

CONTENT VALIDITY EVIDENCE FOR NEW PROBLEM-SOLVING MEASURES (PSM3, PSM4, AND PSM5)

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Instrument development should adhere to the *Standards* (AERA et al., 2014). “Content-oriented evidence of validation is at the heart of the [validation] process” (AERA et al., 2014, p. 15) and is one of the five sources of validity evidence. The research question for this study is: What is the evidence related to test content for the three instruments called the PSM3, PSM4, and PSM5? The study’s purpose is to describe content validity evidence related to new problem-solving measures currently under development. We have previously published validity evidence for problem-solving measures (PSM6, PSM7, and PSM8) that address middle grades math standards (see Bostic & Sondergeld, 2015; Bostic, Sondergeld, Folger, & Kruse, 2017).

We chose a design-science based methodology to develop the PSM series. This methodology is useful for measure development, gathering data from the measure, drawing reasonable conclusions from the data, revising the measure, and repeating the cycle. Three forms of data were collected sequentially to explore test content validity evidence. Our data analysis approach used traditional methods (Sireci & Faulkner-Bond, 2014). Broadly speaking, all reviewers on the expert panel agreed the items were open, complex, and realistic. Mathematicians confirmed that each item could be solved in two or more ways. Students expressed that the items were complex, solvable, and realistic.

Results indicated that items were both representative and relevant of the construct. Supplementing this conclusion with the knowledge that the definition is sufficiently bounded and test construction followed the *Standards* (AERA et al., 2014), leads to a conclusion that the PSMs have adequate test content validity evidence. This is the initial step in building a validity argument; next steps are to gather evidence related to response processes, relations to other variables, internal structure, and consequences from testing.

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