

WORKSHEET: ASSESSMENT VALIDITY REVIEW

ASSESSMENT TITLE/CODE _____

SUBJECT _____

DATE ____/____/____

REVIEWER _____

GRADE OR LEVEL _____

CURRICULUM/OUTCOME _____

When reviewers answer some questions about validity they should examine individual assessment procedures. To answer other questions, such as those about content coverage, reviewers should examine all procedures which will be used to assess a particular curriculum component or learning outcome together.

Directions: Indicate your agreement or disagreement with the following statements by answering “yes,” “no,” or “not sure”.

Individual Assessment Procedures:

_____ 1. Content quality: Does the assessment procedure represent the current, best conceptualisation of the content? Is it sufficiently challenging to students, and not trivial or restrictive?

_____ 2. Transfer and generalisability: In your judgment, does the assessment procedure measure student attainment of the curriculum or outcome rather than only the specific knowledge or skills required by the questions or tasks included? Does it sufficiently represent the content of the curriculum or outcome?

_____ 3. Cognitive complexity: Does the assessment procedure require students to use the higher order or critical thinking skills included in the target of the assessment? Or, can students respond to the question or task using only memory?

_____ 4. Meaningfulness: Will the assessment procedure be meaningful to students? Are they likely to see it as relevant?

_____ 5. Fairness: Is the assessment procedure likely to be fair to all students? Will all students have the same opportunity to show what they know and can do? Will all have had similar opportunities to acquire the knowledge and skills assessed?

_____ 6. Cost and efficiency: Do the costs and time requirements of the assessment procedure (for purchase, administration, scoring, etc.) appear reasonable? Or will it cost too much? Will it interfere with instructional time? Will it require too much time for scoring?

All assessment procedures for an outcome considered as a whole:

_____ 1. Consequences: Are the procedures likely to help improve student learning, or are they likely to narrow what is taught? Will assessment results be used appropriately?

_____ 2. Content coverage: Will the assessment procedures provide comprehensive information showing whether all important components of the curriculum or outcome have been met? Will they cover the breadth and depth of content enough to provide sufficient evidence?

_____ 3. Cognitive complexity: Do the assessment procedures as a whole require students to use the higher order learning or critical thinking skills included in the curriculum or outcome, even though individual assessment procedures may not?

For any items answered “no” or “not sure”, explain below why the assessment procedures did not meet the criteria. For individual procedures, record which items or tasks receive a rating of “no” or “not sure”.

SIGNED: _____