

Consequential Validity Evidence for Oregon's Extended Assessment



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Background Information

Validity

Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests." (AERA, APA, NCME, 1999, p. 9).

Consequential Validity

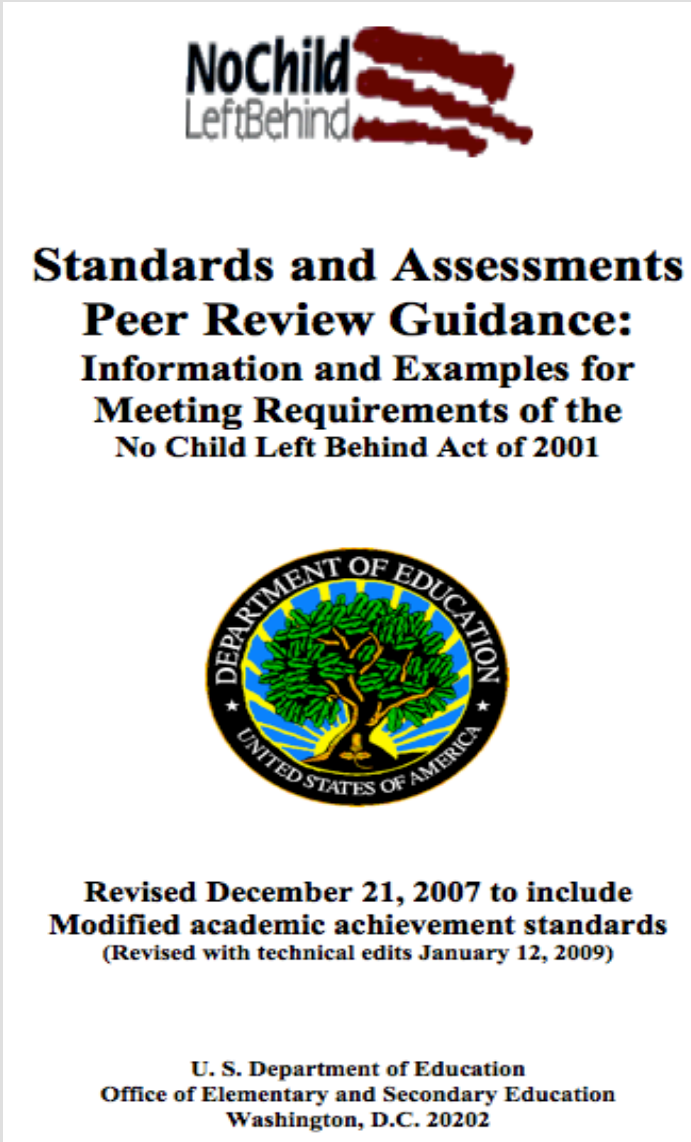
As elaborated by Messick (1989), construct validity is composed of six factors (content, substantive, structural, generalizability, external, and consequential). For the purposes of this project, I am focusing on consequential validity, which is the final aspect of score meaning. Messick's approach to consequential validity can be summarized as follows: the value implications of score interpretation as a basis for action as well as intended and unintended consequences, especially in regard to bias, fairness, and distributive justice (looking at the impact of the assessment as a whole upon the field).

GOAL: The specific question to be addressed by a study of consequential validity is,

"What are the value implications, as well as the intended and unintended consequences, of the Oregon Extended Assessment system?"

This question must be considered within the elaborated purpose of the Oregon Extended Assessment, which is, **"Oregon's AA-AAS provides the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities – which is its defined purpose."** (Oregon Extended Assessment, 2011-12 Technical Report, p. 8)

Peer Review Expectations – The Why?

