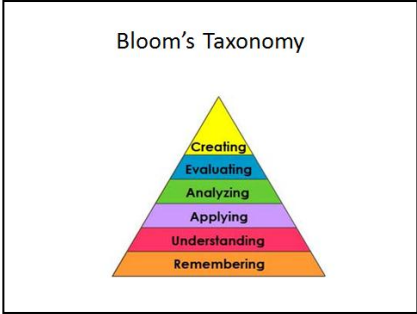# Glossary for Validity

Term	Definition
Assessment validity	The most significant concept in assessment, assessment validity reflects the defensibility of the score-based inference made on the basis of an educational assessment procedure.
Bloom's taxonomy	A continuum of increasing cognitive complexity—from remembering to creating.
Concurrent validity	See *Criterion validity*.
Consequential validity	Refers to whether or not the USES of test results are valid.
Construct-related validity evidence	The extent to which an assessment corresponds to other variables, as predicted by some rationale or theory. Construct-related evidence of validity for educational tests is usually gathered through a series of studies. There three types of strategies that are most commonly used in construct-related evidence studies: •Intervention studies •Differential-population studies •Related-measures studies
Content-related validity evidence	The extent to which the content of the test matches the instructional objectives.
Convergent evidence of validity	Answers the question: Are test scores related to behaviors and tests that it should be related to?
Criterion-related validity evidence	The extent to which scores on the test are in agreement with or predict an external criterion.
Criterion validity	Demonstrates the degree of accuracy of a test by comparing it with another test, measure or procedure which has been demonstrated to be valid. There are two contexts for using criterion validity: •Predictive validity is when one measure is done in the present and one is done at a later date. The later test is known to be valid. This approach allows one to show the current test is valid by comparing it to a future valid test. •Concurrent validity is when both measures are current. This approach allows one to show the test is valid by comparing it with an already valid test. I can do this if I can show my test varies directly with a measure of the same construct or indirectly with a measure of an opposite construct.

Differential population study	Based upon the hypothesis that individuals representing distinctly different populations will score differently on the assessment procedure under consideration. See also *Construct-related validity evidence*.
Discriminant evidence of validity	A study in which two assessments are shown to have a weak relationship –this weak or lower relationship is referred to as discriminant evidence of validity. Answers the question: Are test scores unrelated to behaviors and tests that it should be unrelated to? See *construct-related evidence of validity.*
Evidence	Data collection of the classroom; three forms of evidence: content, criterion, construct.
Face validity	A test is said to have face validity if it "looks like" it is going to measure what it is supposed to measure.
Intervention study	Based upon the hypothesis that students will respond differently to the assessment instrument if they have received some type of instruction or intervention. See also *Construct-related validity evidence*.
Opportunity to learn	The overlap between the information students are taught and the information on which they are tested; the quality of resources, school conditions, curriculum, and teaching that students experience.
Predictive validity	See *Criterion validity.*
Related-measures study	Based upon the hypothesis that there will be a relationship between students' scores on the assessment device being studies and their scores on a related assessment device. See also *Construct-related validity evidence.*
Table of specifications	A table or chart that breaks down the topics that will be on a test and the amount of test questions or percentage of weight each section will have on the final test grade.
Test construct	A test construct is the "target" or "objective" we want to know about.
Test reliability	There are three types of evidence of test reliability, stability, alternate form, and consistency. Reliability is the consistency with which a test measures with whatever a test is to measure (Popham).
Text-based inference	A text-based inference is an inference that a reader makes based on knowledge of how text works.
Validity	The most important characteristic of a test. It is the results of a test that are valid or invalid. Validity evidence answers the questions: • Does the test cover what we believe (or are told) that it covers? • To what extent? • Is the assessment being used for an appropriate purpose? Validity refers to the extent to which a test's results are representative of the actual knowledge and/or skills we want to measure and whether the test results can be used to determine accurate conclusions about those knowledge and/or skills.