), 1012–1027.

Miller, R. L. (2020). Rights of test-takers. The Wiley Encyclopedia of Personality and Individual Differences: *Measurement and Assessment,* 2, 181-186.

Mohamadi, Z. (2021). Comparative study of paper-based versus computer-based testing: An analysis of test takers' perspectives. *International Journal of Computer-Assisted Language Learning and Teaching,* 11(1), 1-14.

Montenegro, E., & Jankowski, N. A. (2017). Equity and assessment: Moving towards culturally responsive assessment. National Institute for Learning Outcomes Assessment.

No Child Left Behind Act of 2001, Pub. L. No. 107–110.

Plake, B. S., & Jones, P. (2002). The Responsibilities of Test Sponsors, Test Developers, Test Administrators, and Test Takers in Ensuring Fair Testing Practices. *Journal of Applied Testing Technology*, *4*(1), 1-11.

Putwain, D. W., & Daly, A. L. (2014). Test anxiety prevalence and gender differences in a sample of English secondary school students. *Educational Studies*, 40(5), 554-570.

Reich, J., et al. (2020). Remote learning guidance from state education agencies during the COVID-19 pandemic: A first look. EdArXiv. https://doi.org/10.35542/osf.io/437e2

Segool, N. K., et al. (2013). Heightened test anxiety among young children: Elementary school students' anxious responses to high-stakes testing. *Psychology in the Schools,* 50(5), 489-499.

Sirin, S. R. (2016). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research,* 75(3), 417-453.

Solano-Flores, G. (2011). Assessing the cultural validity of assessment practices: An introduction. In M. del Rosario Basterra, E. Trumbull, & G. Solano-Flores (Eds.), Cultural validity in assessment (pp. 3-21). Routledge.

Stowell, J. R., & Bennett, D. (2010). Effects of online testing on student exam performance and test anxiety. *Journal of Educational Computing Research*, 42(2), 161-171.

von der Embse, N., et al. (2018). Test anxiety and a high-stakes context: A systematic review of the literature. *Educational Psychology Review,* 30(4), 585-606.

Zeidner, M. (2014). Anxiety in education. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), International handbook of emotions in education (pp. 265-288). Routledge.

Zhao, X., et al. (2018). Second language reading comprehension and test taking: An eye movement study. *Reading Research Quarterly,* 53(4), 519-537.