

ERRATA CORRIGE

Correction to *A range of approaches for studying the adoption of e-assessment* by Andrew Boyle* published on *Cadmo. Giornale Italiano di Pedagogia sperimentale. An International Journal of Educational Research*, XIX (1), 2011, 39-53.

At page 41 line 7 the following passage should be inserted:

However, in other contexts – and this mainly applies to the assessment of high-stakes qualifications in schools – e-assessment’s progress has been disappointing. In the USA, there was controversy around alleged security breaches of a large CAT item bank (Wheadon et al., 2009, p. 23), and the adaptive version of a high-stakes examination was withdrawn (*ibid.*). In England, participation in the key stage 3 ICT test was lower than target on several occasions (Boyle, 2005 & 2006), and the test did not become the nationwide, groundbreaking initiative that had been hoped for (BBC, 2007). The targets set by QCA in 2004 were never formally evaluated, but a journalist was able to infer – without challenge – that they had not been achieved (Mansell, 2009). In the 2008 summer academic exams in England, Wales & Northern Ireland only 421 exam centres had used e-assessment for even a small part of a qualification (Boyle, 2009). This was less than 10 per cent of the total number of centres (Mansell, 2009). In 2007, 15 educational jurisdictions from around the world responded to a questionnaire item asking about their use of e-assessment in academic qualifications and examinations at the end of post-compulsory secondary education. Only two of these jurisdictions told of a well-established use of e-assessment as narrowly defined, eight said that they did not use e-assessment at all for these qualifications or examinations, and the remainder described their use of e-assessment either for exams processing or in pilots or trials (Boyle, 2008, p. 52).

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