# Validity of Tests

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## Opinion

Validity refers to whether a test measures what it intends to measure. If the test has poor validity, then the test does not measure the specific job related content.

**Definition:** A test is said to be valid if it measures what it intends to measure (Or) Validity refer to the ability of the instrument to measure.

## Types of Validity

There are several ways to estimate the validity of a test, including **content validity, construct validity, criterion-related validity (concurrent & predictive)** and **face validity**.

a)   **Content**: Related to objectives and their sampling.

b)   **Construct:** Referring to the theory underlying the target.

c)   **Criterion:** Related to concrete criteria in the real world. It can be concurrent or predictive.

d)   **Concurrent:** Correlating high with another measure already validated.

e)   **Predictive:** Capable of anticipating some later measure.

f)   **Face:** Related to the test overall appearance.

## Content Validity

Content validity refers to the relations and connections between the items in the test and the subject-matter related to the items. The content should be relevant, comprehensive and relevant to the items. For example: If there is need to develop a scale related to measuring the level of depression in the clients than the items constructed should measure the depression not anxiety because some clinical symptoms may be similar for anxiety and depression, for that the items are closely checked whether the item are measuring depression and the items can be added or subtracted in that matter.

## Construct Validity

Constructs are the concepts, ideas, notions in brain which cannot be measured. For example: there is a scale to measure depression, so for that the scale should measure each construct the brains the brain undergoes like; thoughts, feelings, level of emotions etc.

## Criterion Related Validity

It is also known as instrumental validity. The test is said to have this validity if the meets the already set standard criteria. For example: we are creating a new scale to measure depression such as Bushra Depression inventory than we compare to already standard scale for depression such as Beck Depression Inventory (BDI) for whether it meets the set criteria or not.

## Concurrent Validity

Concurrent validity is a statistical method using correlation, rather than a logical method.   Examinees who are known to be for example: either masters or non-masters on the content measured by the test are identified before the test is administered. Once the tests have been scored, the relationship between the examinees' status as either masters or non-masters and their performance (i.e. pass or fail) is estimated based on the test. This type of validity provides evidence that the test is classifying examinees correctly. The stronger the correlation is, the greater the concurrent validity of the test is.

## Predictive Validity

This validity estimates the relationship of test scores with future performance of the examinee. For example: if a personality test is done on the child, so by the inference we can determine the future personality of the child. Or job performance test to check the job performance in future for the examinee.

## Face Validity

Face validity is determined by a review of the items. While looking at test items one gets to know about the face validity. For example; at one glace we know the face validity like timing for the items, options, instructions, headings etc.

## Characteristics of Validity

a)   Validity contains the measurements properties like: Content validity, Construct validity, Criterion validity.

b)   It can be used in educational as well as in psychological measurements.

c)   Validity has two identifications: Internal validity and External validity.

**d)** It is specific to each administration of the test.

**e)** Objective-baseness, comprehensiveness and objectivity of the test will contribute to validity.

## Purposes of validity

**a)** Determines the suitability of test for use.

**b)** Judges the quality or merit of a study.

**c)** Making results valid and meaningful.

**d)** After validity results can be used to answerable to research questions.

**e)** Reduce the wastage of time and effort.

**f)** Validity can ensure that results can be used effectively.

**g)** Important for defining and measuring bias and distortion.

**h)** Validity tells you if the characteristic being measured by a test is related to job qualification and requirement.

**i)** Validity gives meaning to the test scores. Validity evidence indicates that there is linkage between test performance and job performance.

**j)** Validity also describes the degree to which you can make specific conclusions or predictions about people based on their test scores.

## Purpose for Validity of Classroom Assessments

**a)** Ensure that we make sound inference about our students.

**b)** Help develop alignment between our own assessment of student learning and those made (inferred) by external assessments.

**c)** Contribute to a culture which views teaching as a complex, highly skilled and professional endeavor.

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