

# Establishing Validity & Reliability for CAEP Key Assessments

## *Directions*

**1. Revisit the assessment.** Goal #1 is to re-evaluate the assessment.

- Is it appropriately aligned with your purpose?
- Is it current? Was it handed down to you from your predecessor?
- Does it address critical elements required by CAEP? Which ones?

**2. Make necessary adjustments.** Goal #2 is to make the assessment what it should be.

- Define in very specific terms what should be addressed & assessed
- Align with course objectives, program objectives, CAEP standards
- Add, change, clarify, or omit components to achieve alignment
- Clarify language very carefully to include distinguishable & measurable units

**3. Establish content validity.** Goal #3 is to agree upon which components are necessary & appropriate for the assessment.

- Submit to colleagues who utilize the assessment & explain any changes you've made to it
- Follow Salkind's (2013) guidelines in chapter 4 for establishing content validity (This could be completed individually or in a group setting with discussion)
- Calculate the responses for each item of the assessment to determine which items will remain
- Insert the content validity results on the CAEP DSA report

**4. Establish inter-rater reliability.** Goal #4 is to yield similar item scores on each submission regardless of the instructor.

- Practice utilizing the new rubric to score student submissions
- Each instructor should score at least 3 samples independently of one another
- Collect results and calculate the percentage of agreement on each component & submission
- Follow Salkind's (2013) guidelines in chapter 3 for establishing reliability (This could be completed individually or in a group setting with discussion)
- If scores vary & yield <80% agreement, meet to discuss each item score on each submission
- To reach that end, pay close attention to:
  - Discrepancies between/among scorers
  - Whether discrepancies are due to language or how items are defined
  - Resolving discrepancies with clarified language, rearranging items, or other changes
- Make note of these changes & revise the assessment as necessary
- If substantial changes are necessary, each instructor should score at least 2 work samples independently of one another; the group will then follow bullets #3-7 again
- When instructors reach at least 80% agreement, report that data on the CAEP DSA report

*Notes:*

1. *The terms "assessment" and "rubric" are used interchangeably here. Assessments descriptions, directions, & rubrics should always accurately reflect one another.*
2. *Document, document, document! Make note of dates, individuals involved, discussion issues, changes made, results of values & implementation, future goals for the assessment, etc.*
3. *Good assessment requires ongoing attention & adjustment to remain current & pertinent.*