

Program of Research: Building a Validity Argument for Queen's Rubric Bank

Validity Concept	Focus of Inquiry	Potential threats to validity & Enabling research questions	Data collection
Purpose	What is the purpose of the bank? To capture assessment data from multiple sources, across locations, over time to inform judgements about residents' development in CanMEDS domains.	Lack of clarity: <i>What do stakeholders perceive the purpose of rubrics to be?</i>	Interviews with residents, allied health professionals (AHP), and faculty.
Construct validity and Fitness-for-purpose	What is being assessed? Residents' performance in CanMEDS domains.	Unclear constructs; contested constructs: <i>How do AHP, resident and faculty understand the CanMEDS domains?</i>	Interviews with residents, AHP and faculty.
	Does the Rubric Bank do what it is claiming to do? Do rubric attributes adequately capture relevant information about residents' performance in CanMEDS domains?	Construct underrepresentation: <i>Are rubric attributes representative of CanMEDS domains? What if anything is missing?</i> Construct irrelevance: <i>To what degree might ratings of attributes be influenced by factors beyond those being assessed? (e.g., ethnicity)</i>	Interviews with residents, AHP and faculty.
Reliability	How reliable is the Rubric Bank? What impact does location have on assessment outcomes?	Location specificity (e.g., Ward, ER, Clinic): <i>How do patterns of performance vary within and across locations?</i>	Assessment data
	How defensible are the results? Does the Rubric Bank capture patterns of performance?	Assumptions about growth potential: <i>Does the Rubric Bank discriminate differential levels of performance (e.g., junior versus more senior residents) and detect change/growth over time (consecutive blocks)?</i>	Assessment data
Results	How dependable are the results in relation to the purposes for which they are used? What kinds of performance patterns emerge from data generated with the Rubric Bank? How do results compare with other measures of performance?	Simplistic/inaccurate interpretations of results: <i>What do different patterns of performance mean to faculty and residents?</i>	Review prototypical patterns of performance with faculty&residents
		Limited reliability: <i>How do performance patterns that emerge in reports align with other performance measures? (OSCEs, Orals)</i>	Purposefully sampled case studies
Impact	How effectively have the purposes been met? Does performance information generated with the Rubric Bank provide sufficiently detailed feedback to support resident growth?	Limited confidence in results: <i>How do residents perceive the usefulness of feedback generated with individual rubrics and reports?</i>	Focus groups & interviews with residents
	Were there unintended consequences? How does the use of rubrics impact inter/intra professional relationships?	Negative impact on learning environment: <i>What impact does the use of the Rubric Bank have on relationships among residents, AHP and faculty?</i>	<ul style="list-style-type: none"> • Interviews with AHP, faculty. • Focus groups with residents