

Organizing and Writing the IB Self Study

Session 2

Make claims

Establish reliability and validity

Analyze and report results

Wednesday 4/8/15

Writing claims about candidates and graduates

Motivation

- **What makes you proud?**

Credence

- **What evidence supports your claims?**

Three Steps for Writing Claims

Make claims consistent with public statements of the goals, objectives, promises, and standards of the EPP

Make sure that all components of CAEP Standard 1 & 4, and Component 5.2 (or TEAC Quality Principle 1) are part of the EPP and reflected in the claims

Identify at least two measures or categories of evidence for each claim

Write Claims

Exercise 28: Write claims

Exercise 32: Link claims with evidence

Exercise 36: Develop the rationale for each source of evidence

Exercise 37: Identify the EPP's cut score for each source of evidence

Establish reliability and validity of your interpretations of the **evidence**

What do the results of your assessments mean?

How do you know?

What gives you confidence in the results?

CAEP Qualities of Evidence

([CAEP Evidence Guide](#))

Relevant

- Directly related

Verifiable

- Sufficiently documented for later confirmation by outsiders

Representative

- Captures the typical state of affairs

Cumulative

- Multiple sources are additive

Actionable

- Directly informs planning/decision-making

Valid

- Aligned, Unbiased, Informs understanding

Consistent

- Accurate within/across sources & over time

TEAC Qualities of Evidence

Reliable

- Chance is not a credible explanation for results

Valid

- Rival explanations are not credible; evidence is consistent with claims

Sufficient magnitude

- 75% guideline is applied to empirical maximum

TEAC Five Standards of Evidence

- **Representative:** sample must be appropriate
- **Accurate:** at least 75% verified in the audit
- **Consistent:** 75% of best observed
- **Valid:** rival explanations are ruled out
- **Sufficient:** results meet established criteria

What makes an interpretation reliable?

Consistency

- measures the same characteristics with similar results each time assessment is made

Agreement

- between raters using same measure

Dependable

- What is being measured must be fairly stable and consistent to achieve reliable results

What makes an interpretation valid?

The instrument clearly measures what it's supposed to measure

It is sufficiently aligned to claims & standards to provide relevant results

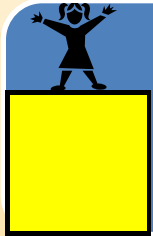
There is agreement among measures about the level of competence displayed

Context is everything

All reliability and validity is local ...



Properties of interpretation, not only of the instrument



Your sample is unique, as are your questions and conclusions

Determining Reliability and Validity of the Interpretations of Assessments

- Exercise 40 - reliability
- Exercise 41 - validity
- Exercise 42 – measures you rely on

Analyzing and Reporting Results

Table 6: Correlations Among GPAs, Portfolios, and Field Evaluations (p. 12)

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Measure	Liberal Arts GPA	Education GPA	Major GPA	Minor GPA	Portfolio Scores	Common Field (CFA)	Dispositions (CFA)
Education GPA	.43**						
Major GPA	.46**	.50**					
Minor GPA	.25	.48**	.34*				
Portfolio	.22	.32*	.15	.36**			
Common Field (CFA)	.18	.41**	.13	-.01	.16		
Disposition (CFA)	.20	.49**	.16	.04	.22	.95**	
Program GPA	.51**	.74**	.46**	.56**	.38**	.19**	.28**

Also ask: Are there any significant differences in the correlations by program options? If disaggregation is possible, explore this.

Analyzing & Reporting Results, 2

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Additional Comments from the Formative Evaluator

What claims are you using the assessments for, and how do you distinguish one claim from another with this test? (page 11)

Who rates the portfolio? Is there a rubric? What are the criteria for the ratings? (page 13)

Which of these questions are you using as evidence of each of the claims and cross-cutting themes? (page 15)

