COE Procedures for Reliability, Validity, and Fairness in Assessment
Spring, 2009 Version

To ensure reliability, validity, and fairness in assessment measures and processes, the following interrelated procedures will be implemented within the College of Education at Georgia Southern University using Standards for Educational and Psychological Testing developed by AERA, APA, and NCME (1999) as a guiding document:

Performance Criteria / Standards

1. Department Chairs will ensure that training (e.g., for faculty, clinical supervisors) in the use of key assessments and rubrics will occur as needed so that assessments are being implemented consistently and fairly. Documentation of training must be maintained.

2. Review and analysis of key assessments and rubrics to ensure alignment with appropriate content standards and with critical job-related performances will be completed during program faculty and program action team meetings. Minutes of meetings and revised key assessments and rubrics will be maintained.

3. Alignment of key assessments with program standards, relevant state and national standards, and course objectives is indicated on the assessment and will be shared with candidates.

4. Key assessments and rubrics will be developed, reviewed and modified based on data analysis and input from stakeholders (faculty, candidates, program graduates, program action team members).

5. Key assessments will be continuously reviewed to ensure that the language of the assessment is non-biased.

6. Clear criteria regarding evaluation and grading of the assessment will be shared with candidates prior to administration of the assessment.

7. Each candidate will be provided with an opportunity to learn and practice the relevant content.

8. Candidates will receive performance feedback via assessment rubrics as key assessments are completed.

9. Candidates may appeal their assessment results in accord with the University grade appeal process.
Data / Reporting

10. Clear, common procedures and criteria for reporting data will be maintained and reviewed by the unit and communicated to appropriate stakeholders.

11. Data will be reported across departments and programs using a common three-point scale. Departments/programs may use other scales but must convert to the common three-point scale for unit level reporting.

12. Inter-instructor consistency across course sections using key assessments will be examined at the program level. Results of the analysis will be included in program reports.

13. Unit Assessment Tool Kit data elements and reports will be maintained electronically using a system that can be accessed by faculty and administrators as needed. Appropriate data security measures will be implemented in consultation with the database provider and university computer/network personnel.

14. Data related to gender, ethnicity, program delivery mode, and other categories appropriate to program or unit needs will be collected and analyzed at the necessary level (e.g., at the program level for key assessments, at the department or unit level for standardized tests such as GACE II).