ANSWERS AND HINTS TO STUDY QUESTIONS (SQs)

CHAPTER 3: Validity

SQ3-1: NO, because grammar rules are not valid indicators of reading comprehension.

SQ3-2: The major drawback of the criterion-related model of validity is that (a) it is too limited and does not capture some basic (e.g., content-related) aspects of validity and (b) it is not possible to identify criterion measures in some domains.

SQ3-3: The major drawback of the construct-based model of validity is that content validity, criterion validity, and construct validity are depicted as different types of validity. This can mislead test users to believe that these three “types of validity” are comparable or, even worse, that they are equivalent and, thus, collecting evidence for any of them is sufficient to label a test as valid.

SQ3-4: Validity is an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment (Messick, 1989).

SQ3-5: A comprehensive definition of the focal construct allows one to identify the behavioral boundaries of the construct, differentiate the construct from other (similar or dissimilar) constructs, and specify relationships between the construct and other constructs.

SQ3-6: d.

SQ3-7: a.

SQ3-8: b.

SQ3-9: d.

SQ3-10: c.

SQ3-11: d.

SQ3-12:

(a) Convergent evidence is provided by strong positive correlations between the scores on the same trait (.82 for trait A and .79 for trait B) measured by different methods — test forms with multiple-choice items (MCI) and “true-false” items.

(b) Discriminant evidence is provided by very low correlations between the scores on different traits (A and B) measured by the same method (.12, when either MCI or “True-False” is used).

(c) There is no sufficient evidence of method bias because the correlations between scores on different traits (A and B) measured by the same method (.12 and .12) are not much higher compared to when using different methods these traits (.10 and .11).