A CURRICULAR VALIDATION STUDY OF THE HUDSON EDUCATION SKILLS INVENTORY-WRITING

A Thesis

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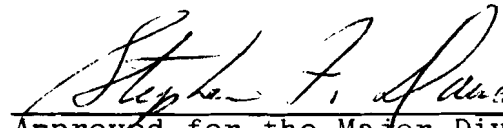
ABSTRACT

This study attempted to determine validity of the Composition subtest of the Hudson Education Skills Inventory (HESI) - WRITING. Subjects completed a questionnaire which paired each curriculum objective and it's corresponding test item. Subjects judged the "fit" of each pair on a scale of 1 - 4 with 1 = Excellent, 2 = Good, 3 = Fair, and 4 = Poor.

From the establishment of a response rate criterion, results of the questionnaire indicated that only two out of the total 130 test items were not accurately measuring the paired objective. The results show that the HESI - WRITING (Composition) appears to be a valid test of written language skills and may be used with confidence by educators.



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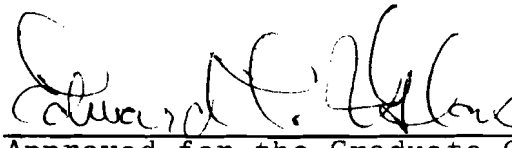

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CHAPTER 1

INTRODUCTION

Preliminary to building any curriculum and fundamental to teaching is assessment. As defined by Bigge (1988) assessment is the process of collecting, summarizing, and organizing a variety of information that (1) specifies and verifies student academic, cognitive, adaptive, behavioral and physical problems and (2) aids in decision making about individual students. Assessment provides present levels of performance as well as avenues for appropriate instruction. One form of assessment is a formal or standardized test. Also referred to as norm-referenced or psychoeducational, these tests compare a student's performance to that of similar-aged students. Formal assessment measures have received much criticism in the past ten years, asserting that they are biased regarding curriculum content, technically inadequate for making decisions about individual students, and are not useful for making instructional decisions (Deno, 1985). A new form of assessment, curriculum-based assessment (CBA), has emerged out of the controversy over psychoeducational measures, and is rapidly growing in

popularity and use. CBA bridges the separation between measurement and instruction, and makes data on student achievement more integral to daily decision making (Deno, 1985).

One such curriculum-based measurement system was designed by Hudson, Colson, Welch, Banikowski, and Mehring (1988). The Hudson Educational Skills Inventory (HESI), a criterion-referenced tool, was designed to aid professionals in assessing academic performance of students in grades K-6 with dysfunctional learning patterns. The three major curriculum areas assessed are math, reading, and writing which includes composition, handwriting and spelling. Each area breaks down into specific curriculum skills, subskills and objectives that are commonly taught in a continuous-progress K-6 curriculum. Each test sequences the comprehensive curriculum skills for that area so that educators can develop an instructional program directly from the assessment results; thus linking assessment to instructional planning.

Literature Review

Academic success or failure in the classroom is dependent upon the match of a student's skills and the school curriculum (Choate et al., 1987). The successful student is one whose skills can correlate with the curriculum's. The student whose skill development doesn't match the curriculum is described by Gickling and Thompson (1985) as a "curriculum casuality" (pg. 208). Typically, this student will initially be retained in hopes of later catching up with the curriculum. After failing another year or two, usually the student will then be placed in a special education class, in which the curriculum and pace are dramatically different.

Choate, Bennett, Enright, Miller, Poteet, and Rakes (1987) summarize three questions critical to forming the theoretical basis of CBA:

1. What is expected of the student by the curriculum?
2. What is the position of the student's skills on the curricular continuum?
3. What is the best plan to adjust the curriculum to meet the student's needs? (p. 35).

The concept of CBA is not a new one. Correlated

with informal measurement, teachers have been using observation to identify and assess their students for years. The term CBA can refer to a specific testing instrument, and/or to obtaining direct and frequent data on a student's performance on curriculum objectives from the classroom. Typically, CBA's are given at the beginning of the school year and the results are used to place students into appropriate need programs. CBA's can also be readministered in whole or part following a lesson unit to assess skill mastery and to determine if further instruction is needed over those particular skills in the unit.

To make assessment worthwhile, it needs to be paralleled with instruction. Analysis of student's present skill levels can aid the teacher in deciding how to teach.

The Assessment/Programming Cycle (A/P cycle), a method for implementing a personalized program, is described below (Choate, Bennett, Enright, Miller, Poteeet & Rakes, 1987). Each step enables the teacher to assess the student's needs at every level, then to proceed as directed by the student's responses.

Step 1 - Curriculum Analysis

Locate a scope and sequence chart for each subject area, identify the specific subskills

within each, and mark the curriculum expectations on the chart.

Step 2 - Skill Assessment

Assess the student's level of mastery for the subskills and record mastered skills on the curriculum chart. Mastery is defined as skill retention through three A/P cycles.

Step 3 - Subskill and Task Program

Develop an educational program based on the assessment data. Initial focus of instruction begins with unmastered tasks, followed by a priority ranking of all other tasks still requiring instructional guidance.

Step 4 - Task Assessment

Assess tasks receiving instruction.

Step 5 - Program Revision

From the assessment data obtained in Step 4, revise the educational program where necessary to meet the student's needs. Adjustments may be either corrective strategies which modify methods and/or materials, or maintenance strategies which promote permanent retention of newly mastered tasks. Unmastered tasks are then recycled through Steps 4 and 5 until they reach mastery.

Step 6 - Cycle Repetition

Once skills are mastered, re-enter Steps 1, 2, and 3 with a new program focus (pg. 36).

CBA offers several inherent advantages over the use of traditional psychometric assessment procedures. Clear and concise communication is an essential part of the education process. Teachers, parents, professional colleagues, and the students themselves must have a common ground of understanding on which to discuss issues concerning the student. In special education, effective communication of placement needs, test results, progress, etc., is a high priority. In CBA, results and progress can be presented in a very simplistic manner; results can be easily graphed or charted to visually show the student's performance. The more simplistic the data, the more easily they are communicated between people of varying backgrounds.

