

Validity & Reliability Guides

Table 1. Quick Guide to Determine Which Validity to Use

Type	What does it do?	When to use it?	Who reviews it?	Example
Construct Validity	Evaluates the tool's overall value by confirming theoretical accuracy.	When you want to test if the tool reflects the intended psychological or theoretical construct or when the construct is abstract or unobservable.	Researchers and psychometricians	The EPP evaluates its new disposition survey by comparing it to existing measures to ensure it accurately assesses the intended traits.
Content Validity	Evaluates the tool's quality by ensuring all relevant aspects of a concept are covered.	When building or revising a tool to fully capture a construct or to assess the tool's coverage of essentials.	Subject Matter Experts (SMEs)	SMEs review the EPP's methods course final exam to ensure it includes all necessary skills from the curriculum.
Face Validity	Evaluates the tool's surface level appearance of appropriateness.	Early stages of tool development when gathering initial feedback.	Non-experts, stakeholders, end-users (optionally SMEs)	A survey to understand program expectations is reviewed by prospective teacher candidates.

Table 2: Quick Guide To Determine Which Reliability To Use

Type	What does it do?	When to use it?	Example
Test-Retest Reliability	Evaluates consistency of a tool over time	Use to measure the stability of the tool over time.	Assessing the pre-clinical professionalism questionnaire, weeks apart, to the same group of teacher candidates.
Internal Consistency	Evaluates consistency across items within the tool itself	Use to assess whether items within a single measurement are measuring the same underlying construct.	Assessing confidence self-assessment with 20-items and determining if all 20 items reflect the same underlying characteristics.
Inter-rater reliability	Evaluates consistency between different observers evaluating the same data	Use to ensure consistency across different raters.	Assessing the results of two mentor teachers, independently scoring the same teacher candidate using the EPP's clinical observational tool.



Activity: Data Detectives

Directions:

Explore the Case Study and its assessment tool.

Validity Testing

Determine face validity of the survey. This will be done through independent review followed by collective discussion. Please respond to the questions listed below:

Guiding Questions:

1. Are the section headings appropriate?
2. Are the items within each section aligned (do they pertain to the section heading)?
3. Are the items within each section appropriate?
4. Are the items within each section relevant to the survey focus?
5. Are the measurement methods (i.e., scale and overall scoring) useful for assessing the variable?
6. Are there items that need major/minor revisions to be clear?
7. Is the layout easy to follow?

Within your group, discuss what to do next. Are their revisions needed? If so, what would the process look like? If not, go on to reliability testing.



Reliability Testing

Determine test-retest reliability of the survey. This will be done through independent review followed by collective discussion. Please respond to the questions listed below:

1. What type of reliability would fit best with this tool?

2. What would the process look like?
 - a. Who should be involved in this work? Why?

 - b. How much time do we need?

 - c. When does this need to happen?

 - d. How often should “it” happen? Or is one meeting in enough?

 - e. What happens next?