**Validity Inquiry Form for Examining Performance Assessments**

The purpose of the Validity Inquiry Form is to examine performance assessment assignment instructions in relation to building a validity argument. The Validity Inquiry Form is based on criteria and ideas from Linn, Baker, and Dunbar (1991), Messick (1994), Gall, Borg, and Gall (1996), Kane (2013), and Downing (2003).

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| **Reviewer:**  **Date of review:**  **Course Prefix, Number:**  **Name of Performance Assessment:** |

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| ***Purpose* of Performance Assessment:**   * What is the *purpose* of the assessment? * How is the *purpose* communicated to candidates? * How is the performance assessment data interpreted and used? * What is the connection(s) between the data from this performance assessment and other data sources? |  |

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| **Criteria** | **Reflective Question** | **Reviewer Ratings and Comments** | | | |
|  | **Given the stated purpose and proposed use of data…** | **Needs Improvement** | **Acceptable** | **Effective** | **Comment(s) regarding question** |
| **Domain Coverage** | Q1: Do the performance assessment instructions adequately address (i.e., in terms of breadth and depth) the outcome(s)/standard(s) aligned to it? |  |  |  |  |
| **Content Quality** | Q2: Does the performance assessment evaluate process or application skills as well as content knowledge? |  |  |  |  |

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| **Cognitive Complexity** | Q3: Analyze the performance assessment in terms of cognitive complexity. One approach is to use the Rigor/Relevance Framework (see <http://www.leadered.com/our-philosophy/rigor-relevance-framework.php>):  Identify the quadrant that the assessment falls into and provide a justification for this determination. **Quadrant: \_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| * Does the quadrant appropriately align with the standards/outcomes for the assessment? |  |  |  |  |
| * Is the quadrant developmentally appropriate for the placement of the assessment in the program of study? |  |  |  |  |
| * Thinking across all key assessments in the program of study, is there an adequate balance of cognitive complexity? |  |  |  |  |
| **Meaningfulness** | Q4: Do you view this performance assessment as authentic (i.e., “representative of real life tasks”) in terms of the problem, project, and/or scenario that is being presented to students (Gall et al., 1996, p. 268)? |  |  |  |  |

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| **Consequences** | Q5: Was a reasonable method used for establishing the pass and fail scores for the assessment (Downing, 2003)? |  |  |  |  |
| **Consequences** | Q6: Do the assessment instructions address the implications of the established pass and fail scores? |  |  |  |  |
| ***NOTE: The following four items may be most appropriately completed by the instructor(s) who has implemented the performance assessment. Question 7 may be discussed by program faculty as a group in relation to the importance that should be placed on key performance assessments.*** | | | | | |
| **Consequences** | Q7: “Are the consequences of the performance assessment, [in terms of percent of overall grade and/or use as a data point to determine continuation in program], reasonable?” (Gall et al., 1996, p. 268, adapted from Linn et al., 1991) |  |  |  |  |
| **Fairness** | Q8: Do all students have the same opportunity to gain the knowledge and skills necessary to complete the assessment? |  |  |  |  |
| **Fairness** | Q9: Is the time allowed to complete the assessment reasonable? |  |  |  |  |

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| **Criteria** | **Reflective Question** | **Reviewer Ratings and Comments** | | | |
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| **Efficiency** | Q10: “Is the performance assessment too . . . cumbersome [e.g., difficult to implement or communicate expectations] to administer” (Gall et al., 1996, p. 268, adapted from Linn et al., 1991)? |  |  |  |  |

**References**

Downing, S. M. (2003). Validity: On the meaningful interpretation of assessment data. *Medical Education, 37*(9), 830-837.  
Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction* (6th Edition). White Plains, NY: Longman Publishers.  
International Center for Leadership in Education. (n.d.). Rigor/relevance framework. Retrieved from <http://www.leadered.com/our-philosophy/rigor-relevance-framework.php>.

Kane, M. (2013). The argument-based approach to validation. *School Psychology Review*, *42*(4), 448-457.

Linn, R. L., Baker, E. L., & Dunbar, S. B. (1991). Complex, performance-based assessment: Expectations and validation criteria. *Educational Researcher, 20*(8), 15-21.  
Messick, S. (1994). The interplay of evidence and consequences in the validation of performance assessments. *Educational Researcher, 23*(2), 13-23.