

Cards and Response Sheets

Individual session. English edition (United States).

Open the pages in order. Do not look ahead at later cards or the researcher's afterword until you have finished the tasks. When you first see a card, write your response before moving on. Return to an earlier page only where the instructions invite you to do so. If you look ahead or return at another point, simply note it.

Write on paper or in a separate file. Keep each initial response. Add later clarifications separately without replacing the original.

Any response is allowed: a single name, several possibilities, a drawing, "nothing changed," "unclear," or no response. Explanations may be left blank. There is no need to guess an expected answer. You may stop at any point and save an incomplete set of responses.

If possible, use the same device and viewing scale throughout. Do not zoom in on the center of a card separately. Note any change in scale or device. There is no time limit.

Optional record code: _____

Date: _____

Response language: _____

Paper, or device and viewer: _____

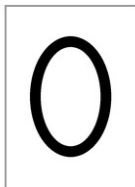
Viewing scale, if known: _____

Any early previews or returns: _____

Other conditions to note: _____

Card 1

Look at the image. Write a response to this question: what is shown inside the thin frame?



Response:

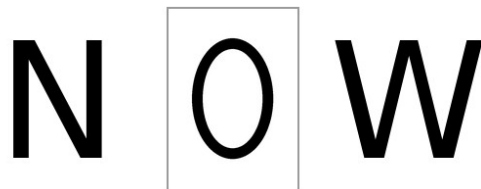
Add an explanation or other possibilities if needed:

Any clarification added after the initial response:

Save this response before opening the next page.

Card 2

Look at the image. Write a response to this question: what is shown inside the thin frame?



Response:

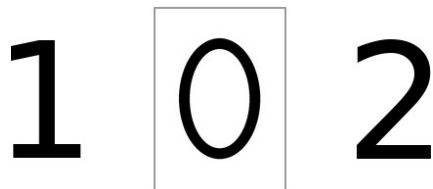
Add an explanation or other possibilities if needed:

Any clarification added after the initial response:

Save this response before opening the next page.

Card 3

Look at the image. Write a response to this question: what is shown inside the thin frame?



Response:

Add an explanation or other possibilities if needed:

After saving this response, you may return to Cards 1 and 2 and compare your three responses. Leave the initial responses as they are.

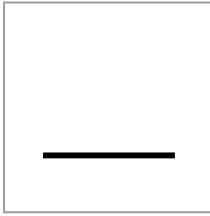
What criterion are you using to compare them?

Under that criterion, what matches, what differs, or what cannot be compared?

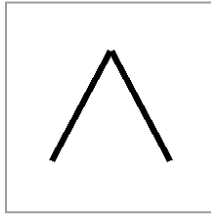
Further explanation, if needed:

Four Fields

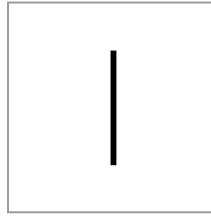
Look at the images in fields 1-4.



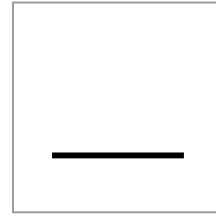
1



2



3



4

First, write down one criterion for comparing all four fields. Then group the field numbers under that criterion. You may make one group, several groups, or a separate group for each field. If you cannot group them, state why.

First criterion:

Groups of field numbers under the first criterion:

Explanation, if needed:

Now choose another criterion, if possible. Write it down before grouping the fields again. If no other criterion is available, say so.

Second criterion:

Groups of field numbers under the second criterion:

What, if anything, changed in the grouping?

One Record

Look at what is shown.

LOVE

Write an interpretation in your own words. You may list several interpretations. If you have no interpretation or find none necessary, you may write that.

Interpretation:

Write down any associations that arose and that you wish to record. You do not need to evoke an experience deliberately or include personal details.

Associations:

What, if anything, remained difficult to put into words?

Any clarification added after the initial response:

Finish your response to this card. You can continue whether or not anyone agrees with it.

Two Text Cards

This task asks for a written analysis of two cards. No button press is required.

Card A

In this procedure, the sign "A" instructs you to press the left button

The sign is also shown separately:

A

Under Card A's instruction, what action is prescribed when this sign is shown?

Card B

The left button has been pressed.

