

Assessment Quality- Essential Tasks Relating to Validity

Validity: The extent to which an assessment accurately measures what it is intended to measure.

1. Articulating the Context for the Assessment		
<i>Obvious and Not so Obvious Aspects for Consideration</i>		<i>What evidence should I show?</i>
Purpose	This anchors the assessment- needs to be revisited regularly to remain true. (revisit frequently to confirm purpose)	What's the purpose of this assessment? What does it measure?
Use in the program	How/when/how many times- placement is appropriate Use remains true to the purpose statement.	How is it used in the program? Is appropriate for use at other places in the program?
Scoring Assessing method	Rubric Type (holistic, analytic, developmental)	How will this assessment be scored? What type of rubric will be used?
Score	Passing score	What will be considered a passing score? Will this remain consistent at multiple iterations?
Assessors	Assessors are appropriate and trained.	Who uses this assessment? How are the individuals trained?
Opportunities to practice skills	Candidates have an opportunity to practice skills before they are assessed.	Describe the opportunities that candidates had to practice these skills.

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2. Correlating Assessment Items to Standards		
<i>Obvious and Not so Obvious Aspects for Consideration</i>		<i>What evidence should I show?</i>
Content matching	Indicators in the standards explicitly identified in the performances.	Are the indicators in the standards <u>explicitly</u> identified in the performances?
Complexity matching	Indicators in the assessment reflect the degree of difficulty expected in the standards.	Do the indicators in the assessment reflect the degree of difficulty expected in the standards?
Degree of difficulty matching	Performance expectations are equal to the higher levels of functioning in the standards.	Are the performance expectations of the assessment equal to the higher levels of functioning in the standards? (create, evaluate, analyze, apply, etc.)
Nature of Assessment	Performance indicators match the nature of the assessment.	Do the performance indicators match the nature of the assessment?
Partner Involvement	Partners from the field analyzing the connections to the standards.	Who was involved in analyzing the connections to the standards? Was there involvement from field partners?

3. Eliminating Bias		
<i>The truer the assessment is to its purpose the less bias will be present.</i>		<i>What evidence should I show?</i>
Bias in the instrument & assessment components	Bias can exist in rubric as well as other assessment components. Bias in Language can be offensive or unfair.	How do you know that the language used in the rubric and/or instructions does not unfairly penalize students based on their personal characteristics? Gender, geographic location, socioeconomic status etc.
Bias in the scoring	Training should improve awareness of inherent bias.	How are scorers trained to be aware of their own bias when scoring?
NOTES:	<ul style="list-style-type: none"> ▪ The truer the assessment is to its purpose the less bias will be present. ▪ The rubric and the other assessment components have tremendous potential for bias – check them all. 	

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4. Establishing Content Validity		
<i>Using a Content Evaluation Panel</i>		<i>What evidence should I show?</i>
Essential KSD's	KSD's demonstrated by candidate in this assessment are essential to the job.	What are the essential KSDs to do a job? In this case, the aspects of the job candidates are demonstrating via an assessment?
Partner Involvement	Involvement of partners, currently employed in the job being assessed, in the creation of the assessment.	What involvement did P-12 practitioners have who are actually doing the aspects of the job candidates are demonstrating in this assessment?
Extend of relationship between assessment items and job performance.	Content Experts rate "essential", "useful but not essential" or "not necessary"	To what extent do the items on the assessment relate to the aspects of the job performances being assessed? Content Experts rate "essential", "useful but not essential" or "not necessary"
Content Validity Ratio		What does the Content Validity Ratio tell you about the validity of the items on this assessment?

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Action Planning: With a single instrument in mind, think about this question and then identify what actions need to be taken in order for you to reasonably respond to this prompt based on your individual institution.

Please describe how validity/trustworthiness was established for the assessments by considering the following:	
Question	What specific steps do I need to take with this instrument to answer this question?
What evidence do have that demonstrates this assessment measures what you say it measures?	
Describe the steps you took to align the assessment items to standards or other validity/trustworthy assessments?	
Who was involved in the development and refinement of this assessment and what role or expertise did the people contribute to the group?	
How did you establish validity for this assessment?	