



# Assessment Validity

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# Introductions

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# Warm-Up

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## Participation Options

- Website
- [PollEV.com/funkphd](https://PollEV.com/funkphd)
- Cell Phone
- Text FUNKPHD to 37607
- PollEverywhere App
- Join with [PollEv.com/funkphd](https://PollEv.com/funkphd)



# Session Focus

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## **Session Description:**

- ✓ Validity

## **Reality of Time**

- ✓ Essential Tasks Relating to Validity

**Different Perceptions – [Ma and Pa Kettle Math](#)**



# Validity Definition & Importance

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**Does an assessment measure what it is intended to measure?**

**Why does this matter?**

- inferences drawn are accurate and reasonable.
- judgements about programs and Unit accurate and objective



# PSC / CAEP Expectations for Establishing Validity

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- ***GAPSC 5.2:*** *The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.*
- Possible Evidence
  - Documentation that provider-created EPP-level assessments (except for surveys) have:
    - *Established content validity;*
  - Provider documents that interpretations of evidence are consistent, accurate, and supported by data/evidence
  - Description of developmental steps in constructing instruments
  - Empirical/analytical data supporting the use of the instrument for its intended purposes
  - Formal study of the alignment of instruments with their intended goals
  - Implementation procedures and context
  - Empirical evidence that interpretations of data are consistent and valid





# Four Common Ways to Establish Validity

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1. Articulating the Context for the Assessment - Context
2. Correlating Assessment Items to Standards - Relevant
3. Eliminating Bias - Representative
4. Establishing XYZ Type of Validity - Valid

➤ *Content Validity Methodology*



# Today's Approach

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## Our Task:

Examine 4 tasks to establish validity by discussing:

- Aspects for Consideration
- What evidence should I show?
- Samples from Clayton State University & Kennesaw State University
- Example in Practice – 1 minute summary



# CAEP Evaluation Framework

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- [CAEP Evaluation Framework for Locally Created Assessments](#)



## **CAEP EVALUATION FRAMEWORK FOR EPP-CREATED ASSESSMENTS**

**For use with:** Educator preparation provider (EPP)-created assessments, including subject and pedagogical content tests, observations, projects, assignments, and surveys

**For use by:** EPPs to evaluate their own assessments and by CAEP site teams to review evidence in self-study submissions

# 1. Articulating the Context for the Assessment

Aspects for Consideration		What evidence should I show?
Purpose	This anchors the assessment- needs to be revisited regularly to remain true.	
Use in the program	How/when/how many times- placement is appropriate	
What does it measure?	This ties back to the purpose statement.	
Scoring Assessing method	Rubric Type (holistic, analytic, developmental)	
Score	Passing score	
Assessors	Assessors are appropriate and trained.	
Opportunities to practice skills	Candidates have an opportunity to practice skills before they are assessed.	

CONTEXT  
MATTERS

- Sample from CSU
- Example in Practice – 1 minute summary



# CSU TEACHER EDUCATION UNIT

## CANDIDATE DISPOSITIONS **FORMATIVE** ASSESSMENT

Teacher Candidate: \_\_\_\_\_

Date: \_\_\_\_\_ (Mark one) Practicum: \_\_\_\_\_ Internship: \_\_\_\_\_ Other: \_\_\_\_\_

**Purpose of Assessment:** The Candidate Dispositions Assessment rubric is designed to assess and monitor candidate demonstration of attitudes, behaviors, and beliefs deemed essential for being an effective classroom teacher in Georgia and is aligned with: The Clayton State University Education Unit Conceptual Framework dispositions, the Council of Chief State School Officers (InTASC) Dispositions, and CAEP Standards. The rubric is used during clinical practice by both the cooperating teacher, the pedagogy and/or content supervisors. It is used as a formative assessment, at least, two times during the Practicum and the internship semesters.

