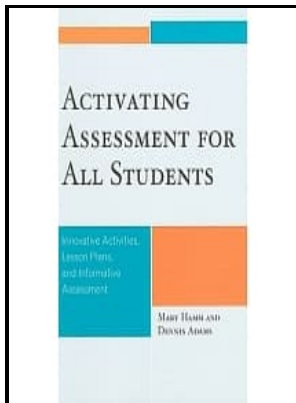


# Large-scale assessment programs for all students - validity, technical adequacy, and implementation

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



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

Notes: Includes bibliographical references and indexes

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

To do so, we mainly use a validity framework that has been developed and refined over several decades e. We will discuss a few of the most relevant categories in the following paragraphs.

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

To do so, statisticians, economists and other social scientists have developed methods of analysis e. Drawing from the work of Campbell and Stanley, Cook and Campbell, and Shadish et al.

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

Quasi-experimentation: Design and analysis for field settings. The broader issue is whether the causal mechanisms or causal explanations for a particular phenomenon are comparable across contexts e. Journal of School Leadership, 4 5, 517-528.

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

An important barrier to supporting causal explanations in the ILSA context also includes the design of the studies e. In the end, it may be the case that an experimental or quasi-experimental design is the best choice for the research question at hand; however, the threats to validity may not support causal conclusions. Although the practice of presenting findings for dozens of countries is fairly common in ILSA research, extra care is warranted when the inferential target is causal.

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