WORKSHOP TITLE

Issues around how best to provide evidence for assessment validity, reliability and fairness: the practice and challenge of validation

Presenter:

 Stuart Shaw began his career as an engineer, and holds an honours degree in Physics, a diploma in Applied Physics and a research degree in Metallurgy. Following his time in industry, he entered the TEFL world (Teaching English as a Foreign Language), gaining a certificate and diploma in TESOL and a Master degree in Applied Linguistics. He had several years of experience as an EFL teacher and Director of Studies. Stuart also holds a postgraduate degree in Theology.

Stuart has worked for Cambridge Assessment since January 2001. He has experience in the areas of researching and managing second language writing assessment in an ESOL context. He is an experienced presenter and has lectured for the Department of Theoretical and Applied Linguistics (University of Cambridge). He is currently an affiliated lecturer with the Faculty of Education (University of Cambridge).

Stuart is a Fellow of the Association for Educational Assessment in Europe (AEA-Europe) and has been a member of the Professional Development Committee (AEA-Europe). He is also a Fellow of the Chartered Institute of Educational Assessors (CIEA).

Why IAEA members should attend this workshop:

The workshop is intended to make the complexities of validation theory and practice more apparent and more understandable.

Who this Workshop is for:

The workshop is envisaged as a resource for students in educational measurement and assessment, for key practitioners in assessment agencies who wish to gain a deeper understanding of validation, for those with an academic interest in assessment, and for the validity novice who should be able to benefit from attending the workshop.

Overview:

This workshop will highlight the challenges faced when validating the intended interpretation of test scores and their relevance to the proposed uses of those scores.It is hoped that the workshop will engender discussion that will focus on the issues raised when developing,

piloting and implementing (in an operational context) a test validation framework which attempts to structure validity evaluation via a number of questions representing components of validity for specific qualifications.

Specifically, it will address a number of outstanding validation challenges: *where to start* (identifying claims, purposes, interpretations and uses of test scores), *how to proceed* (determining the relevance and sufficiency of validation evidence), *when to stop* (evaluating validation arguments), and *how to report* (identifying appropriate audiences and tailoring content to their requirements).

Validating proposed interpretations and uses of test scores is a difficult task and it is hoped that by sharing experiences through a collaborative workshop environment, greater insights will be drawn leading to an increased understanding of the validation process.

Workshop program

Coffee and registration
Introduction: why is validation so important?
Theoretical perspectives on validation Developing a validation framework for general educational assessments
Validation challenges Claims, purposes, interpretations, uses Constructing validation arguments Identifying and collecting validation evidence (adequacy, and relevance) Evaluating validation arguments Reporting validation findings
Feedback on issues discussed in relation to particular contexts
Summary of issues

Useful preparatory reading for the workshop:

Shaw, S. & Crisp, V. (2012). An approach to validation: Developing and applying an approach for the validation of general qualifications. *Research Matters*, Special Issue 3, 1-44. (A copy will be provided for workshop participants.)

Chapter 5 - *The deconstruction of validity: 2000-2012* in Newton, P. E & Shaw, S. D. (2014). Validity in Educational and Psychological Assessment. London: SAGE