

VALIDITY in EDUCATIONAL & PSYCHOLOGICAL ASSESSMENT

PAUL E. NEWTON & STUART D. SHAW



Validity In Educational And Psychological Assessment

Neil J. Dorans,Linda L. Cook

Validity In Educational And Psychological Assessment:

Validity in Educational and Psychological Assessment Paul Newton,Stuart Shaw,2014-04-15 Validity is the hallmark of quality for educational and psychological measurement But what does quality mean in this context And to what exactly does the concept of validity apply These apparently innocuous questions parachute the unwary inquirer into a minefield of tricky ideas This book guides you through this minefield investigating how the concept of validity has evolved from the nineteenth century to the present day Communicating complicated concepts straightforwardly the authors answer questions like What does validity mean What does it mean to validate How many different kinds of validity are there When does validation begin and end Is reliability a part of validity or distinct from it This book will be of interest to anyone with a professional or academic interest in evaluating the quality of educational or psychological assessments measurements and diagnoses

Validity in Educational & Psychological Assessment Paul E. Newton,Stuart D. Shaw,2014 Offering an in depth study of validity which forms an important part of education assessment this book addresses complex concepts in a straightforward manner while guiding the reader through the evolution of validity from the 19th century to the present day **The Role of Constructs in Psychological and Educational Measurement** Henry I. Braun,Douglas N. Jackson,David E. Wiley,2001-09 This volume is comprised of papers presented at an ETS conference in 1997 It reviews insights of leading authorities regarding cognition and personality as domains of human functions to provide groundwork for education reforms

Educational and Psychological Measurement and Evaluation Julian C. Stanley,Kenneth D. Hopkins,1972 Going into its eighth edition this book is a classic in the field of educational measurement It was written from the point of view of the classroom teacher to answer the question What does a teacher need to know about the development and evaluation of educational measures and assessments This book fosters an understanding of how assessment and instruction are interrelated It also cultivates learning the techniques and skills needed to develop tests and other evaluation procedures e g portfolios as well as teaches students to understand how to evaluate the validity and reliability of tests Unlike many books in educational measurement this book also gives readers what they need to know to properly interpret the results from standardized achievement and scholastic aptitude tests Topics include test reliability and validity meaning and application of the norms extraneous factors that influence performance of cognitive tests the development of educational measures and more Teachers principals and counselors **Fairness in Educational Assessment and Measurement** Neil J.

Dorans,Linda L. Cook,2016-09-19 The importance of fairness validity and accessibility in assessment is greater than ever as testing expands to include more diverse populations more complex purposes and more sophisticated technologies This book offers a detailed account of fairness in assessment and illustrates the interplay between assessment and broader changes in education In 16 chapters written by leading experts this volume explores the philosophical technical and practical questions surrounding fair measurement Fairness in Educational Assessment and Measurement addresses issues pertaining to the

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Validity and Validation in Social, Behavioral, and Health Sciences Bruno D. Zumbo, Eric K.H. Chan, 2014-09-26 This book combines an overview of validity theory trends in validation practices and a review of standards and guidelines in several international jurisdictions with research synthesis of the validity evidence in different research areas An overview of theory is both useful and timely in view of the increased use of tests and measures for decision making ranking and policy purposes in large scale testing assessment and social indicators and quality of life research Research synthesis is needed to help us assemble critically appraise and integrate the overwhelming volume of research on validity in different contexts Rather than examining whether any given measure is valid the focus is on a critical appraisal of the kinds of validity evidence reported in the published research literature The five sources of validity evidence discussed are content related response processes internal structure associations with other variables and consequences The 15 syntheses included here represent a broad sampling of psychosocial health medical and educational research settings giving us an extensive evidential basis to build upon earlier studies The book concludes with a meta synthesis of the 15 syntheses and a discussion of the current