In measuring any type of growth or gain, the measurement scales need to be sensitive to the gradual increase of growth, and be able to reflect this increase. Deno (1985) provided a useful analogy to illustrate sensitivity. The bathroom scales are an essential tool for measuring the effects of dieting, and every pound lost is a major accomplishment! The

effectiveness of a diet would be diminished if scales used to measure weight differences only registered at every 10 pounds. The insensitivity of the scales would probably result in little if any weight loss. As with bathroom scales, educational measurement scales must be just as sensitive to any changes. Traditional psychoeducational assessments typically provide information reflecting broad gains in skills. Typically, only 3 to 8 test items represent an entire grade level. In comparison, CBA furnishes student progression data on short-term growth, which when graphed can more clearly illustrate achievement. Traditional scales tend to have increased sensitivity to daily and monthly student gains. Because CBA tools better portray changes in performance, teachers have accurate information to evaluate the effectiveness of their instruction and remain on target with the student's individual needs.

A third advantage of CBA is that due to the fact that measures of student achievement may be obtained frequently, there are improved data bases for making educational decisions. Formal tests are norm-referenced, comparing a student's score to a normed distribution of other student's scores. Norm-referenced data is an important and yet sometimes inadequate method for deciding program eligibility and a child's future

prognosis. Norm group performances increase from year to year, so the only way a student's score can increase is if his/her performance increases at the same rate as the norm group. In comparison, CBA is referenced in three ways:

1. Curriculum-referenced so that a student's score indicates their level of ability on the school curriculum.
2. Individually-referenced so that judgements can be made about whether a student's current rate of progress is an improvement over past performance.
3. Peer-referenced so that the student's performance can be compared with peers from the same classroom to determine "normality" (Deno, 1985, pp. 224-229).

The purpose of CBA is to help the teacher identify skills that need to be learned (Blankenship, 1985). The assessment may be repeatedly given, which provides many opportunities for success. It is acceptable to leave unknown items blank. Instruction begins with the skills at a non-mastery level; no instruction is given to those areas which, when assessed, are at a mastery level and presumably learned. Mastery is typically defined as 100% correct, and non-mastery as less than 80% correct

(Gickling & Thompson, 1985). Skills falling between 80-100% are considered acquired, yet still require continued instruction until mastered.

For an assessment tool to be accurate, it must prove to be valid. Validity refers to how much a test measures what it purports to measure. Deno (1985) suggested that content validity provides the most stable validity estimate for CBA. Content validity simply means that the assessment carefully matches the curriculum. As previously stated, data from CBA can be a direct link to instructional planning, which insures content validity.

Colson (1987) conducted a curricular (content) validation study on the math section of the HESI. A self-administered questionnaire evaluating the parallelism between the test items and corresponding objectives was given to thiry-one experienced educators. The questionnaire asked respondents to rate the parallelism of each item on a four point scale: 1 for excellent; 2 for good; 3 for fair; and 4 for poor. Acceptable validity responses were defined as "excellent" or "good".

Thirteen out of the fourteen subtests exceeded the response rate criterion and were deemed valid. On the fourteenth subtest - numeration - only 6% of the

objectives lacked validity, and have since undergone revision.

Overall, the vast majority (99%) of the 275 objectives on the HESI - MATHEMATICS were judged curricularly valid.

Purpose

The purpose of this study is to use procedures similar to those used by Colson (1987) to determine the content validity of the HESI-WRITING (Composition).

Significance

Validity is a critical aspect of any assessment tool. Curricular validity insures a high degree of agreement between the test items and what the test is to be measuring. It also concerns the appropriateness of the inferences that can be made on the basis of test results (Salvia & Ysseldyke, 1988). Establishment of curricular validity on the Composition Curriculum Area of the HESI - WRITING will yield a high correlation between the test items and the curriculum objectives; thus professionals can confidently employ the HESI - WRITING and successfully utilize the curriculum

objectives in instructional planning.

CHAPTER 2

METHOD

Subject Selection

The sample for this study consisted of 27 students pursuing graduate study in special education. Selection criteria included: 1) current progress toward or completion of a masters degree in education; 2) current enrollment in methods or practicum classes in Learning Disabilities at Emporia State University and The University of Kansas during the 1988 summer session; 3) a valid teaching certificate; and 4) experience in teaching elementary age students. Subjects were asked to complete the demographic information sheet (Appendix A) before participating in the study to ensure that criteria were met. Each subject included in the questionnaire sample held a current valid teaching certificate, an undergraduate degree in education, and was enrolled in an L.D. methods course. On the average, the subjects had each accumulated 21-30 hours beyond the Bachelor's degree, and taught four years with either elementary - aged students or special education students. Approval from the human subject selection

committee was obtained prior to commencement of this study.

Materials

The HESI - WRITING Curricular Validity Questionnaire (see Appendix B) was developed through using procedures similar to those employed by Colson (1987) on the HESI - MATHEMATICS Curricular Validity Questionnaire. The HESI - WRITING Curricular Validity Questionnaire lists each objective of the Composition Curriculum Skills Sequence, its corresponding test items, and a scale to rate the fit between the two. The following scale was used for rating the fit between each objective and corresponding test item:

E if the fit was excellent.

G if the fit was good.

F if the fit was fair.

P if the fit was poor.

Each objective was listed by the codes developed by the test authors, followed by the corresponding test item. The respondents were asked to use the scale to rate the degree of agreement between every objective and corresponding test questions. Below is an example of the HESI - WRITING Curricular Validity Questionnaire.

III. GRAMMAR

B. NOUNS

GRAM B4	identify and use predicate nouns (He is our painter.).

NOTE: For expressive items the student will fill in the blank; for contrived items the student will underline the appropriate objective.

GRAM B4-Expressive	The woman is a _____.
	I am a _____.
GRAM B4-Contrived	He is a <u>patriot.</u>
	The cat was a <u>female.</u>

GRAM B4	1	2	3	4
	Excellent Fit	Good Fit	Fair Fit	Poor Fit

A Curricular Validity Response Sheet similar to that employed by Colson (1987) was used to accelerate the administration of the questionnaire (see Appendix C). A separate sheet of blank paper was provided for each respondent to give their rationale for any test item marked fair or poor.