**Formative Score Interpretation:** The rubric is a 4-point developmentally sequenced performance level scale which provides a framework for adequately evaluating candidates' dispositions. The four performance levels are: (1) Unsatisfactory; (2) Developing; (3) Target; and, (4) Exemplary. A score of 1 or Unsatisfactory has an intended qualitative response of RII – Recommend Immediate Intervention. An additional level of N/O – Not Observed/Not Demonstrated is included for formative purposes. A candidate that is considered classroom ready or proficient exhibits Level 3 performance characteristics. The rubric has 18 indicators, organized under six standards, which are aligned with the CSU Conceptual Framework (2012) that projects a CSU-prepared teacher-candidate as one that “engages in Reflective Practice and is Competent, Caring, Committed, Collaborative, and Culturally Responsive.” Consequences of earning a rating of Unsatisfactory, Recommend Immediate Intervention or Not observed or Not demonstrated, on any indicator include a Clinical Intervention/Remediation Conference to determine appropriate remediation plan.

**Directions:** Please use the following rubric to evaluate the dispositions of your candidate. Use your professional knowledge and experiences to make a decision regarding the candidate's progress toward demonstrating the attitudes, behaviors, and beliefs deemed essential for being a classroom teacher in Georgia. Mark one of the following four performance levels or the comment: (1) Unsatisfactory; (2) Developing; (3) Target; (4) Exemplary; and, N/O – Not Observed/Not Demonstrated.

# Conceptual Framework Component One - *A CSU teacher-candidate engages in reflective practice*

Indicator	4 - Exemplary	3 – Target	2 - Developing	1 – Unsatisfactory (RII)	NO – Not Observed/ Not Demonstrated
<b>1. Engages in reflection about teaching practice.</b>  Standards - InTASC 7, 9; CAEP 2	Candidate continually incorporates improvement and changes practice, teaching behaviors, and interactions with others, and continually uses ongoing analysis and deep reflection to improve planning and adjust instruction to meet the needs of ALL learners.	Candidate consistently recognizes need for continuous improvement and changes practice, teaching behaviors, and/or interactions with others; consistently demonstrates the ability to use analysis and reflection of modifying, adjusting, and improving instruction to meet the needs of ALL learners.	Candidate inconsistently reflects upon teaching practice to make changes that positively impact learning.	Candidate does not reflect about teaching practice to make changes that positively impact learning.	
Sample behaviors may include, but are not limited to the following: <ul style="list-style-type: none"> <li>• Maintains a lesson plan journal</li> <li>• Encourages students to provide feedback on teaching and learning</li> <li>• Videotapes lessons</li> <li>• Engages in peer-observations</li> <li>• Maintains a teacher blog</li> <li>• Initiates discussions of improvements/changes</li> </ul>					

## 2. Correlating Assessment Items to Standards

Aspects for Consideration		What evidence should I show?
Content matching	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.	
Degree of difficulty matching	Performance expectations are equal to the higher levels of functioning in the standards.	
Nature of Assessment	Performance indicators match the nature of the assessment.	
Partner Involvement	Partners from the field analyzing the connections to the standards.	

➤ Example from KSU

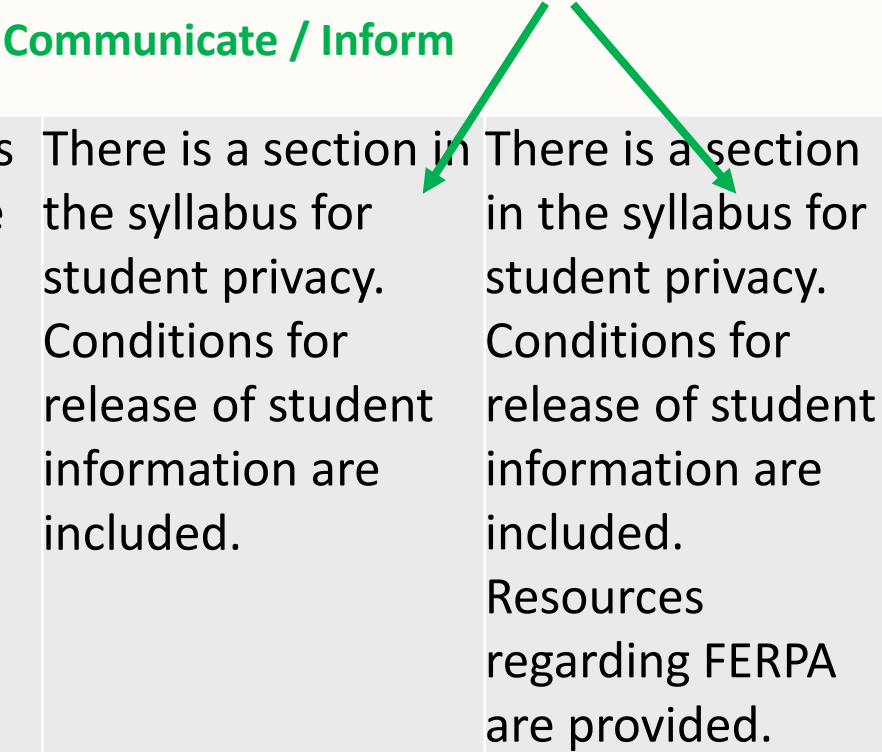
➤ Example in Practice – 1 minute summary



