

Consequential Validity

Inclusive Assessment
Seminar

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NHEAI

New Hampshire Enhanced Assessment Initiative:
Technical Documentation for Alternate Assessments

Peer Review Validity Criterion

- NCLB requires that state assessment systems, including alternate assessments, “be valid for the purposes for which the assessment system is used; be consistent with relevant, nationally recognized professional and technical standards, and be supported by evidence...of adequate technical quality for each purpose” (NCLB, 2001, §200.2(b)(4)(I,ii)).

The Assessment Triangle and Validity Evaluation

OBSERVATION

INTERPRETATION

VALIDITY EVALUATION

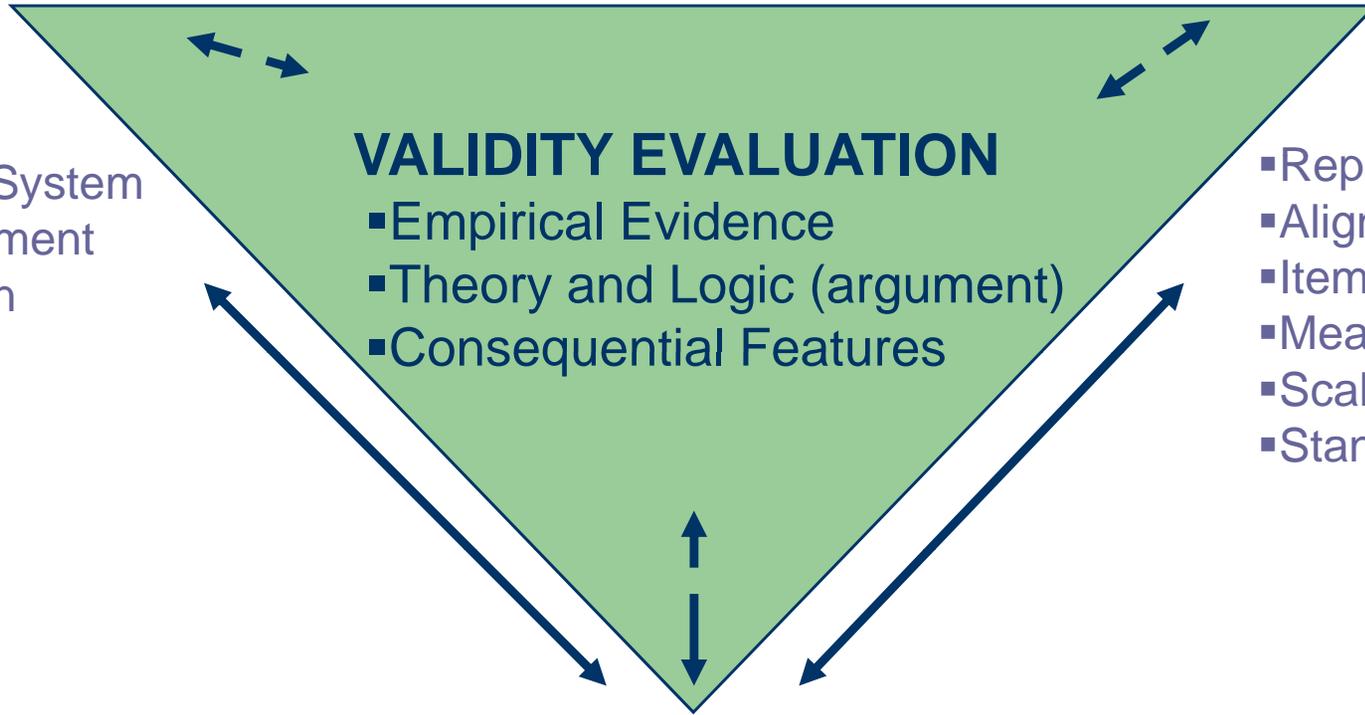
- Empirical Evidence
- Theory and Logic (argument)
- Consequential Features

COGNITION

- Student Population
- Academic Content
- Theory of Learning

- Assessment System
- Test Development
- Administration
- Scoring

- Reporting
- Alignment
- Item Analysis/DIF/Bias
- Measurement Error
- Scaling and Equating
- Standard Setting



What is Consequential Validity?

