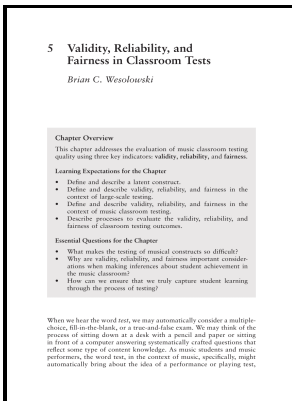


Large-scale assessment programs for all students - validity, technical adequacy, and implementation

L. Erlbaum - Improving Comprehension Assessment for Middle and High School Students: Challenges and Opportunities



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Educational tests and measurements

Examinations -- ValidityLarge-scale assessment programs for all students - validity, technical adequacy, and implementation

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Notes: Includes bibliographical references and indexes

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Improving Comprehension Assessment for Middle and High School Students: Challenges and Opportunities

The Annals of Statistics, 6 1 , 34—58.

Brookhart & Nitko, Educational Assessment of Students, 8th Edition

The highlighted study Schmidt et al.

Causal inferences with large scale assessment data: using a validity framework

Such an example highlights the fact that validity is wholly dependent on the purpose behind a test. For example, in mathematics, the study estimates achievement gains for twenty different topics.

Competency Standards in Student Assessment for Educational Administrators

Journal of School Leadership, 4 5 , 517-528. However, there are two other types of reliability: alternate-form and internal consistency. Administrators should be able to recognize apparent contradictions in assessment results in light of contextual factors and make appropriate interpretations.

Competency Standards in Student Assessment for Educational Administrators

Use available technology appropriately to integrate assessment results and other student data to facilitate students' learning, instruction, and performance.

Brookhart & Nitko, Educational Assessment of Students, 8th Edition

Measuring the reliability of assessments is often done with statistical computations. Returning to the example above, if we measure the number of pushups the same students can do every day for a week which, it should be noted, is not long enough to significantly increase strength and each person does approximately the same amount of pushups on each day, the test is reliable.

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