Standard 5.i.V: The program shall prepare candidates who comply with the Family Educational Rights and Privacy Act (FERPA) and communicate privacy guidelines to students.

Comply?

- **Student Right to Privacy:** Include a statement informing students of their right to privacy and the conditions under which their names or online submissions may be shared with others. **(5.i.V)**





Content Matching

**Standard 2.0** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Create vs. Plans

**Standard 3.0** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities

Use vs. Plans

**Standard 5.0** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Select vs. Plans

Adapt vs. Plans

Plans

Using Effective Strategies

Using Resources

Performance Standard 2: Instructional Planning
<i>The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i>

Use of Data?

3. SCORING (informs reliability and actionability)

- a. The basis for judging candidate performance is well defined.
- b. Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators.
- c. PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance).
- d. Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate.
- e. Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. [NOTE: If a less actionable term is used such as “engaged,” criteria are provided to define the use of the term in the context of the category or indicator.]

Performance is Described in Observable Terms

Uses Multiple Data

Standard Restated

Real World Resources

Performance Not Described in Observable Terms

Plans for Differentiated Instruction

Feedback Not Actionable

Promotes Accountability and Engagement

Performance Rubrics	
<input type="checkbox"/> Level IV	<input type="checkbox"/> Level III
The teacher <b>candidate continually seeks and uses</b> multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate <b>consistently plans</b> using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.