thinking of validation practices by leading experts in the field *Adapting Educational and Psychological Tests for Cross-Cultural Assessment* Ronald K. Hambleton, Peter F. Merenda, Charles D. Spielberger, 2004-12-13 Adapting Educational and Psychological Tests for Cross Cultural Assessment critically examines and advances new methods and practices for adapting tests for cross cultural assessment and research The International Test Commission ITC guidelines for test adaptation and conceptual and methodological issues in test adaptation are described in detail and questions of ethics and concern for validity of test scores in cross cultural contexts are carefully examined Advances in test translation and adaptation methodology including statistical identification of flawed test items establishing equivalence of different language versions of a test and methodologies for comparing tests in multiple languages are reviewed and evaluated The book also focuses on adapting ability achievement and personality tests for cross cultural assessment in educational industrial and clinical settings This book furthers the ITC's mission of stimulating research on timely topics associated with assessment It provides an excellent resource for courses in psychometric methods test construction and educational and or psychological assessment testing and measurement Written by internationally known scholars in psychometric methods and cross cultural psychology the collection of chapters should also provide essential information for educators and psychologists involved in cross cultural assessment as well as students aspiring to such careers **Validity** Gregory J. Cizek, 2020-02-25 Validity is a clear substantive introduction to the two most fundamental aspects of defensible testing practice understanding test score meaning and justifying test score use Driven by evidence based and consensus grounded measurement theory principles and terminology this book addresses the most common questions of applied validation the quality of test information and the usefulness of test results Concise yet comprehensive this volume's integrated framework is ideal for graduate courses on assessment testing psychometrics and research methods as well as for credentialing organizations licensure and certification entities education agencies and test publishers

Educational and Psychological Measurement and Evaluation Kenneth D. Hopkins, Julian C. Stanley, B. R. Hopkins, 1990 Going into its eighth edition this book is a classic in the field of educational measurement It was written from the point of view of the classroom teacher to answer the question What does a teacher need to know about the development and evaluation of educational measures and assessments This book fosters an understanding of how assessment and instruction are interrelated It also cultivates learning the techniques and skills needed to develop tests and other evaluation procedures e.g. portfolios as well as teaches students to understand how to evaluate the validity and reliability of tests Unlike many books in educational measurement this book also gives readers what they need to know to properly interpret the results from standardized achievement and scholastic aptitude tests Topics include test reliability and validity meaning and application of the norms extraneous factors that influence performance of cognitive tests the development of educational measures and more Teachers principals and counselors **Developing and Validating Test Items** Thomas M. Haladyna, Michael C. Rodriguez, 2013-07-18 Since test items are the building blocks of any test

learning how to develop and validate test items has always been critical to the teaching learning process As they grow in importance and use testing programs increasingly supplement the use of selected response multiple choice items with constructed response formats This trend is expected to continue As a result a new item writing book is needed one that provides comprehensive coverage of both types of items and of the validity theory underlying them This book is an outgrowth of the author s previous book Developing and Validating Multiple Choice Test Items 3e Haladyna 2004 That book achieved distinction as the leading source of guidance on creating and validating selected response test items Like its predecessor the content of this new book is based on both an extensive review of the literature and on its author s long experience in the testing field It is very timely in this era of burgeoning testing programs especially when these items are delivered in a computer based environment Key features include Comprehensive and Flexible No other book so thoroughly covers the field of test item development and its various applications Focus on Validity Validity the most important consideration in testing is stressed throughout and is based on the Standards for Educational and Psychological Testing currently under revision by AERA APA and NCME Illustrative Examples The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items Strategies for training item writers and developing large numbers of items using algorithms and other item generating methods are also presented Based on Theory and Research A comprehensive review and synthesis of existing research runs throughout the book and complements the expertise of its authors

Educational and Psychological Measurement and Evaluation Kenneth D. Hopkins,1998 Going into its eighth edition this book is a classic in the field of educational measurement It was written from the point of view of the classroom teacher to answer the question What does a teacher need to know about the development and evaluation of educational measures and assessments This book fosters an understanding of how assessment and instruction are interrelated It also cultivates learning the techniques and skills needed to develop tests and other evaluation procedures e g portfolios as well as teaches students to understand how to evaluate the validity and reliability of tests Unlike many books in educational measurement this book also gives readers what they need to know to properly interpret the results from standardized achievement and scholastic aptitude tests Topics include test reliability and validity meaning and application of the norms extraneous factors that influence performance of cognitive tests the development of educational measures and more Teachers principals and counselors

