Highlighting Actual Interpretations and Uses in Validity Evidence

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Intended = Actual
Intended ≠ Actual
Actual
Critical aspects of users’ local context

Users’ current perspectives and practices

Data use on various users’ practices

Student learning outcomes

Moss, 2016
• **Prior research:** Identify potentially productive instructional improvement strategies
  – Coherent instructional system
  – School leadership
  – District leadership

• **Current research:** Reliably implement improvement strategies
Example Indicators

- Rigor of Task
- Launch of Task
- Whole Class Discussion
- Small Group Discussion
Development Process

Initial design
- Meetings with partners
- Review existing research & survey items

Observe a range of classroom instruction

Revise survey items

Administer surveys

Formal qualitative analysis of interviews & survey responses

Cognitively interview students
Research Questions

1. What is the evidence to support intended interpretations?

2. What were the actual interpretations?

3. What were the characteristics of users’ local contexts, perspectives and practices that supported meaningful interpretations and constructive actions?
Data

- Cycles of work around 4 meetings with curriculum guide writers
  - Artifacts
  - Meeting agendas
  - Slides
  - Handouts
  - Audio recordings
What was the purpose of today’s whole class discussion?

- Producing Correct Answers
- Sensemaking
Next Steps and Implications

Case 1
Evidence for actual interpretations

Case 2
Evidence for actual interpretations

Case 3
Evidence for actual interpretations

Develop a framework/guidelines for attending to actual interpretations of data
Next Steps and Implications

If you have questions, please contact us

- Practical Measures, Routines and Representations for Improving Instruction
  - [https://www.pmr2.org/](https://www.pmr2.org/)