### 3. Eliminating Bias

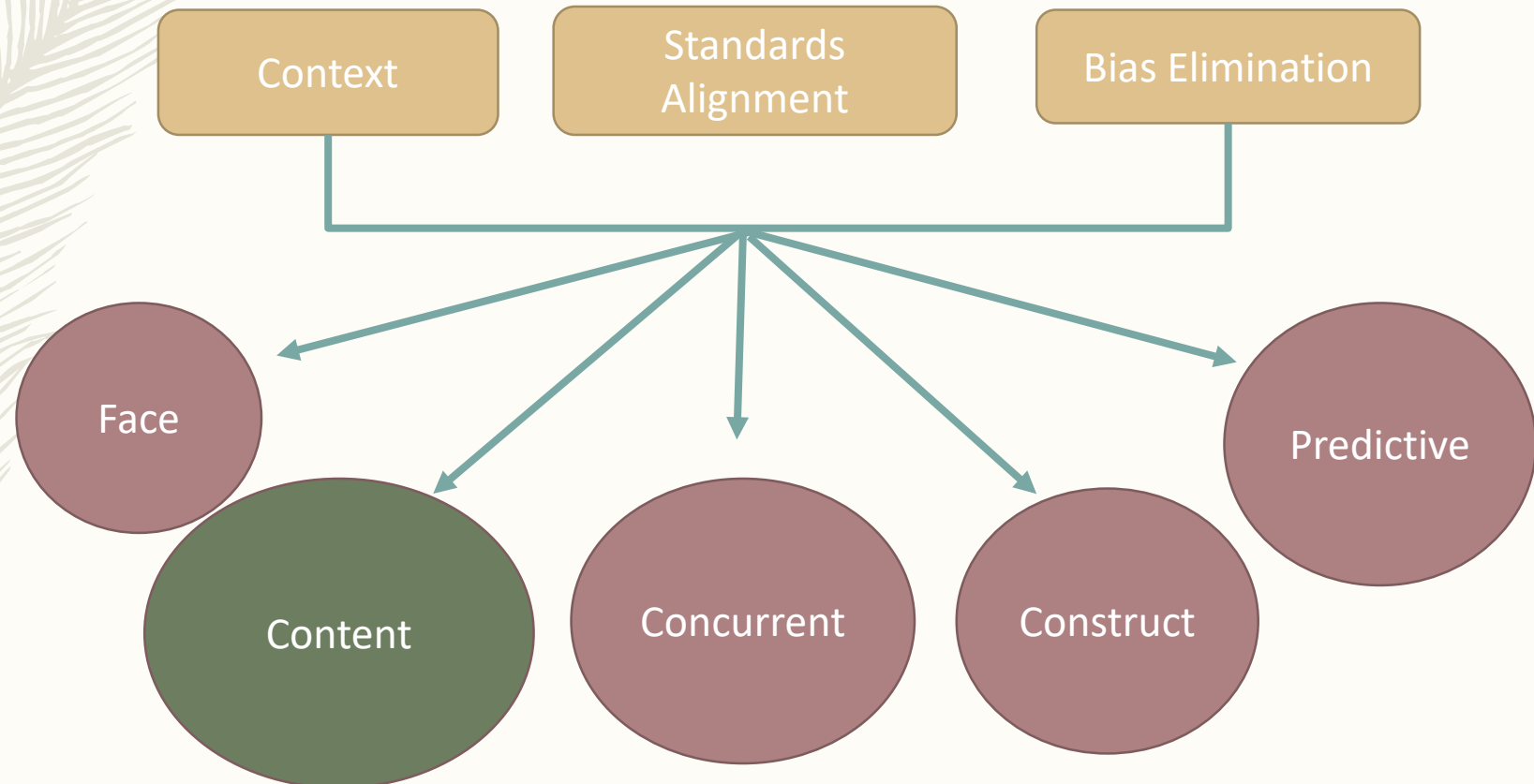
The truer the assessment is to its purpose the less bias will be present.

Aspects for Consideration		What evidence should I show?
Bias in the instrument and assessment components	<ul style="list-style-type: none"><li>• Bias can exist in rubric as well as other assessment components.</li><li>• Bias in Language can be offensive or unfair.</li></ul>	
Bias in the scoring	<ul style="list-style-type: none"><li>• training should improve awareness of inherent bias</li></ul>	

➤ **Sample Process - KSU**

➤ **Example in Practice – 1 minute summary**

# Validity Essentials







# 4. Establishing Content Validity

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- Lawshe Method for Content Validity
- $CVR = (n_e - N/2)/(N/2)$
- Where  $n_e$  is number of panel members or raters indicating that item is “essential” and  $N$  is the total number of panel members or raters.

➤ **Sample from CSU**

➤ **Example in Practice – 1 minute summary**



The Candidate Dispositions Assessment rubric is designed to assess and monitor candidate demonstration of attitudes, behaviors, and beliefs deemed essential for being an effective classroom teacher in Georgia and is aligned with: The Clayton State University Education Unit Conceptual Framework dispositions, the Council of Chief State School Officers (InTASC) Dispositions, and CAEP Standards. **Review each indicator and rate it as 1-Essential, 2- Useful, but not necessary or 3- Not necessary; for job performance as an effective classroom teacher in Georgia. Place your rating in the appropriate cell in the last column in the table below.**