Procedure

The purpose of this study was to establish the curricular validity for the Hudson Educational Skills Inventory - WRITING. Curricular validity indicates the degree to which a test's items accurately represent the skills it claims to represent. To examine the validity of the HESI - WRITING, 27 graduate students majoring in education were asked to complete the HESI - WRITING Curricular Validity Questionnaire probing the correlation between the HESI - WRITING test items and a specific set of curricular objectives. The questionnaire was administered during one hour of the student's method course. The examiner was available to answer questions during the questionnaire completion period at Emporia State University. At The University of Kansas, directions were given and preliminary questions were answered in the classroom, but the student's there completed the questionnaire outside of class. At Emporia State University, one methods class period was used to complete the questionnaire, and the principal investigator was available for questions. At the University of Kansas the questionnaire was distributed and questions answered at the beginning of

class. The subjects completed the questionnaire outside of class Due to the magnitude of the HESI - WRITING, only the Composition curriculum area was targeted for this curricular validity study. Six subskills comprise the Composition curriculum: capitalization, punctuation, grammar, vocabulary, sentences, and paragraphs.

Data Analysis

Descriptive statistics were used to analyze data from the questionnaire over the HESI - WRITING. Means, standard deviations, and the percent responding in the "excellent" or "good" categories were computed. The percent not responding in these categories was noted. The statistical approach used in interpretation of the collected data is a replicated version of the approach used by Colson (1987) in his validity study of the HESI - MATHEMATICS. Colson followed the model used in the Kansas National Teacher Examination validation studies, which is referred to by Poggio, Burry, Glasnapp, Miller, and Tollefson (1985) as the "strong inference" majority rule. If an item or objective receives a particular majority endorsement, the researcher can be ninety-five percent confident that other samples of educators,

selected with the same criteria, would also yield a majority endorsement in the same direction as the originally sampled respondent (Colson, 1987, p. 52). This statistical model, used to yield the strong inference majority values, is based on the standard error of a proportion. The majority decision for p is expressed in the following formula:

$$p \geq 50.5 + [1.645 \times \sqrt{\frac{(pq)}{T}}\ ] \times 100$$

This formula results in a z, sometimes called a critical ratio. In this study, the probability of an "excellent" or "good" response for a single individual is 1/2.

Six research questions were addressed:

1. What is the overall item representativeness of the objectives on the Capitalization subtest of the HESI - WRITING (Composition)?

2. What is the overall item representativeness of the objectives on the Punctuation subtest of the HESI - WRITING (Composition)?

3. What is the overall item representativeness of the objectives on the Grammar subtest of the HESI - WRITING (Composition)?

4. What is the overall item representativeness of

the objectives on the Vocabulary subtest of the HESI - WRITING (Composition)?

5. What is the overall item representativeness of the objectives on the Sentences subtest of the HESI - WRITING (Composition)?

6. What is the overall item representativeness of the objectives on the Paragraphs subtest of the HESI - WRITING (Composition)?

CHAPTER 3

RESULTS

A questionnaire was administered to 27 students pursuing graduate study in special education at Emporia State University and Kansas University. Each student fulfilled the selection criteria, as noted by their demographic sheet. The criteria included 1) current progress toward or completion of a masters degree in education; 2) current enrollment in methods or practicum classes in Learning Disabilities at Emporia State University and The University of Kansas during the 1988 summer session; 3) a valid teaching certificate; and 4) experience in teaching elementary age students. Data were collected on June 6, 1988 at Emporia State University, and on June 14, 1988 at Kansas University. All questionnaires were returned by June 29, 1988 and all data collection was discontinued.

Research Questions and Results

To assess curricular validation, each test item was matched with it's corresponding objective on the HESI - WRITING Curricular Validity Questionnaire. The "fit"

between the item and specific objective was then rated on a scale of 1-4 with 1=Excellent Fit, 2=Good Fit, 3=Fair Fit, and 4=Poor Fit. Test items rated in the excellent and good range were deemed acceptable, and test items rated in the fair and poor range were deemed unacceptable. Item validity was determined by comparing the percentage of respondents rating an item as excellent or good against a percent response criterion of 66.3%. This criterion was determined through placement of appropriate values in the formula for determining a percentage response criterion:

$$p \geq 50.5 + [1.645 \times \sqrt{(\underline{pq})} \,] \times 100$$

Means, standard deviations, and the percent responding in the "excellent" or "good" category were obtained for each test item. There were a total of 130 test items and corresponding objectives in the Composition section of the HESI - WRITING.

Research Question One: What is the overall item representativeness of the objectives on the Capitalization subtest of the HESI - WRITING (Composition)?

The capitalization subtest consisted of twenty-six test items and matching objectives. Of the twenty-six

items, twenty-five or 96% of the capitalization test items exceeded the response rate criterion of 66.3%. As Table 1 indicates, only one item, CAP B9, did not exceed the response rate criterion of 66.3%.

Objective CAP B9, "identify and use capital letters for proper names" received only 44% "excellent" or "good" ratings. There was a typographical error in the questionnaire on this objective. It read "identify and use capital letters for the date". Because of the error, the objective did not match the corresponding test item. The error was present in the questionnaires distributed to the students at Emporia State University, but was corrected before distributing the questionnaire to the students at The University of Kansas. All ratings of this objective in the "fair" and "poor" categories were from the data collected at Emporia State University. The students at The University of Kansas consistently rated the fit as "excellent" or "good" using the corrected objective. Respondents were directed to provide a rationale for a ranking of fair or poor on any test item. Appendix D lists the rationales from the respondents for item CAP B9 and all other items commented on in exact, duplicated form.