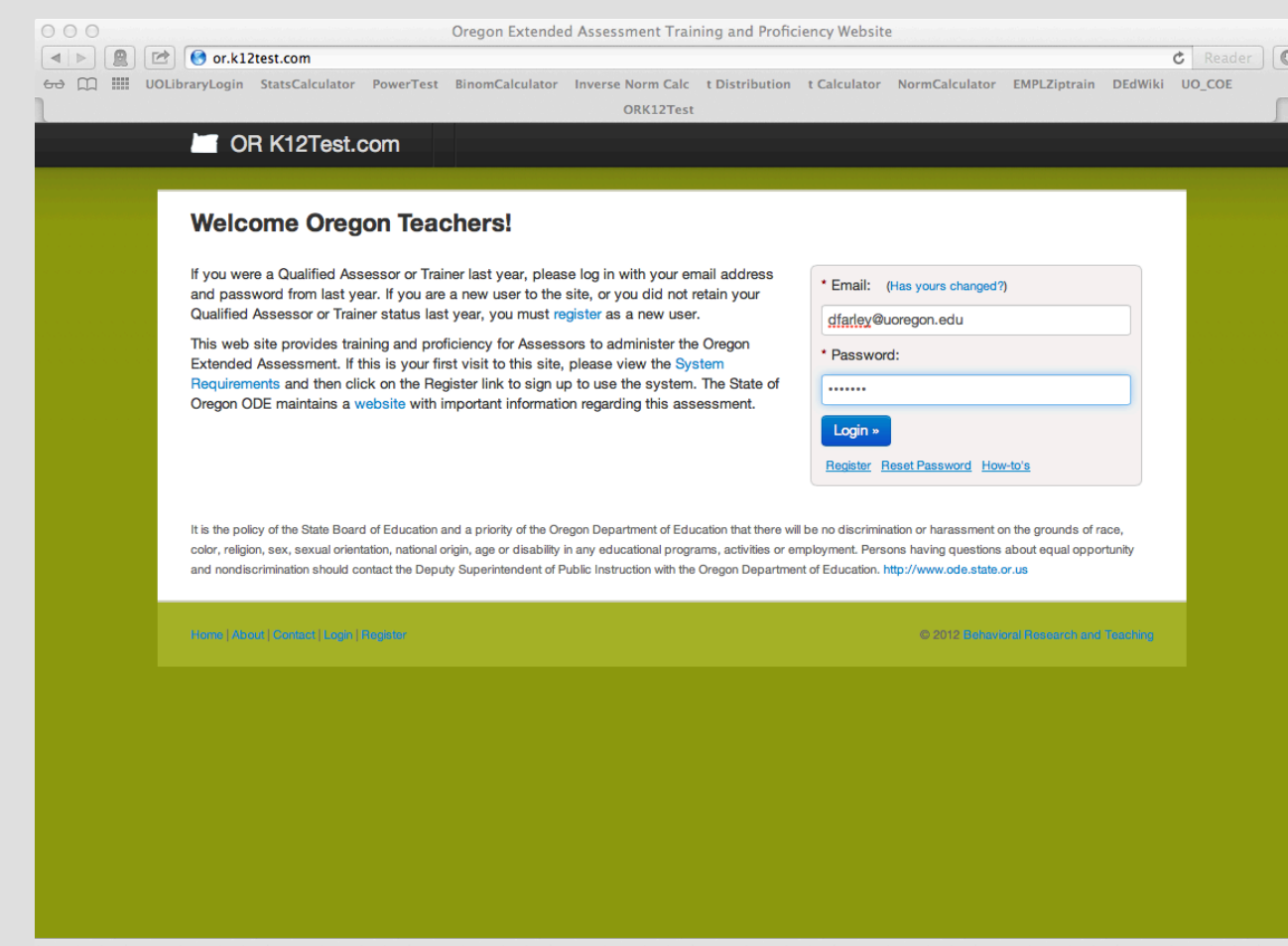


There are several Peer Review requirements that are written into Federal Law within the Elementary and Secondary Education Act of 2000, otherwise known as the No Child Left Behind Act. However, the law does not specifically require evidence of consequential validity (Perie, 2008). The Peer Review guidelines that the U.S. Department of Education distributes to peers to review assessment system submissions, however, does include this expectation.

