Chapter 5.
Reliability of
Assessment Device

Contents

- Concept of reliability
- Stability reliability
- Alternate-form reliability

Concept Of Reliability

* Assessment Reliability

✓ The consistency of results produced by measurement devices.

Relationship between reliability and validity

✓ Test reliability is a necessary, but insufficient. Ex) vocabulary test & Pole-Vaulting aptitude test

- * Stability Reliability
- ✓ The consistency of assessment results over time.

Appropri ate interval

Administer a test to students

Readminister the same test to the same students

Correlate students' scores on the two tests

Result reliability coefficient

	test	retest
A	7	7
В	5	6
C	9	9
D	8	7
E	6	6



* Attention!

✓ The length of the interval between two test

The selection of the between-testing interval's length should be made so as to reduce the influence of the first testing on the second, but also to reduce the likelihood that intervening events in the lives of the students will distort the second set of test results.

'two or three weeks' is reasonable *

* Attention!

✓ Same motive, attitude, atmosphere

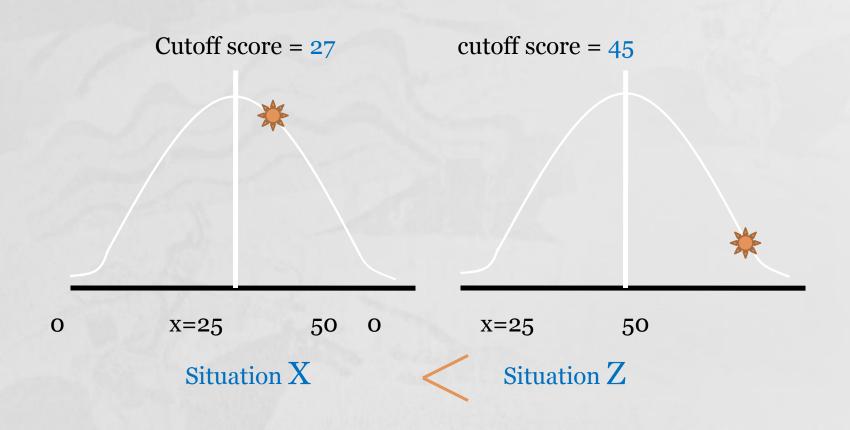
Care must be taken to create an atmosphere in which students will devote comparable zeal to both test administrations.

✓ The length of the test

the longer the test, the more reliable the test tends to be.

- Classification Consistency
- ✓ If the test were administered at a different time, how many students would be classified in the same manner.
- ✓ A representation of the proportion of students who are
 placed in the same category on two testing occasions or
 two test forms.

Classification Consistency



Classification Consistency

✓ False positive

Classifying a student as having mastered a given skill or knowledge domain, but the student actually had not mastered it.

✓ False Negative

Classifying a student as not having mastered a given skill or knowledge domain, but the student actually had mastered it.

* Alternate-Form Reliability

The consistency of measured results yielded by different forms of the same test.

Administer two forms of the same test Correlate student's scores on the two test forms

Result coefficient

✓ Reduce remembrance effect (+)

Difficulty of making different forms of the same test (-)

- Stability and Alternate-Form Reliability
- ✓ The consistency of measured results over time using two different test forms.
- ✓ has low reliability coefficient
 - Because of two factors: time delay and differences between the two forms

- Post Facto Form Equating
- ✓ two approaches to determining item difficulties

Field-testing

create large numbers of items \rightarrow administer those items in a formal field test \rightarrow consequence of field tests \rightarrow determine the difficulty level of each item

Embedding

embedding of new test items in administered versions of an ongoing testing program

Thank you.