

# Séminaires de l'unité de recherche éducationnelle en mathématiques

## Mathematics Educational Research Unit Seminars

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### **Acknowledging ambiguity in the intended uses of a large-scale assessment of mathematics: Implications for validity**

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Large-scale assessments are increasingly relied upon by educators and policymakers for a wide range of decisions. Given the current emphasis on large-scale assessment, establishing the validity of interpretations made from these assessments is of critical importance. In this presentation aspects of validity are examined through the example of Ontario's *Education Quality and Accountability Office - Grade 9 Assessment of Mathematics*. More specifically, through document analysis, four sources of ambiguity in determining the intended interpretations and uses of this mathematics assessment are identified. This ambiguity provides evidence that the intended interpretations and uses of the assessment cannot be unequivocally established. A review of measurement literature indicates that similar challenges have been recognized for many assessments over the past few decades. I contend that this ambiguity must be more widely acknowledged and discuss some of the implications of this issue for the process of validation.

The presentation will be in English.