**Content Validity Protocol**

**Lawshe Method**

Content Validity determines the extent to which an assessment represents all facets of a given construct. The assessment instrument should answer the following questions:

* Does the indicator measures what it was designed to measure?
* Do the constructs include the concept, attribute, or variable that are the target of measurement?
* Does the instrument estimate how much a measure represents every single element of a construct?
* Does the instrument assess constructs or domains?
* Does the instrument assess the body of knowledge surveyed?
* What degree does the content of the indicator reflect the content domain of interest?

The process for determining if an assessment is valid begins with gathering evidence to determine how accurately an assessment addresses various aspects of the specific construct in question and adequately represents a defined domain of knowledge or performance. In other words, do the questions assess the constructs or are the responses by the person answering questions influenced by other factors. The purpose of content validity protocol is to guide the collection of evidence to document the adequate technical quality of rubrics, surveys, etc. that are being used to determine the validity of assessments to evaluate Program Learning Outcomes in the College of Education at Tennessee State University.

**How does a committee establish Content Validity for an initial EPP created assessment?**

To establish content validity for EPP/program created assessments/rubrics, a panel of experts identifies the essential constructs for the assessment/rubric. Although there are other methods for establishing content validity, the College of Education will use the *Lawshe* method as approved by CAEP. The *Lawshe* method requires a Content Evaluation Expert Panel (e.g., subject-matter experts) to provide feedback on how well each question measures the construct. The Content Evaluation Expert Panel will identify the overlap between the construct and the performance domain. Their feedback will be analyzed and informed decisions will be made about the effectiveness of each question. The *Lawshe* method proposes that each of the subject matter experts (SMEs), raters on the judging panel, respond to the following questions for each item:

1. Is the skill or knowledge measured by this item essential?
2. Is the skill or knowledge measured by this item, Useful, but not essential?
3. Is the skill or knowledge measured by this item, Not necessary, to the performance of the construct?

**Six Step Protocol for Establishing Content Validity**

Each newly developed or adopted unit-wide assessment must undergo an extensive quality control review process. All EPP/program created assessments must adhere to the [*TSU Content Validity Protocol*](file:///C:/Users/respr/Documents/TSU%20Content%20Validity%20Protocol%20(1).pdf)[C:\Users\respr\Documents\Content Validity Protocol.docx](file:///C:\Users\respr\Documents\Content%20Validity%20Protocol.docx)before these assessments can be utilized. Please follow directions to complete the Content Validity Index (CVI) and Content Validity Ratio (CVR).

*Step 1: Complete Initial Rubric Review*

The first step of the content validity protocol is completion of the [*Initial Rubric Review Form*](file:///C:/Users/respr/Desktop/Initial%20Rubric%20Review%20Form%20(4).docx)*.* This rubric is used to determine the body of knowledge for each construct measure. This *Initial Review Rubric* evaluates assessments in five major categories, which include: 1) administration and purpose, 2) content evaluation, 3) scoring of the assessment, 4) data reliability, and 5) data validity. Each of these categories have sub-categories that determines if this category has sufficiently met the expected rubric criteria.

*Step 2: Select Panel of Expert Reviewers*

The second step the protocol is to select a *Content Evaluation Panel of Experts* based on their content expertise and practitioner experiences. The panel should be selected based upon a minimum pre-established criteria determined by program faculty. The *Content Evaluation Panel of Experts* should be a combination of all stakeholders to include the College of Education faculty (i.e., content experts) and P-12 school or community practitioners (lay experts). The Content Evaluation Panel of Experts should include the following:

* 1. At least **one content expert** from the program/department in the College of Education;
  2. At least **one external content expert** from outside the program/department. This person can be from TSU or another college or university as long as the requisite content expertise established; and
  3. At least **one practitioner expert** from the field.

