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.*

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