I have sometimes heard members of the DBER community refer to the need to “validate” a test or a survey as though such a thing is can be cast as a one time event. The Standards for Educational and Psychological Testing paint a very different picture, and cast the process of validation as an ongoing one that involves argumentation through the accumulation of evidence. But the Standards also are somewhat vague about the distinction between tests validity and test validation. A competing perspective, articulated by Denny Borsboom and colleagues holds that there is a simple way to understand the concept of validity. To paraphrase, a test is valid if the variability in item responses can be casually attributed to variability in the attribute the test has been designed to measure. In this presentation I will discuss these controversies and offer my perspective on what it means to design a valid test of student understanding.