Item #	Indicator	CSU Conceptual Framework	InTASC	CAEP 2	Target	Rating
1.	Engages in reflection about teaching practice	Reflective	7, 9	2	Candidate consistently recognizes need for continuous improvement and changes practice, teaching behaviors, and/or interactions with others; consistently demonstrates the ability to use analysis and reflection of modifying, adjusting, and improving instruction to meet the needs of ALL learners.	
2.	Communicates effectively	Competent	3, 8	1	Candidate consistently communicates respectfully and appropriately with code-switching to use standard American English effectively in speech and in writing; consistently and proficiently fosters respectful communication so that ALL learners develop and use multiple forms of communication (verbal, non-verbal, written, technology).	
3.	Grounds decisions in research-based best practices, including use of technology.	Competent	5.8	2	Candidate consistently makes decisions based on researched best practices, supporting learner exploration, discovery, and expression across content areas; uses current technology, while exploring the use of new and emerging technologies to support and promote student learning of content; consistently and proficiently adheres to legal and ethical boundaries for technology.	
4	Maintains currency in content field; exhibits life-long learning	Competent	4, 9	3	Candidate consistently keeps abreast of new ideas and understandings in the field; consistently models behavior of life-long.	
5	Demonstrates compassion and respect for all stakeholders	Caring	1, 2	2	Candidate consistently shows respect and compassion in interactions with members of the education community, including ALL learners in order to further EACH learner's development.	
6	Supports the vision/mission of the school.	Committed	9, 10	2	Candidate consistently exhibits a commitment to the school's values/mission.	
7.	Follows professional practice; maintains professional appearance.	Committed	9, 10	2	Candidate consistently demonstrates professional ethics, professional standards and relevant laws and policies; consistently maintains professional dress and grooming appropriate for the school environment.	
8.	Takes initiative/ meets obligations	Committed	10	3	Candidate consistently demonstrates initiative (e.g., contributes, volunteers, etc.) to grow and develop by rising to the occasion without waiting to be asked.	
9.	Demonstrates preparedness	Committed	10, 7	1, 2	Candidate consistently demonstrates preparedness.	



# Set Up for Panel Rating of Indicators

Item #	Indicator	CSU Conceptual Framework	InTASC	CAEP 2	Target	Rating
10.	Promotes learner development.	Committed	1,2,3,5,7,9	1, 4	Candidate consistently works towards and takes responsibility for promoting ALL learners' mastery of disciplinary content and skills.	
11.	Uses multiple types of assessments	Committed	6	1, 5	Candidate consistently uses some types of assessments that take into consideration learners' interests, abilities, learning styles, and cultural backgrounds.	
12.	Sets high expectations for ALL/diverse students.	Committed	2	1, 4	Candidate consistently demonstrates belief that ALL learners can achieve at high levels, provides learning opportunities and strategies to cater to the diverse backgrounds, abilities, talents, economic status and interest of ALL learners.	
13.	Promotes collaboration	Collaborative	1,3,7,9,10	2	Candidate consistently demonstrates a positive attitude about collaborative work or work in a team setting; consistently accepts the input and contributions of family, colleagues, and other professionals in understanding and supporting each learner's development; consistently promotes collaborative opportunities for ALL learners.	
14.	Committed to working with stakeholders	Collaborative	3, 10	2	Candidate consistently understands how to use collaborative problem solving to encourage learner exploration, discovery, and relationships among various disciplines; continually works with ALL learners, colleagues, families, and communities to establish positive and supportive learning environment.	
15.	Integrates and promotes cultural and community norms in the learning environment	Culturally Responsive	3, 10	1	Candidate consistently promotes diverse community and cultural norms in the learning environment; communicates in a way that is culturally relevant to ALL learners; consistently explores how to use cultural and disciplinary knowledge as a lens to address local and global issues.	
16.	Provides culturally responsive classroom environment	Culturally Responsive	4, 9	1	Candidate consistently creates and fosters a respectful, tolerant and healthy classroom environment. The environment helps ALL learners achieve success and teaches ALL learners to appreciate and respect differences among people, such as a respect for differences in race, class, gender, ability, culture, religion, and/or sexuality. The candidate consistently recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias; and is consistently committed to deepening understanding of his/her own frames of reference.	
17.	Implements transformative multicultural education pedagogy	Culturally Responsive	2, 4	1	Candidate consistently implements transformative multicultural education pedagogy to ensure equity; provides opportunities for ALL learners to critically analyze issues and multiple perspectives.	
18.	Enhances general curriculum and assessments to promote cultural responsiveness in teaching and learning.	Culturally Responsive	5	1	Candidate consistently provides culturally responsive curriculum and assessments; consistently makes references to other content areas to advance ALL student learning.	