Principles of Educational and Psychological Testing Frederick Gramm Brown,1976 **Validation of Score Meaning for the Next Generation of Assessments** Kadriye Ercikan,James W. Pellegrino,2017-03-27 Despite developments in research and practice on using examinee response process data in assessment design the use of such data in test validation is rare Validation of Score Meaning in the Next Generation of Assessments Using Response Processes highlights the importance of validity evidence based on response processes and provides guidance to measurement researchers and practitioners in creating and using such evidence as a regular part of the

assessment validation process Response processes refer to approaches and behaviors of examinees when they interpret assessment situations and formulate and generate solutions as revealed through verbalizations eye movements response times or computer clicks Such response process data can provide information about the extent to which items and tasks engage examinees in the intended ways With contributions from the top researchers in the field of assessment this volume includes chapters that focus on methodological issues and on applications across multiple contexts of assessment interpretation and use In Part I of this book contributors discuss the framing of validity as an evidence based argument for the interpretation of the meaning of test scores the specifics of different methods of response process data collection and analysis and the use of response process data relative to issues of validation as highlighted in the joint standards on testing In Part II chapter authors offer examples that illustrate the use of response process data in assessment validation These cases are provided specifically to address issues related to the analysis and interpretation of performance on assessments of complex cognition assessments designed to inform classroom learning and instruction and assessments intended for students with varying cultural and linguistic backgrounds The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4 0 license

Advances in Educational and Psychological Testing: Theory and Applications Ronald K. Hambleton, Jac. N. Zaal, 2013-12-01 Over the last 20 years there have been a large number of technical advances and changes in the field of educational and psychological testing According to Anne Anastasi The decade of the 1980 s has been a period of unusual advances in psychological testing Technological progress theoretical sophistication and increasing professional responsibility are all evident in the fast moving events in this field A Anastasi Psychological Testing Sixth Edition New York Macmillan 1988 On the psychometric front advances in topics such as item response theory criterion referenced measurement generalizability theory analysis of covariance structures and validity generalization are reshaping the ways that ability and achievement tests are constructed and evaluated and that test scores are interpreted But Psychometric advances as substantial and important as they have been are only a fraction of the major changes in the field of testing Today for example the computer is radically changing the ways in which tests are constructed administered and scored Computers are being used to administer tests adaptively That is the sequence of questions an examinee is administered depends upon his or her performance on earlier administered items in the test Tests are adapted to the ability levels of the examinees who are being assessed One result is shorter tests with little or no loss in measurement precision Computers are also being used to store or bank test items Later items of interest can be selected and the computer is used to print copies of the test

Educational and Psychological Assessment of Exceptional Children H. Lee Swanson, Billy L. Watson, 1982
Psychological Testing George Domino, Marla L. Domino, 2006-04-24 This book is an introductory text to the field of psychological testing primarily suitable for undergraduate students in psychology education business and related fields This

book will also be of interest to graduate students who have not had a prior exposure to psychological testing and to professionals such as lawyers who need to consult a useful source Psychological Testing is clearly written well organized comprehensive and replete with illustrative materials In addition to the basic topics the text covers in detail topics that are often neglected by other texts such as cross cultural testing the issue of faking tests the impact of computers and the use of tests to assess positive behaviors such as creativity Classroom Assessment and Educational Measurement Susan M. Brookhart, James H. McMillan, 2019-07-04 Classroom Assessment and Educational Measurement explores the ways in which the theory and practice of both educational measurement and the assessment of student learning in classroom settings mutually inform one another Chapters by assessment and measurement experts consider the nature of classroom assessment information from student achievement to affective and socio emotional attributes how teachers interpret and work with assessment results and emerging issues in assessment such as digital technologies and diversity inclusion This book uniquely considers the limitations of applying large scale educational measurement theory to classroom assessment and the adaptations necessary to make this transfer useful Researchers graduate students industry professionals and policymakers will come away with an essential understanding of how the classroom assessment context is essential to broadening contemporary educational measurement perspectives The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license Validity and Validation Catherine S. Taylor, 2013-10 Validity and Validation is an introduction to validity theory and to the methods used to obtain evidence for the validity of research and assessment results The book briefly describes the philosophy of science roots of validity theory and how these philosophical perspectives influence concepts of internal and external validity in research methodology

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