

# Validity in Educational and Psychological Assessment



"In this groundbreaking book, Newton and Shaw show how the "consensus" view of validity — that validity is not a property of tests, but of inferences made on the basis of the evidence they elicit — was at best rather shallow. ... Every serious scholar of assessment should read this book."

*Dylan William, Emeritus Professor of Educational Assessment, Institute of Education, University of London*

Validity is the hallmark of quality for educational and psychological measurement. But what does quality mean in this context? And to what, exactly, does the concept of validity apply? These apparently simple questions parachute the unwary inquirer into a minefield of tricky ideas. This book guides you through this minefield, investigating how the concept of validity has evolved from the nineteenth century to the present day.

Communicating complicated concepts straightforwardly, the authors explore answers to questions like:

- what does 'validity' mean?
- how many different kinds of validity are there?
- does validity have a social dimension as well as a technical one?
- what are the ingredients of effective validation?
- is 'construct validity' still relevant?
- is 'validity' fit for purpose?

This book will be of interest to anyone with a professional or academic interest in evaluating the quality of educational or psychological assessments, measurements and diagnoses.

**Paul E. Newton** is Professor of Educational Assessment, Institute of Education, University of London.

**Stuart D. Shaw** has worked for Cambridge Assessment since January 2007 and is particularly interested in demonstrating how it seeks to meet the demands of validity in its assessments.



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Lecturers, request your electronic inspection copy to review it for your course. Validity is the hallmark of quality for educational and psychological measurement . Validity is the hallmark of quality for educational and psychological measurement . But what does quality mean in this context? And to what, exactly, does the. Validity in Educational and Psychological Assessment [Paul E Newton, Stuart D Shaw] on hpi-banten.com \*FREE\* shipping on qualifying offers. Lecturers, request . What makes for a high-quality educational or psychological test? The standard answer is that it must have good reliability and validity (e.g. Validity is the hallmark of quality for educational and psychological measurement . But what does quality mean in this context? And to what. developing and delivering educational assessment to eight 28 VALIDITY IN EDUCATIONAL & PSYCHOLOGICAL ASSESSMENT the same. Validity in educational and psychological assessment, by Paul E. Newton & Stuart D. Shaw. Research in Mathematics Education, 19 (2). pp. Request PDF on ResearchGate On May 4, , Colin Foster and others published Book review. Validity in educational and psychological assessment, by . Examples and Recommendations for Validity Evidence. Standards for educational and psychological testing. Washington, DC. American Psychological . assessment concepts? validity [ ] is the single most important criterion for evaluating . Standards for Educational and Psychological Testing. Washington . most contested is that of 'validity'; the extent to which an assessment or a test standards for educational and psychological testing (American. These six aspects function as the general validity criteria for all educational and psychological measurement, including performance assessments, discussed in. Clarifying the purposes of educational assessment Validity in educational and psychological assessment Standards for talking and thinking about validity. Get the Validity in Educational and Psychological Assessment at Microsoft Store and compare products with the latest customer reviews and. these six aspects function as general validity criteria or standards for all educational and psychological measurement, including performance assessments. Paul Newton and Stuart Shaw (eds): Validity in Educational and Psychological Assessment. Sage, London, , pp., ISBN: 1

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