

CHILDREN, YOUTH, AND FAMILIES AT-RISK

PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE CENTER

# How to Find a Valid and Reliable Measure

# Where to Look

#### Google Search or Google Scholar Search

Useful search terms include:

- i. Audience (student, child, youth, adult, etc.)
- ii. Category to address (possibly with one or two different phrasings)
- iii. "Survey" "Measure" or "Checklist"

For example, a search for measures of middle school students' interest in STEM might be: "STEM interest attitudes survey student"

#### Repositories of measures

- <u>CASEL Assessment Guide</u>
  - A searchable, filterable catalog of student SEL assessments. View summaries of each assessment then access the full profile for each to learn more.
- <u>RAND Education Assessment Finder</u>
  - An interactive tool with information on more than 200 assessments of interpersonal, intrapersonal, and higher-order cognitive competencies.
- USAID Positive Youth Development Measurement Toolkit
  - The Positive Youth Development Measurement Toolkit provides guidance and resources for implementers of youth programming to effectively measure PYD outputs and outcomes within their programs.

# What to Look For

# Validity

The extent to which a measure captures what it is intended to measure.

- Face validity
  - Read the questions. Do they match your topic?
- Content validity
  - Have experts reviewed this survey?
  - Have people with lived experience reviewed this survey?
    - These steps are necessary to check if anything important is missing from the survey.
- Criterion validity
  - Do scores on this survey match scores on other, related surveys or outcomes? A correlation of r = .50 is the recommended minimum (Sullivan, 2001).

# Reliability

The extent to which a measure produces consistent results using the same methods under similar circumstances (Bandalos, 2018).

- Cronbach's alpha
  - Cronbach's alpha represents how consistent the survey items are within the measure. The following are general guidelines for cut-offs (U.S. Department of Labor, 1999):
    - .90 and above Excellent
    - .80 .89 Good
    - .70 .79 Adequate
    - Below .70 Limited Application

#### References

Bandalos, D. L. (2018). Measurement theory and applications for the social sciences. The Guilford Press. Collaborative for Academic, Social, and Emotional Learning (CASEL). (2018). Assessment Guide. https://measuringsel.casel.org/access-assessment-guide/

RAND Corporation. (n.d.). RAND Education Assessment Finder. <u>https://www.rand.org/education-and-</u>labor/projects/assessments/tool.html#g=

Saad, S., Carter, G. W., Rothenberg, M., & Israelson, E. (1999). Testing and assessment: an employer's guide to good practices. US Department of Labor Employment and Training Administration. Washington, DC.

Sullivan, T.J. (2001). Methods of social research. Fort Worth: Harcourt.

United States Agency for International Development (USAID). (2016). Positive Youth Development Measurement Toolkit. <u>https://static.globalinnovationexchange.org/s3fs-</u> <u>public/asset/document/PYD%20Measurement%20Toolkit%20Final.pdf?FmETOPj.28pXhWjfwdXARkna</u> mnNBVg r







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