NAU NORTHERN ARIZONA UNIVERSITY

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).

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

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?	

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?				

Criteria	Reflective Question	Reviewer Ratings and Comments			
	Given the stated purpose and proposed use of data…	Needs Improvement	Acceptable	Effective	Comment(s) regarding question
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)?				

Criteria	Reflective Question	Reviewer Ratings and Comments			
	Given the stated purpose and proposed use of data…	Needs Improvement	Acceptable	Effective	Comment(s) regarding question
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?				

Criteria	Reflective Question	Reviewer Ratings and Comments			
	Given the stated purpose and proposed use of data…	Needs Improvement	Acceptable	Effective	Comment(s) regarding question
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.