TABLE 1

CURRICULAR VALIDITY EVALUATION FOR THE CAPITALIZATION SUBTEST OF THE HESI - WRITING (Composition)

Objective	Mean	Standard Deviation	Percent Rating Excellent or Good
CAP B26	1.2	.506	96
CAP B25	1.704	.823	77
CAP B24	1.63	1.006	77
CAP B23	1.148	.456	96
CAP B22	1.333	.555	96
CAP B21	1.296	.542	96
CAP B20	1.63	.839	85
CAP B19	1.407	.636	92
CAP B18	1.074	.267	100
CAP B17	1.222	.506	96
CAP B16	1.63	.6	88
CAP B15	1.269	.604	92
CAP B14	1.577	.758	92
CAP B13	1.296	.542	96
CAP B12	1.333	.555	96
CAP B11	1.185	.483	96
CAP B10	1.185	.483	96
CAP B9	2.692	1.49	44*
CAP B8	1.077	.272	100
CAP B7	1.296	.542	96
CAP B6	1.667	.961	74
CAP B5	1.852	.989	81
CAP B4	1.222	.506	100
CAP B3	1.074	.267	100
CAP B2	1.926	1.466	88
CAP B1	1.593	.797	88

*indicates item(s) which did not meet the response rate criterion of 66.3%

Research Question Two: What is the overall item representativeness of the objectives on the Punctuation subtest of the HESI - WRITING (Composition)?

The Punctuation subtest consisted of forty-four test items and matching objectives. Skills in this subtest included periods, question marks/exclamation marks, commas, apostrophes, quotation marks/underlining, hyphens, and colons. As Table 2 indicates, of the forty-four items, forty-three or 98% of the Punctuation test items exceeded the response rate criterion of 66.3.

Objective PUNC D9, "identify and place a comma to separate a noun in a direct address or the name of a person spoken to (I do plan to apply, Cindy.), received only 48% "excellent" or "good" response ratings. Respondents commented on the lack of similarity between the objective and the contrived items, and that the expressive items differed from the contrived. All of the respondent's comments (verbatim) on the poor fit of the test item to the objective can be found in Appendix D.

TABLE 2

CURRICULAR VALIDITY EVALUATION FOR THE PUNCTUATION SUBTEST OF THE HESI - WRITING (Composition)

Objective	Mean	Standard Deviation	Percent Rating Excellent or Good
PUNC B11	1.370	.565	96
PUNC B10	1.481	.580	96
PUNC B9	1.407	.797	88
PUNC B8	1.333	.480	100
PUNC B7	1.222	.424	100
PUNC B6	1.593	.747	85
PUNC B5	1.259	.594	92
PUNC B4	1.444	.801	81
PUNC B3	1.63	.884	81
PUNC B2	1.926	1.072	77
PUNC B1	1.222	.424	100
PUNC C4	1.593	.636	92
PUNC C3	1.259	.447	100
PUNC C2	1.185	.396	100
PUNC C1	1.259	.447	100
PUNC D12	1.259	.542	96
PUNC D11	1.296	.542	96
PUNC D10	1.444	.577	96
PUNC D9	1.889	2.873	48*
PUNC D8	1.296	.465	100
PUNC D7	1.222	.424	100
PUNC D6	1.259	.526	96
PUNC D5	1.222	.424	100
PUNC D4	1.259	.526	96
PUNC D3	1.185	.396	100
PUNC D2	1.296	.542	96
PUNC D1	1.259	.712	92
PUNC E5	1.333	.555	96
PUNC E4	1.37	.565	96
PUNC E3	1.296	.542	96
PUNC E2	1.37	.565	96
PUNC E1	1.704	.953	81
PUNC F5	1.481	.7	88
PUNC F4	1.269	.452	100
PUNC F3	1.556	.847	85
PUNC F2	1.296	.542	96
PUNC F1	1.333	.679	96
PUNC G4	1.593	.734	92
PUNC G3	1.556	.802	88
PUNC G2	1.074	.267	100
PUNC G1	1.037	.192	100
PUNC H3	1.185	.386	100
PUNC H2	1.222	.577	92
PUNC H1	1.037	.192	100

*indicates item(s) which did not meet the response rate criterion of 66.3%

Research Question Three: What is the overall item representativeness of the objectives on the Grammar subtest of the HESI - WRITING (Composition)?

The Grammar subtest consisted of twenty-seven test items and matching objectives. Skills in this subtest included nouns, verbs, pronouns, adjectives, adverbs, and other parts of speech. Of the twenty-seven items, twenty-seven or 100% of the Grammar test items exceeded the response rate criterion of 66.3%, as Table 3 indicates.

TABLE 3

CURRICULAR VALIDITY EVALUATION FOR THE GRAMMAR SUBTEST OF THE HESI - WRITING (Composition)

Objective	Mean	Standard Deviation	Percent Rating Excellent or Good
GRAM B4	1.444	.641	92
GRAM B3	1.704	.724	85
GRAM B2	1.407	.572	96
GRAM B1	1.556	.641	92
GRAM C10	1.444	.641	92
GRAM C9	1.407	.572	96
GRAM C8	1.222	.506	96
GRAM C7	1.481	.509	96
GRAM C6	1.593	.636	92
GRAM C5	1.741	.712	92
GRAM C4	1.481	.801	88
GRAM C3	1.407	.572	96
GRAM C2	1.593	.747	92
GRAM C1	1.333	.620	92
GRAM D2	1.48	.918	88
GRAM D1	1.84	1.068	76
GRAM E3	1.296	.542	96
GRAM E2	1.44	.651	92
GRAM E1	1.111	.320	100
GRAM F2	1.37	.492	100
GRAM F1	1.37	.565	96
GRAM G6	1.333	.555	96
GRAM G5	1.259	.447	100
GRAM G4	1.222	.506	96
GRAM G3	1.37	.629	96
GRAM G2	1.37	.565	96
GRAM G1	1.259	.526	96

Research Question Four: What is the overall item representativeness of the objectives on the Vocabulary subtest of the HESI - WRITING (Composition)?

The Vocabulary subtest consisted of eight test items and matching objectives. Of the eight items, eight or 100% of the Vocabulary test items exceeded the response rate criterion of 66.3% (see Table 4).

TABLE 4

CURRICULAR VALIDITY EVALUATION FOR THE VOCABULARY SUBTEST OF THE HESI - WRITING (Composition)

Objective	Mean	Standard Deviation	Percent Rating Excellent or Good
VOCAB B8	1.556	.892	81
VOCAB B7	1.481	.643	92
VOCAB B6	2.0	.894	77
VOCAB B5	1.556	.751	85
VOCAB B4	1.556	.751	85
VOCAB B3	1.148	.362	100
VOCAB B2	1.222	.424	100
VOCAB B1	1.333	.555	96

Research Question Five: What is the overall item representativeness of the objectives on the Sentences subtest of the HESI - WRITING (Composition)?

