

Your Turn

Given your fall 2013 assessment project, think about how you might demonstrate that the planned interpretation and use of test/task results are valid. Use these guiding questions to help you think about validity.

1. What is one SLO that you will assess for your fall project?

2. What will students do to demonstrate their achievement of the SLO?
E.g., test, research report, oral presentation, etc.

3. How will you check that the content of the task/test is
 - (a) relevant to and
 - (b) representative of the knowledge, skills, and/or dispositions stated in the SLO?E.g., experts review and evaluate (experts include you! and also your peers); pilot the task/test and review student results; review the literature and compare to your content, etc.

4. What are appropriate interpretations and uses of the results/scores?
E.g., student ability in writing, student preparedness for workplace demands, student readiness for graduation, effectiveness of a pedagogical technique, program effectiveness in preparing students for writing tasks, etc.
E.g., use to guide program curriculum decisions, use to change program admissions standards, etc.

5. What might be the consequences associated with the interpretation and use of the results/scores?
E.g., course content becomes more aligned with the SLO, narrowing of course content, single out individual faculty members, create common expectations of student performance, ethnic group differences exposed, increased participation of adjunct faculty in discussions of student learning, etc.

****Your answers to the questions above are the beginning of a *validity argument*****