As the expectation is included, it is a de facto requirement for states. The guidance states: **"In validating an assessment, the State must also consider the consequences of its interpretation and use. Messick (1989) points out that these are different functions, and that the impact of an assessment can be traced either to an interpretation or to how it is used. Furthermore, as in all evaluative endeavors, States must attend not only to the intended effects, but also to unintended effects."** (U.S. Department of Education, 2004, p.40)

Process

The process followed in Oregon was to approach the question of gathering consequential validity through the implementation of a survey. It was determined that the survey would be provided online via the University of Oregon's Qualtrics survey program. The survey will be distributed annually to stakeholders via the Oregon Extended Assessment training and proficiency website, <http://or.k12test.com>:



Questions were initially developed based upon the author's experience in developing consequential validity surveys for the states of New Mexico and Alaska. Research was conducted to determine whether the content of the questions was demonstrative of best practices in the field (Marion et al., 2006; Perie, 2008; Towles-Reeves, 2006). Topics for potential research in Oregon included: curriculum (including narrowing and/or inappropriate focus upon academics over functional skills), instruction, assessment, teacher motivation, student motivation, learning estimates, professional development, stakeholder beliefs about the assessment, IEP development, student disability identification rates, student placement statistics (Least Restrictive Environment, or LRE), and teacher retention.

The first draft of these questions was shared with the Oregon Department of Education; their input was incorporated into the questions that are found to the right.

Other Options Considered

ODE already collects some information regarding assessment system functioning, which is already reported to the US Dept of Ed as part of special education reporting systems (e.g., student disability identification rates, LRE statistics, and teacher retention). These topics were thus removed from our slate.

In planning discussions with ODE, the following two primary options were also considered in addition to the path selected above: *Option 1*) take no action, as ODE's assessment system has already been approved; and, *Option 2*) use regional focus groups to gather consequential validity information instead of a survey tool.

Option 1 was rejected, as consequential validity is an aspect of our assessment system that deserves attention.

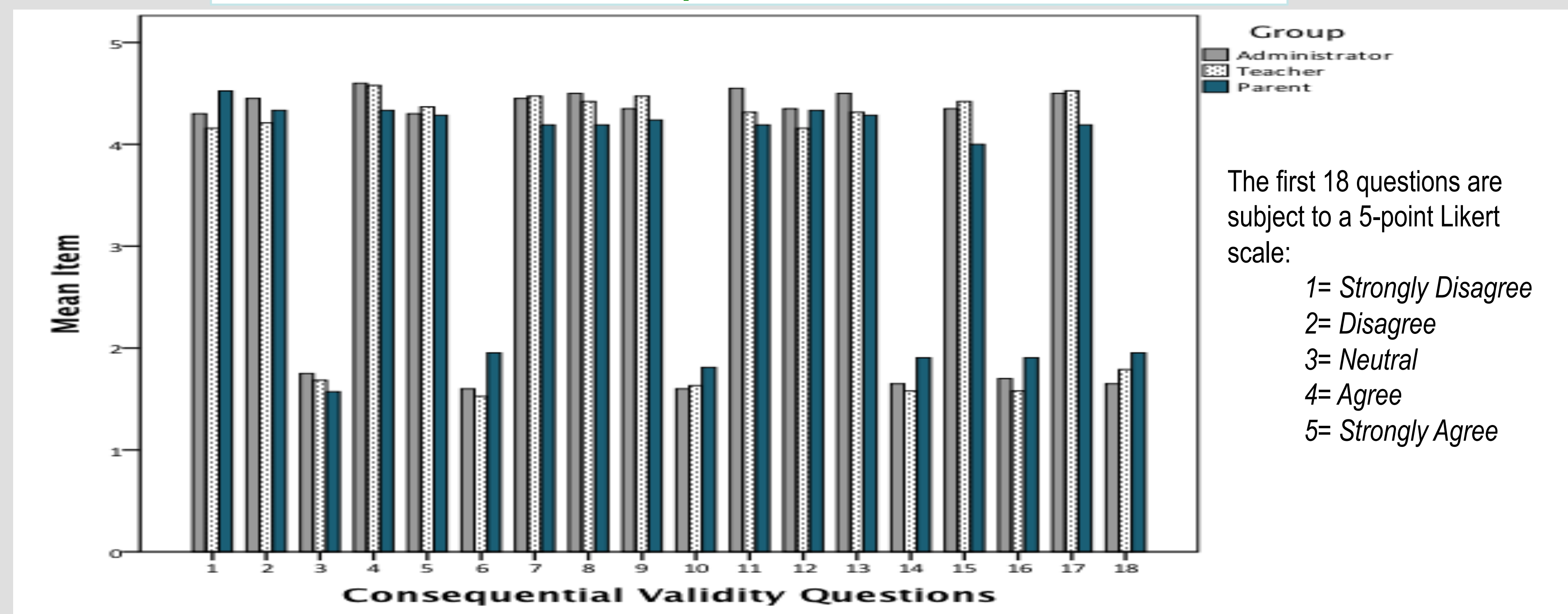
Option 2 was rejected due to the human and fiscal resources that would need to be committed, as well as the limited numbers of observations that could be collected in this manner.