What criterion could be used to compare these cards? If you choose none, say so.

How do they compare under that criterion?

In your analysis, what can be concluded from each card about whether a button was actually pressed? State the basis. If additional information is needed, identify it; if none is needed, explain why. "Unclear" is an acceptable response.

Your Own Explanation

Return to one of your earlier written responses. Choose any word in it. If no word fits or you find no need to choose one, note this and continue.

Exact copy of the chosen word:

The passage in the original response where it appears:

Write one sentence explaining how the chosen word is used in that passage. You may decline to explain and record your reason instead.

First explanation:

Now choose any word from the sentence just written. One further step is enough; there is no need to continue the chain.

Exact copy of the second chosen word:

Explanation of its use in the first explanation:

What, if anything, did the second explanation add? What remained unexplained?

Last Card

First, look only at the contents of the frame.



Indicate what the writing refers to here. You may mark an area on a copy of the card or describe it in words. Several possibilities, no selection, and “unclear” are all acceptable.

Response or marked area:

What was the basis for that response?

What belongs to the frame's original contents, and what does your response add? If this distinction does not fit your analysis, say so.

Save your responses. The next page asks for a separate analysis of one response and a conclusion drawn from it. Keep this analysis separate from the original responses.

A Conclusion as a Record

Choose one written response saved during this session. If none is available or suitable, use this prepared sentence:

The responses matched.

This alternative sentence was written for the task; it does not report an actual comparison. Note which record you chose and copy it exactly.

Chosen record and its location in the materials:

In one sentence, write what can be concluded from this record. Uncertainty or declining to draw a conclusion is acceptable.

Conclusion:

What does the conclusion repeat verbatim from the original record? Copy the exact passage, or note that nothing is repeated.

What does the conclusion add? Copy that passage separately and state its basis. If you identify no addition or no basis, note this.

Choose any word from the conclusion and copy it. What role does your account assign to it, and what, if anything, does it refer to? You may leave either question unresolved or decline to choose a word.

Stop after this step. Save the conclusion, its basis, and the last explanation as records. A further record could undergo the same analysis. Completing this task requires neither an infinite chain nor a verdict about the reader.

Save your responses. The next page presents two prepared continuations and a separate claim about them. This analysis follows the earlier tasks.

Two Continuations

The fields below were prepared for this task. They are not responses collected from people or a model.

Initial record:

key

Continuation 1:

Door

Continuation 2:

Door

What is repeated verbatim? Identify the exact passages and fields. If you have not compared them, note this.

Save your first response. Now consider this separate claim:

They chose the same meaning

What does this claim add to the fields shown? If it adds nothing, say so.

What basis for the claim is presented? What conclusion is that basis sufficient to support? "Unclear" or declining to conclude is acceptable.

Add a clarification about the door or key to one continuation. You may decline.

What is now written, and what is attributed to the reading? State the basis for making this distinction or declining it. You may examine any word in your own explanation.

Save your responses. The next page separately examines a rule, an output, and claims about them. Leave the earlier records unchanged.

A Condition in the Rule and a Written Conclusion

The fields and statements below were prepared for this task. They are not participant responses or an experiment report. You may answer “unclear,” leave a response blank, or decline a proposed distinction.

Field 1: **Door**

Field 2: **Door**

Prepared rule:

If the two fields contain the same sequence of letters, write MATCH.

Prepared output: **MATCH**

Report: **The rule was followed.**

Attribution: **They read it identically.**

Assessment of the preceding attribution about reading: **The conclusion is justified.**

1. What is repeated verbatim, and what do the rule and subsequent statements add? Copy the exact passages and identify their lines.

2. Copy the part of the rule from “If” to the comma. What does it connect to the instruction “write MATCH”? If you call that part a condition, explain what this description adds to your analysis.

Save these responses. Continue the task on the next page, where there is more room for analysis. You may return to the statements on this page.

Continuing the Analysis

Refer back to the prepared statements on page 12. If you need more room, use another sheet or file and retain the question numbers.

3. What does “The rule was followed.” report, and what is present in the written statement itself? State the basis for making this distinction or declining it.

4. What connects the fields, output, attribution about reading, and the assessment of that attribution? Copy the passages offered in support and explain each step. You may leave the connection unresolved.