The Sentences subtest consisted of thirteen test items and matching objectives. Skills in this subtest included sentence types, and sentence structure. Of the thirteen items, thirteen or 100% of the Sentence test items exceeded the response rate criterion of 66.3% (see Table 5).

TABLE 5

CURRICULAR VALIDITY EVALUATION FOR THE SENTENCES SUBTEST OF THE HESI - WRITING (Composition)

Objective	Mean	Standard Deviation	Percent Rating Excellent or Good
SENT B6	1.667	.734	85
SENT B5	1.407	.636	92
SENT B4	1.519	.7	88
SENT B3	1.577	.703	88
SENT B2	1.741	.984	77
SENT B1	1.259	.447	100
SENT C7	1.333	.620	92
SENT C6	1.148	.456	96
SENT C5	1.37	.565	96
SENT C4	1.37	.565	96
SENT C3	1.222	.424	100
SENT C2	1.296	.542	96
SENT C1	1.37	.565	96

Research Question Six: What is the overall item representativeness of the objectives on the Paragraphs subtest of the HESI - WRITING (Composition)?

The Paragraphs subtest consisted of twelve test items and matching objectives. Skills in this subtest included paragraph types, and paragraph structure. As Table 6 indicates, the twelve items, twelve or 100% of the Paragraph test items exceeded the response rate criterion of 66.3 %.

TABLE 6

CURRICULAR VALIDITY EVALUATION FOR THE PARAGRAPH SUBTEST OF THE HESI - WRITING (Composition)

Objective	Mean	Standard Deviation	Percent Rating Excellent or Good
PARA B4	1.259	.447	100
PARA B3	1.222	.506	96
PARA B2	1.296	.465	100
PARA B1	1.222	.424	100
PARA C8	1.333	.48	100
PARA C7	1.074	.267	100
PARA C6	1.333	.734	92
PARA C5	1.33	.48	100
PARA C4	1.185	.396	100
PARA C3	1.222	.424	100
PARA C2	1.407	.694	96
PARA C1	1.296	.465	100

Summary

The Composition section of the HESI - WRITING contains six subtests, and a total of 130 test items and matching objectives. Within four of the six subtests, 100% of the test items and matching objectives exceeded the response rate criterion of 66.3%. The Capitalization subtest had 96% of it's test items and matching objectives exceed the response rate criterion, and the Punctuation subtest had 98% of it's test items and matching objectives exceed the response rate criterion of 66.3%. Table 7 is a summary of each subtest, the total number of objectives, and the total number and percent of objectives rated excellent or good. Based on the data that show all but two items exceeding the percent response criterion, it appears that the HESI - WRITING (Composition) subtest is valid.

TABLE 7

CURRICULAR VALIDITY EVALUATION FOR THE HESI - WRITING (Composition) AS A WHOLE

Subtest	Number of Objectives	Number of Objectives Rated Excellent or Good	Percent of Objectives Rated Excellent or Good
Capitalization	26	25	96
Punctuation	44	43	98
Grammar	27	27	100
Vocabulary	8	8	100
Sentences	13	13	100
Paragraphs	12	12	100
Totals	130	128	98

CHAPTER 4

CONCLUSIONS

The purpose of this study was to determine the content validity of the HESI - WRITING (Composition). Validity refers to how much a test measures what it purports to measure. Content validity simply means that the assessment matches the curriculum. Validity is an important feature of assessment tools, for it determines what inferences can be made on the basis of test results. Thus, a tester using a highly valid instrument can be fairly confident that the test measures exactly what it claims to measure. Content validity is applied to curriculum-based assessment devices which test directly to the curriculum. The HESI is a curriculum-based assessment tool, and a validity study was conducted on the composition subtest of the WRITING section.

A questionnaire was developed which paired each test item with it's corresponding objective. The questionnaire was administered to 27 graduate students enrolled in methods courses during the 1988 summer sessions at Emporia State University and The University of Kansas. Selection criteria included experience in

teaching K-6 curriculum, a valid teaching certificate, and pursuit of or completion of a master's degree. Respondents were to rate the "fit" of each objective to the matching test item on a scale of 1-4 with 1 = an excellent fit, 2 = a good fit, 3 = a fair fit, and 4 = a poor fit. Results were then tabulated and statistical analysis of means, standard deviations, and the percent responding in the "excellent" or "good" range were figured for each objective.

The Capitalization subtest yielded 25 out of the 26 objectives to be valid (96%). The one objective in question will be revised by the test authors, and a panel of curriculum experts will review the revised objective and matching test item to measure the "fit" or validity of the item. The Punctuation subtest yielded 43 out of the 44 objectives to be valid (98%). The one objective will be revised and reviewed in a manner consistent with that described above for the Capitalization objective. The Grammar subtest yielded all 27 objectives to be valid (100%) and the subtest may be used intact as developed. The Vocabulary subtest yielded all 8 objectives to be valid (100%) and the subtest may be used intact as developed. The Sentences subtest yielded all 13 objectives to be valid (100%) and the subtest may be used intact as developed. The

Paragraphs subtest yielded all 12 objectives to be valid (100%) and the subtest may be used intact as developed.

The "strong inference" majority rule asserts that if an item or objective receives a particular majority endorsement, the researcher can be ninety-five percent confident that other samples of educators, selected with the same criteria, would also yield a majority endorsement in the same direction as the originally sampled respondents. Overall, the Composition subtest of the HESI - WRITING appears to be valid and may be used with confidence by educators to measure written language skills.

Implications for Future Research

This study should be regarded as the beginning of many validity studies which may be conducted on the HESI - WRITING (Composition). The same study could be duplicated on a larger number of educators. By increasing the sample population, the response rate criterion would also rise and infer a stronger confidence in the results. Instructional validity could be assessed to determine how many students have the opportunity to learn the content within the objectives. Instructional validity should yield at least 90% of the

sampled population as having the opportunity to learn the content in the grade level specified. This approach would also validate the grade level designations of each writing objective. A third type of research could be directed to curriculum-based assessment in general. Early studies show that this is an effective measurement system which is very applicable to instructional planning. Curriculum-based assessment is, however, a new concept. More curriculum-based assessment instruments need to be developed and researched for their effectiveness and efficiency in assessing student performance levels and aiding in instructional planning.