COSTS: There is minimal additional cost associated with this project, as existing alternate assessment funds from ODE will cover development expenses, as well as teacher and administrator time. Parents who participate will be donating their time to the project.

References

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Anticipated Results



The first 18 questions are subject to a 5-point Likert scale:

- 1= Strongly Disagree
- 2= Disagree
- 3= Neutral
- 4= Agree
- 5= Strongly Agree

Contact Information and Acknowledgements

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Consequential Validity Questions

1. The students who participate in the Oregon Extended Assessment system are appropriately identified.
 2. Stakeholders (administrators, teachers, parents) use the results from the Oregon Extended Assessment appropriately.
 3. **Given its high stakes, stakeholders (administrators, teachers) have been more likely to engage in unethical testing practices. Participation in the Oregon Extended Assessment system has:**
 4. Increased student, teacher, and administrator motivation and effort.
 5. Positively impacted the curriculum and instructional approaches used for students with significant cognitive disabilities in Oregon.
 6. **Resulted in a narrowing of the curriculum and instruction to focus only on what is tested.**
 7. Improved the manner in which classroom assessments are designed and implemented.
 8. Improved learning outcomes for students with significant cognitive disabilities in Oregon.
 9. Increased access to the general education curriculum for students with significant cognitive disabilities.
 10. **Decreased the development of functional goals and objectives in IEPs for students with significant cognitive disabilities in Oregon.**
 11. Increased the professional development opportunities available to staff who work with students with significant cognitive disabilities in Oregon.
 12. Improved the alignment between IEP goals and objectives and state content standards and benchmarks.
 13. Improved the access that students with significant cognitive disabilities have to extra-curricular activities.
 14. **Led to increased turnover of special education teachers in Oregon.**
 15. Improved the acceptance of students with significant cognitive disabilities in the school community.
 16. **Led to increased social stigmatism for students with significant cognitive disabilities in Oregon.**
 17. Led to greater public awareness of the academic needs of students with significant cognitive disabilities in Oregon.
 18. **Resulted in an inappropriate shift of instructional priorities (from functional to academic).**
- These are the two open-ended questions:
19. What do you believe is the most important positive consequence of the Oregon Extended assessment system?
 20. What do you believe is the most significant negative consequence of the Oregon Extended assessment system?
- (Questions in BOLD are framed in a negative fashion)**

Qualtrics
Survey
Design

