

A DBER Science Education Seminar

New and Old Ideas about Validity and Validation

Derek Briggs

Director, Center for Assessment, Design, Research & Evaluation, UC Boulder

Tuesday, 10 December 2019 Porter BioScience B121 @ 3:30 PM

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.

The **Center for Assessment, Design, Research and Evaluation (CADRE)** is housed in the [School of Education at the University of Colorado Boulder](#). The mission of CADRE is to produce generalizable knowledge that improves the ability to assess student learning and to evaluate programs and methods that may have an effect on this learning. Projects undertaken by CADRE staff represent a collaboration with the ongoing activities in the School of Education, the University, and the broader national and international community of scholars and stakeholders involved in educational assessment and evaluation.

I am an^{science} education Buff

University of Colorado **Boulder**