

Table 5.5: Comparison of Instrumental and Argument-Based Perspectives of Validity

Validity Type	Instrumental Perspective	Argument-Based Perspective
Criterion Validity	Scores on a specific assessment must be correlated highly with scores on some external assessment of the content already established as valid.	The information a set of assessments provides can be interpreted in terms of how well students might perform on interim and end-of-year assessments.
Construct Validity	Based on statistical analysis, the items on a particular assessment are highly correlated for a particular topic.	The information a set of assessments provides can be interpreted in terms of specific knowledge or skill that can be directly taught.
Content Validity	The scores on a specific assessment clearly measure specific content.	The information a set of assessments provides can be interpreted in terms of students' status on an explicit progression of knowledge.

Source: Adapted from Marzano, R. J. (2018). Making classroom assessments reliable and valid. Solution Tree Press.