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Thematic Sesion: *Improving measurement of self-report data by accounting for response styles*

Description of the sesion

Noncognitive constructs such as personality traits, attitudes, interests and reported behaviour are of great interest in every area of the social sciences (Paulhus & Vazire, 2007; Ziegler, 2015). They are predominantly measured using self-report standardized questionnaires that usually contain a predefined set of response options. Some examples are: true-false statements, lists of items to choose from or rating scales (e.g. Likert-type) in which statements are judged based on response categories reflecting the agreement or disagreement intensity towards the statement. All major Large Scale Assessments (ILSAs: PISA, PIAAC, PIRLS and TIMSS) collect self-reported data on students (and sometimes also on parents and teachers) and use it to explain the variation in achievement and test various educational theories.

However, the use of self-report does not come without problems. Assumptions that respondents use and interpret the given response categories in the same way (comparability assumption) and give unbiased and honest responses are not always held (Paulhus & Vazire, 2007; Wetzel, Böhnke & Brown, 2016). The main reason for this are response biases, defined as "systematic tendency to answer questions on other basis than they content" (Paulhus, 1991). Response biases introduce a systematic source of error variance to the measurement, thus reducing its validity and comparability (Wetzel et al., 2016; Ziegler, 2015).

Papers in this session discuss the problem of various RS, show methodological developments in modeling RS and investigate relations between different RS.