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APPENDIX A

NUMBER_____

THE HUDSON EDUCATION SKILLS INVENTORY -
WRITING CURRICULAR VALIDITY RESPONSE SHEET

DEMOGRAPHIC INFORMATION

Undergraduate degree in education	Yes___ No___
Number of graduate hours beyond the Bachelor's degree	1-10_____ 11-20_____ 21-30_____ 31 plus_____
Master's degree in education	Yes___ No___
Current valid Teaching Certificate	Yes___ No___
Number of years teaching elementary age students	Reg Ed_____ Spec Ed_____ Total Years_____
Current enrollment in an L.D. methods course	Yes___ No__

APPENDIX B

III. GRAMMAR (GRAM)

B. NOUNS

GRAM B4 — identify and use predicate nouns (he is our painter.).

GRAM B4-Expressive
1. The woman is a _____.
2. We are _____.

GRAM B4-Contrived
1. He is a patriot.
2. I am an editor.

GRAM B4 — 1 Excellent Fit 2 Good Fit 3 Fair Fit 4 Poor Fit

GRAM B3 — identify and use possessive nouns, both singular and plural (Here is the school's trophy. We saw the wolves' den.).

GRAM B3-Expressive
1. The _____name was Mary.
2. _____car ran off the road.

GRAM B3-Contrived
1. The dog's tail was long.
2. John's story did not make sense.

GRAM B3 — 1 Excellent Fit 2 Good Fit 3 Fair Fit 4 Poor Fit

GRAM B2 — identify and use nouns.

GRAM B2-Expressive
1. I am a _____.
2. The _____is big.

GRAM B2-Contrive
1. Jack ate.
2. I saw the queen.

GRAM B2 — 1 Excellent Fit 2 Good Fit 3 Fair Fit 4 Poor Fit

GRAM B1 identify and use naming words.

GRAM B1-Expressive
1. I eat _____.
2. _____bite.

GRAM B1-Contrived
1. Eyes can see.
2. The car went fast.

GRAM B1 1 2 3 4
Excellent Fit Good Fit Fair Fit Poor Fit

C. VERBS

GRAM C10 identify and use auxillary verbs (Mary can draw beautiful flowers.).

GRAM C10-Expressive
1. We _have_ eaten supper.
2. Mary _is, was_ going home.

GRAM C10-Contrived
1. Jack _can_ eat food.
2. The dog _will_ bite you.

GRAM C10 1 2 3 4
Excellent Fit Good Fit Fair Fit Poor Fit

GRAM C9-Expressive identify and use linking verbs (Bill is an swimmer. Practise was hard.)

GRAM C9-Expressive
1. Mount Everest _is_ a tall mountain.
2. The women _are,were_ strong.

GRAM C9-Contrived
1. She is a teacher.
2. I am a lawyer.

GRAM C9 1 2 3 4
Excellent Fit Good Fit Fair Fit Poor Fit

V. SENTENCES

FOR EACH EXPRESSIVE ITEM, STUDENT WILL WRITE A SPECIFIC TYPE OF SENTENCE ABOUT THE GIVEN SITUATION IN THE ITEM. FOR EACH CONTRIVED ITEM, STUDENT WILL BE GIVEN SENTENCES, AND WILL IDENTIFY THE TYPE OF EACH.

B. SENTENCE TYPES

SENT B6	can discriminate (label and write) each of the four sentence types: imperative (command), exclamatory, interrogative (question), or declarative (telling).
SENT B6-Expressive	1. You are an astronaut who lands on a foreign planet. What would you say to the first space beings who meet you? 2. Your class is taking a field trip to the museum.
SENT B6-Contrived	1. Please wash your face. IMPERATIVE 2. Watch out for the car! EXCLAMATORY
SENT B6	1 Excellent Fit 2 Good Fit 3 Fair Fit 4 Poor Fit

SENT B5	can identify and write an imperative (command) sentence (example: Please open the door.).
SENT B5-Expressive	1. Your teacher wants you to take out the things you will need for art class. 2. You want a friend to meet you at the park.
SENT B5-Contrived	1. Be careful! EXCLAMATORY 2. What is Jim's favorite sport? INTERROGATIVE
SENT B5	1 Excellent Fit 2 Good Fit 3 Fair Fit 4 Poor Fit

SENT B4	can identify and write an exclamatory sentence (example: Be careful!).
SENT B4-Expressive	1. A good report card. 2. A gift you received for your birthday.
SENT B4-Contrived	1. Have you heard the news? INTERROGATIVE 2. Please pass the bread. IMPERATIVE

	1	2	3	4
SENT B4	Excellent Fit	Good Fit	Fair Fit	Poor Fit

SENT B3	can identify and write an interrogative (question) sentence (example: Would you like to play?).
SENT B3-Expressive	1. A new student from another country joins your class. 2. Your class is taking a field trip to the circus.
SENT B3-Contrived	1. Dan is a good swimmer. DECLARATIVE 2. Can Josh swim? INTERROGATIVE

	1	2	3	4
SENT B3	Excellent Fit	Good Fit	Fair Fit	Poor Fit

SENT B2	can identify and write a declarative (telling) sentence (example: We like to swim).
SENT B2-Expressive	1. Your favorite food. 2. Your favorite animal.
SENT B2-Contrived (student is to underline the correct declarative sentences)	1. The cats are sleeping. the cats are sleeping 2. it is cold It is cold.