- Messick (1989) originally introduced consequences to the validity argument. Later, Shepard (1993, 1997) broadened the definition by arguing one must investigate both positive/negative and intended/unintended consequences of score-based inferences to properly evaluate the validity of the assessment system.

So What?

- There is overwhelming support for answering the “So What” question (Haertal, 1999; Kane, 2002; Kleinert et al., 2001; Lane & Stone 2002; Shepard, 1997), but at the same time differing stakeholder views must be included to present a convincing validity argument (Lane & Stone, 2002; Linn 1998; Ryan, 2002).

Intended Consequences

- Lane and Stone (2002) suggest that state assessments are intended to impact:
 - Student, teacher, and administrator motivation and effort;
 - Curriculum and instructional content and strategies;
 - Content and format of classroom assessments;
 - Improved learning for all students;
 - Professional development support;
 - Use and nature of test preparation activities; and
 - Student, teacher, administrator, and public awareness and beliefs about the assessment, criteria for judging performance, and the use of assessment results.

Unintended Consequences

- At times, however, Lane and Stone (2002) propose unintended consequences are possible such as:
 - Narrowing of curriculum and instruction to focus only on the specific learning outcomes assessed;
 - Use of test preparation materials that are closely linked to the assessment without making changes to the curriculum and instruction;
 - Use of unethical test preparation materials; and
 - Inappropriate use of test scores by administrators.

Consequential Validity Evaluation Questions

- Before you consider investigating any consequential validity questions for your alternate assessment judged against alternate achievement standards (AA-AAS), you must determine:
 - What is the **purpose** of the AA-AAS?
 - How will the scores of the AA-AAS be **used**?
 - What stakeholders are important to helping you understand the consequences of the AA-AAS: students, parents, teachers, administrators, community members, experts?

Consequential Validity Evaluation Questions

- Once you determine purpose and use, you may then ask:
 - What are the intended and unintended consequences based on the purpose and use of the AA-AAS?
 - Are the intended and unintended consequences positive or negative?

Looking to our Past to Prepare for the Future

- Research on the consequential validity of alternate assessments from the perspective of:
 - Students/Parents
 - Research Questions:
 - What benefits to students have accrued from the participation in AA-AAS?
 - What is the extent to which students have accessed the general education curriculum?
 - What is the impact of the AA-AAS on students' IEP development?
 - What is the relationship between student performance in AA-AAS and post-school life outcomes?
 - What student, teacher, and instructional variables influence parents' perceptions regarding the AA-AAS?

Looking to our Past to Prepare for the Future

- Research on the consequential validity of alternate assessments from the perspective of:
 - Teachers
 - Research Questions:
 - What benefits to teachers have accrued from the participation of students in the AA-AAS?
 - What is the extent to which alternate assessments are a part of daily classroom routine?
 - What is the relationship between alternate assessment scores and the amount of time spent working on the assessment?
 - To what extent do teacher and instructional variables predict alternate assessment scores?
 - Which student, teacher, and instructional variables influence teachers' perceptions regarding the AA-AAS?
 - What is the impact of the AA-AAS on teachers' daily instruction?

Looking to our Past to Prepare for the Future

- Research on the consequential validity of alternate assessments from the perspective of:
 - School
 - Research Questions:
 - To what extent are students included in the accountability process?
 - Is there any relationship between student performance in the AA-AAS and student performance in the general assessment?
- Obviously, there is no way to address all these research questions at once. This afternoon, we will examine some of these studies in-depth and also discuss ways in which to prioritize what studies are most important for your state to conduct in the short term-and long-term.