EPSY 8224

Critique of a Performance Assessment Technical Report

In the critique of your selected Performance Assessment, review the report for its documentation of critical validity evidence. The following elements of validity evidence should guide your critique. **For each element, briefly describe the nature of the evidence and the extent to which it is clearly presented and aligned to the intended score interpretation and uses**. Provide brief responses to each element below – in 2 to 4 single-spaced pages.

I. Background

1. Name of the Performance Assessment
2. Content domain being assessed – knowledge, skills, abilities, dispositions…

For assessments that contain multiple measures (reading, math, writing…), identify one aspect of the content domain that is assessed through a performance assessment. Focus your review on the one selected component.

1. Briefly describe the purpose of the assessment
2. Define the population of test takers

II. Validity Evidence

 For each element of validity evidence, consider whether it is an important element of the interpretation and use argument – that is, the extent to which it is directly related to the purpose of the assessment and the intended interpretations and uses.

1. Is the intended interpretation and use of the performance assessment clearly stated?

What is it? Limits to interpretation are described, given the universe of generalization.

1. Evidence of content representation

Review of content by experts; Alignment to standards or professional expectations

1. Evidence of cognitive complexity

Presence of a blueprint; Item specifications define cognitive complexity

1. Fairness, bias

Bias training is provided

Analyses of adverse impact based on group membership is reported

Differential validity is investigated – group differences are examined

1. Generalizability - G-study has been conducted – what facets were included?
2. Consequences are examined
3. Criteria for scoring are appropriate

Blueprint outlines intended targets for KSADs

Rubric focuses on intended cognitive skills – higher order processes

Rubrics are clear and informative - and provided to test takers

1. Scoring criteria are applied as intended

Rater training and qualification process is described

Rater agreement is reported

System in place to monitor rater accuracy and consistency