Instructions: The Candidate Dispositions Assessment rubric is designed to assess and monitor candidate demonstration of attitudes, behaviors, and beliefs deemed essential for being an effective classroom teacher in Georgia and is aligned with: The Clayton State University Education Unit Conceptual Framework dispositions, the Council of Chief State School Officers (InTASC) Dispositions, and CAEP Standards

Review each indicator and rate it as 1-Essential, 2- Important but not necessary or 3- Not necessary for being an effective classroom teacher in Georgia.

Item #	Indicator	CSU Conceptual Framework	InTASC	CAEP 2	Ratings	# of Rating of Essential (n <sub>e</sub> )	CVR = (n <sub>e</sub> – N/2)/(N/2)
1.	Engages in reflection about teaching practice	Reflective	7, 9	2		7	0.75
2.	Communicates effectively	Competent	3, 8	1		8	1
3.	Grounds decisions in research-based best practices, including use of technology.	Competent	5,8	2		5	0.25
4	Maintains currency in content field; exhibits life-long learning	Competent	4, 9	3		5	0.25
5	Demonstrates compassion and respect for all stakeholders	Caring	1, 2	2		8	1
6	Supports the vision/mission of the school.	Committed	9, 10	2		1	-0.75
7.	Follows professional practice; maintains professional appearance.	Committed	9, 10	2		5	0.25
8.	Takes initiative/ meets obligations	Committed	10	3		4	0
9.	Demonstrates preparedness	Committed	10, 7	1, 2		8	1
10.	Promotes learner development.	Committed	1,2,3,5,7,9	1, 4		8	1
11.	Uses multiple types of assessments	Committed	6	1, 5		5	0.25
12.	Sets high expectations for ALL/diverse students.	Committed	2	1, 4		7	0.75

# Indicator Ratings Continued

Item #	Indicator	CSU Conceptual Framework	InTASC	CAEP 2	Ratings	# of Rating of Essential (n <sub>e</sub> )	CVR = (n <sub>e</sub> – N/2)/(N/2)
13.	Promotes collaboration	Collaborative	1,3,7,9,10	2		6	0.5
14.	Committed to working with stakeholders	Collaborative	3, 10	2		6	0.5
15.	Integrates and promotes cultural and community norms in the learning environment	Culturally Responsive	3, 10	1		6	0.5
16.	Provides culturally responsive classroom environment	Culturally Responsive	4, 9	1		7	0.75
17.	Implements transformative multicultural education pedagogy	Culturally Responsive	2, 4	1		2	-0.5
18.	Enhances general curriculum and assessments to promote cultural responsiveness in teaching and learning.	Culturally Responsive	5	1		5	0.25



# Elements of CVR Formula Explained - Cautionary

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Where  $n_e$  is number of panel members or raters indicating that item is “essential” and  $N$  is the total number of panel members or raters.

For  $N=8$ , the  $CVR_{critical}$  using Ayre and Scally (2014) Table is 0.75.

How to interpret negative CVR when items are NOT based on standards and when they are.

Example: Item 6 - **Supports the vision/mission of the school.**

InTASC Critical Disposition 10p: “The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.”



# Action Planning

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.

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**Please describe how validity/trustworthiness was established for the assessments by considering the following:**

1. What evidence do you have that demonstrates this assessment measures what you say it measures?
2. Describe the steps you took to align the assessment items to standards or other validity/trustworthy assessments?
3. How did you establish validity for this assessment?
4. Who was involved in the development and refinement of this assessment and what role or expertise did the people contribute to the group?

# 2 Important Take Aways

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# Questions?

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# Bibliography of Good Resources

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