5. Choose any word from your own account, such as “allows,” “if,” or “you.” Copy it. What role does the account assign to it, and what, if anything, does it refer to? You may leave either question unresolved or decline to choose a word.

Stop here. Preserve the final explanation alongside the earlier records. If another explanation is added, keep it separate. Completing the task does not require accepting a particular conclusion. Save your responses before reading the afterword.

Researcher's Afterword

Read this page after completing the tasks. It explains how the cards were made and what the tasks record. It is not an answer key.

The Ring-Shaped Target

Cards 1–3 contain the same 100×150 pixel array, without resizing, at the same coordinates. The surroundings are, in order, a blank field, the letters “N” and “W,” and the digits “1” and “2.” The central frame stays in place. The complete cards differ. The English letter context forms “NOW” when the target is read as O; this adaptation does not establish the same effects as the Russian context.

The script compares the target's decoded pixels and records the results in `stimuli_manifest.json`. The report records the result of comparing the specified arrays byte for byte. It does not measure perceptual agreement, establish identical light emitted by different screens, or determine a reader's response.

The task asks for responses to one fixed target in three contexts. Responses may differ, repeat, list possibilities, or be absent. Repeating one label is not a failure. A repeated label does not become the reading it names. Differences cannot be attributed solely to context: order, earlier cards, and guesses about the task may also matter.

Four Fields

The discussion's supplied sequence was `_ /\ |`. Separate raster fields were made for the card. Fields 1 and 4 use the same horizontal-stroke array at different positions. Fields 2 and 3 contain angled and vertical marks.

The task asks for a written criterion and grouping. Matching under one criterion does not require matching under every criterion. Grouping all fields as “lines” does not establish identical pixels. Different positions do not cancel the match between the contents of fields 1 and 4 under the stated mechanical criterion. “Line,” “pixel,” “criterion,” and “match” remain words in this account.

Interpretation and Text Cards

The “LOVE” task asks for an interpretation and optional associations; the resulting records are not declared the full contents of an experience. Showing the letters does not establish a meaning shared by everyone. Matching responses repeat recorded material; that match does not establish identical readings.

The text cards ask for an analysis of an instruction and a report of a button press. Both are prepared texts; this package has no interactive button or press log. This does not claim that instructions cannot guide actions or that reports cannot describe events. The task examines what the displayed material and written analysis include.

Use and Limits

Explanation and Self-Reference

The analysis includes the reader's explanations and this afterword. An addition does not automatically refute what precedes it. No infinite chain is required.

The task for “this line” asks for a selected area or a decision not to select one. An explanation such as “this allows the words to refer to themselves” adds the written “allows”; the appearance of that word does not itself perform the reference it describes.

What Is Recorded

Keep responses, explanations, corrections, and criteria. A blank field contains no response; it does not encode agreement, absence of experience, or support for the thesis. “Nothing changed” remains unscored.

Save responses before showing other people's records. Specify comparison units and transformations: code points, case, spaces, punctuation. Results concern records under the stated rule; that rule is also written.

A Conclusion and Two Continuations

Keep the initial record, conclusion, verbatim repetition, addition, and basis. New wording does not imply new meaning or lack of justification. “Data” and “result” grant no exemption.

The prepared fields repeat “Door,” specifying no particular door or key. “They chose the same meaning” adds an attribution. A clarification about the door adds information to the text. If a claim of identical readings follows, examine the passages offered in its support and the connection between them.

A Condition in the Rule and a Written Conclusion

On page 12, the conditional clause begins with “If” and ends before the comma. Its connection to “write MATCH” is examined through those passages. Page 13 records the analysis of “The rule was followed,” the connection between the later claims and the fields, and the support offered for that connection. Neither the label “condition” nor the prepared assessment “The conclusion is justified.” replaces that analysis.

The last task turns to any word in the explanation. Selecting one limits the task; the remaining words, including these instructions and this afterword, stay within the same scope. Stopping does not require discussing them one by one. The explanation can end while remaining a record, with no further assurance required.

Limits of the Procedure

The origin of human and model responses is considered separately from their written content. No sample or experimental results are included; this task does not decide whether actual readings ever coincide. Studying context effects requires comparisons, order allocation, and records of early previews. Equivalent effects across languages are not established. No audio is included; Section 17 discusses possible audio work.