Total Number of Subject-matter Experts on the panel: **A minimum of three (3).**

Documentation verifying the panel’s expertise should be kept on all panel experts. This documentation should include the name, title, and reason for selections. For example:

|  |
| --- |
| **Content Panel Experts**  *Name, Title, Qualifications, Experience, and Expertise* |
| Doe, Jane, Professor/Committee Chair, Ed.D Curriculum and Instruction, 10 years professor, Technology |
| Blackman, Jennifer, Executive Director, Ph.D Instructional Technology, Content Knowledge in Innovative Technology and Instructional Design  Clay, Kecia, MNPS Technology Expert, Ed.D Instructional Technology, 15 years, Application of Technology in MNPS classrooms. |
|  |
| *See attached* [*Content Knowledge Expert Panel Credentials template*](file:///C:/Users/respr/Documents/Content%20Knowledge%20Expert%20Panel%20Credentials.docx) |
|  |

*Step 3: Create Form for each Internally Developed Assessment/Rubric*

Each EPP/program created assessment should be accompanied by a *Rubric Assessment Response Form* to be used by the *Content Evaluation Panel of Experts.* The panel members rate itemsthat appear on the *Rubric Assessment Response Form*. Program faculty work collaboratively to develop the response form needed for each rubric/instrument used to evaluate the candidate’s performance. See [*Sample Rubric Assessment Response Form*](file:///C:/Users/respr/Documents/Sample%20Rubric%20Assessment%20Response%20Form.docx)*.*

*Step 4: Create Assessment Packet*

The fourth step in the protocol is to create an assessment packet for each Content Evaluation Panel Expert. The packet should include the following:

* 1. A letter explaining the purpose of the assessment/rubric, the reason the experts were selected, a description of the measure and its scoring, and an explanation of the response form;
  2. A copy of the assessment/rubric instructions;
  3. A copy of the form used to evaluate the assessment/rubric; and
  4. The *Rubric Assessment Response Form* aligned with the assessment/rubric for the panel member to rate each item.

*Step 5: Collect the Response Data from Panel*

The fifth step in the protocol is to initiate the evaluation of assessment/rubric. The protocol requires the collection of response data from the *Content Evaluation Panel of Experts.* All data is submitted to the contact person by a designated deadline.Data is collected utilizing the *Lawshe* method of content validity. The following protocol will be used when colleting response data.

1. Each panel member is given the list of indicators or items independently.
2. For each item, the primary construct that the item purpose measure should be identified and defined
3. Each item should be written as it appears on the rubric/instrument
4. Each panelist rates items on a scale of 1-3 with one (1) being the most essential, two (2) useful but not essential, or three (3) not necessary. The form should have space for each item to provide feedback on the item with suggested corrections or revisions. *See Table 1*

Table 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Constructs | Essential  Total members responded to construct | Useful but not essential  Total | Not essential  Total | Feedback |
| Ability to create lessons | 2 | 1 | 7 |  |
| Accepts Criticism (Merged into Response to Feedback) | 10 | 0 | 0 |  |
| Assessment Skills | 1 | 2 | 7 |  |
| Reflective Educator | 10 | 0 | 0 |  |
| Response to Feedback | 10 | 0 | 0 |  |
|  |  |  |  |  |

Once response data for each EPP/program created assessment/rubric have been collected from the panel members, that information will be submitted to the COE Assessment Assistant Dean. Copies of all forms and scores will be submitted via email and placed on the EPP assessment share drive. The file will be accessible to program coordinators.

*Step 6: Generate a Content Validity Index*

The sixth step in the protocol is to generate the content validity index and content validity ratio. The COE Assistant Dean will generate a Content Validity Index (CVI) and Content Validity Ratio (CVR). The index will be calculated based on recommendations by Rubio et al. (2003), Davis (1992), and Lynn (1986).

The Assistant Dean will use the CVR = (ne – n/2)/(n/2).

* 1. Ne = number of panelists indicating “essential.”
  2. N = total number of panelists
  3. Step 1: How many panelists say it is essential? (20 – n/2) (n/2)
  4. Step 2: How many total panelists: n =36