SENT B2 1 2 3 4
Excellent Fit Good Fit Fair Fit Poor Fit

SENT B1	can discriminate between an incomplete thought and a sentence.
SENT B1-Expressive	1. my brother (My brother likes to fish.) 2. sang a song ((Robert sang a song.)
SENT B1-Contrived	1. Ate popcorn. NOT A SENTENCE 2. Sally talked softly. SENTENCE

SENT B1 1 2 3 4
Excellent Fit Good Fit Fair Fit Poor Fit

C. SENTENCE STRUCTURE

SENT C7	can identify and write a compound predicate in a sentence (example: Lightning struck and burned the tree.).
SENT C7-Expressive	The people clapped. The people sang. (ANSWER - THE PEOPLE CLAPPED AND SANG.)
SENT C7-Contrived	The austronauts checked and monitored the computer. (ANSWER - CHECKED AND MONITORED)

SENT C7 1 2 3 4
Excellent Fit Good Fit Fair Fit Poor Fit

APPENDIX C

THE HUDSON EDUCATION SKILLS INVENTORY-
WRITING (COMPOSITION) CURRICULAR VALIDITY RESPONSE SHEET

E=EXCELLENT G=GOOD F=FAIR P=POOR

SUBTEST I: CAPITALIZATION

CAP B26	E	G	F	P	CAP B13	E	G	F	P
CAP B25	E	G	F	P	CAP B12	E	G	F	P
CAP B24	E	G	F	P	CAP B11	E	G	F	P
CAP B23	E	G	F	P	CAP B10	E	G	F	P
CAP B22	E	G	F	P	CAP B9	E	G	F	P
CAP B21	E	G	F	P	CAP B8	E	G	F	P
CAP B20	E	G	F	P	CAP B7	E	G	F	P
CAP B19	E	G	F	P	CAP B6	E	G	F	P
CAP B18	E	G	F	P	CAP B5	E	G	F	P
CAP B17	E	G	F	P	CAP B4	E	G	F	P
CAP B16	E	G	F	P	CAP B3	E	G	F	P
CAP B15	E	G	F	P	CAP B2	E	G	F	P
CAP B14	E	G	F	P	CAP B1	E	G	F	P

SUBTEST II: PUNCTUATION

PUNC B11	E	G	F	P	PUNC D5	E	G	F	P
PUNC B10	E	G	F	P	PUNC D4	E	G	F	P
PUNC B9	E	G	F	P	PUNC D3	E	G	F	P
PUNC B8	E	G	F	P	PUNC D2	E	G	F	P
PUNC B7	E	G	F	P	PUNC D1	E	G	F	P
PUNC B6	E	G	F	P					
PUNC B5	E	G	F	P	PUNC E5	E	G	F	P
PUNC B4	E	G	F	P	PUNC E4	E	G	F	P
PUNC B3	E	G	F	P	PUNC E3	E	G	F	P
PUNC B2	E	G	F	P	PUNC E2	E	G	F	P
PUNC B1	E	G	F	P	PUNC E1	E	G	F	P
PUNC C4	E	G	F	P	PUNC F5	E	G	F	P
PUNC C3	E	G	F	P	PUNC F4	E	G	F	P
PUNC C2	E	G	F	P	PUNC F3	E	G	F	P
PUNC C1	E	G	F	P	PUNC F2	E	G	F	P
					PUNC F1	E	G	F	P
PUNC D12	E	G	F	P					
PUNC D11	E	G	F	P	PUNC G4	E	G	F	P
PUNC D10	E	G	F	P	PUNC G3	E	G	F	P
PUNC D9	E	G	F	P	PUNC G2	E	G	F	P
PUNC D8	E	G	F	P	PUNC G1	E	G	F	P
PUNC D7	E	G	F	P					
PUNC D6	E	G	F	P	PUNC H3	E	G	F	P
					PUNC H2	E	G	F	P
					PUNC H1	E	G	F	P

SUBTEST III: GRAMMAR

GRAM B4	E	G	F	P
GRAM B3	E	G	F	P
GRAM B2	E	G	F	P
GRAM B1	E	G	F	P
GRAM C10	E	G	F	P
GRAM C9	E	G	F	P
GRAM C8	E	G	F	P
GRAM C7	E	G	F	P
GRAM C6	E	G	F	P
GRAM C5	E	G	F	P
GRAM C4	E	G	F	P
GRAM C3	E	G	F	P
GRAM C2	E	G	F	P
GRAM C1	E	G	F	P
GRAM D2	E	G	F	P
GRAM D1	E	G	F	P
GRAM E3	E	G	F	P
GRAM E2	E	G	F	P
GRAM E1	E	G	F	P
GRAM F2	E	G	F	P
GRAM F1	E	G	F	P
GRAM G6	E	G	F	P
GRAM G5	E	G	F	P
GRAM G4	E	G	F	P
GRAM G3	E	G	F	P
GRAM G2	E	G	F	P
GRAM G1	E	G	F	P

SUBTEST IV: VOCABULARY

VOCAB B8	E	G	F	P
VOCAB B7	E	G	F	P
VOCAB B6	E	G	F	P
VOCAB B5	E	G	F	P
VOCAB B4	E	G	F	P
VOCAB B3	E	G	F	P
VOCAB B2	E	G	F	P
VOCAB B1	E	G	F	P

SUBTEST V: SENTENCES

SENT B6	E	G	F	P
SENT B5	E	G	F	P
SENT B4	E	G	F	P
SENT B3	E	G	F	P
SENT B2	E	G	F	P
SENT B1	E	G	F	P
SENT C7	E	G	F	P
SENT C6	E	G	F	P
SENT C5	E	G	F	P
SENT C4	E	G	F	P
SENT C3	E	G	F	P
SENT C2	E	G	F	P
SENT C1	E	G	F	P

SUBTEST VI: PARAGRAPHS

PARA B4	E	G	F	P
PARA B3	E	G	F	P
PARA B2	E	G	F	P
PARA B1	E	G	F	P
PARA C8	E	G	F	P
PARA C7	E	G	F	P
PARA C6	E	G	F	P
PARA C5	E	G	F	P
PARA C4	E	G	F	P
PARA C3	E	G	F	P
PARA C2	E	G	F	P
PARA C1	E	G	F	P

APPENDIX D

RESPONDENT'S COMMENTS

CAP B26
1. no example of eras given

CAP B25
1. hair care salon poor example
2. hair care salon - not sure my students would pick up on salon; most students know the term beauty shop.
3. no business words and abbreviations included
4. no abbrev.

CAP B23
1. Students may not know who the KC Royals are - should be a proper noun familiar to all students, not just ones in KC or boys interested in baseball.

CAP B21
1. single word outline does not show how capitals are used; extended phrases are used in outline
2. single words in outline categories - not as clear when use lower case extended phrases would verify understanding of proper place for caps

CAP B20
1. Colorado should be abbreviated CO
2. I wonder if too many points are covered for 1 objective
3. Is it taught in schools to capitalize all letters in the abbreviations of states? The grammar book I used did not teach capitalizing KS but Ks.
4. I don't feel that the sentences given have enough variation. It doesn't test completely in both sections what the objective states.

CAP B17
1. need to use more examples of family titles used alone in the sentences

CAP B16
1. expressive are not abbreviated
2. Would it be wise to test abbreviations for days of the week with one letter (T)?
3. Monday and February need to be abbreviated.
4. Should one of the abbreviations question in the expressive and one in the contrived rather than both in the

contrived part.

CAP B14
1. Are only the capital letters checked here, or are the quote marks and underlining also checked? If only the capital letters are checked, then it is a good fit.

CAP B13
1. format (wording)

CAP B12
1. the student is asked to capitalize names in these sample sentences that all occur at the END of the sentence

CAP B11
1. On most of the sample sentences, the student is asked to capitalize at the end of each sentence. It would be too easy for them to figure it out if they didn't know for sure.

*CAP B9
1. first batch objective doesn't match the test item
2. was not using the date but names
3. The sample sentences have no dates in them to capitalize.
4. Asks for dates - none used in examples.
5. incorrect objective?
6. exercises don't include date

CAP B7
1. #2 expressive will go

CAP B6
1. I don't like the fact that the word that needs capitalized in 3 out of 4 sentences is the last word in the sentence.
2. format (punctuation)

CAP B5
1. contrived - perhaps write initials in some lower, some upper. "Is this the correct way to write your initials?" After neg. response, "Write them correctly" or "What's wrong with them?"
2. contrived question doesn't test whether or not the student knows his initials or anyone's should be capitalized - it just asks if he/she can do it
3. not identifying so much as - student is being told what to do

CAP B2
1. contrived question doesn't test whether or not the student knows his initials or anyone's should be capitalized - it just asks if he/she can do it

CAP B1
1. contrived question doesn't test whether or not the student knows is initials or anyone's should be capitalized - it just asks if he/she can do it

PUNC B11
1. format (outline)

PUNC B10
1. format (punctuation)

PUNC B9
1. I was uncelar on objective. Is the period at the end of the sentence within the quotation or the end of the entire sentence - I had to double-check - although I know correct form I thought they wanted period in any sentence in quotes.

PUNC B6
1. format (punctuation)

PUNC B5
1. All names occur first in each sentence, otherwise good.

PUNC B4
1. All names occur first in each sentence, otherwise good.

PUNC B3
1. The contrived test item does not match the objective
2. Contrived sentence should state "Here are your OWN initials...."
3. Asked for "own" initials - contrived says a "boys".

PUNC B2
1. Confusing contrived
2. Question is written in a confusion way so I didn't know whether it measured it or not.

PUNC C4
1. Expl is done incorrectly - should be Oh! That hurt!

PUNC D12

1. format (spelling)

PUNC D11
1. format (capitalization)

PUNC D10
1. Contrived sentences don't have any variation. Students are asked to place the comma in the same place in both sentences.

*PUNC D9
1. Contrived sentences have nothing to do with the objective.
2. The contrived sentence doesn't match the objective.
3. Using quotes in contrived - not direct address
4. Ex. different in expressive from contrived.
5. Expressive measure just 1 obj. - contrived the abbreviation
6. Contrived examples don't fit well.
7. Contrived were not a direct address
8. Contrived need examples like expressive statements without quotations. This would be an unequal task if with the contrived, the student had to also think about quotation marks.

PUNC D6
1. Contrived examples both use and, should use at least one other word in example.

PUNC D2
1. do not state objectives
2. All cities and states occur at the end of the sentence. It would be too easy to figure out.

PUNC D1
1. All cities and states occur at the end of the sentence. It would be too easy to figure out.

PUNC E5
1. not enough variation in the sentences - but they do test the skill.
2. #2 contrived my student would pay more attention to the reason she had two purses.

PUNC E4
1. not enough variation in the sentences - but they do test the skill.

PUNC E3
1. not enough variation in the sentences - but they do test the skill

PUNC E2
1. not enough variation in the sentences - but they do test the skill

PUNC E1
1. format (spelling)

PUNC F5
1. format (punctuation)

PUNC F4
1. Is this an appropriate objective? I question whether or not this objective is taught?
2. format (wording)

PUNC F3
1. format (quotation marks)

PUNC F2
1. format (quotation marks)

PUNC G4
1. format (spelling)

PUNC G3
1. Are four-hour and well-dressed compound words?
2. unsure of what a compound word is

GRAM B3
1. All possessives occur in the first part of the sentence.

GRAM B2
1. are they identifying?
2. #2 expressive - high school students could try a few really expressive words

GRAM B1
1. are they identifying?

GRAM C9
1. format (spelling)

GRAM C5
1. both contrived past tense

GRAM C4
1. format (numbering)

GRAM C1
1. Action words mean different things to different people. Is "love" an action word?
2. Love is not an action verb.

GRAM E3
1. Adjectives used are difficult for students to spell correctly.

GRAM E2
1. format (punctuation)

GRAM E1
1. Noun determiners is used more often in English books than noun-markers - might be confusing.

VOCAB B8
1. A compound word would be better

VOCAB B7
1. The expressive part is unclear

VOCAB B6
1. "Citizenship?"
2. limited samples
3. don't like examples of contrived

VOCAB B5
1. homophones ever get too
2. varied pronunciation of Aunt

VOCAB B4
1. /bow/ not pronounced the same in both examples
2. don't like example #2 contrived

SENT B6
1. no question for expressive sentence #2

SENT B3
1. unclear

SENT B2
1. Contrived sentences are asking for students to pick sentence with correct punctuation, not which is declarative.
2. The objective was to identify declarative sentences, not capitalization.

SENT C7
1. format (spelling)

SENT C5
1. use of adjective adding a distraction