

Essay on the kinds of validity test evidence to be examined in this study include...

[Business](#), [Company](#)



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Psychology

Introduction

Validity of tests refers to the ability of the extent to which a test, which can be either intelligence or music or mathematics measures what it purports to measure. On the other hand, validity implies Extent to which evidence and concept support the understanding of the test scores occasioned in the suggested use of tests (Cohen, Swerdlik & Sturman, 2010). This essay intends to examine the validity test evidence that supports the music aptitude test.

Concurrent validity Evidence

This type test validity evidence gives a description of the association between scores on a test and a benchmark, the test is destined to measure. For instance, a test that needs students to read diminutive samples of music notation can be said to confirm concurrent validity if the learners' score on that test relates to the ratings' of the learner's ability to read the notation of

the real music. This aspect of validity can be classified as evidence based on response process. If a music aptitude test passes this validity test, it can be said to be valid and relevant (Cohen, et al, 2010).

Longitudinal predictive validity

This validity evidence is similar to the concurrent; however, it is dissimilar in the time span in which the aptitude score is obtained. Whereas, in a concurrent validity, the time span is short, in the longitudinal predictive validity evidence, the music aptitude test is done earlier than later instructions are given (Gordon, 2007). Then the criterion data is collected later and this may take years after administration of instructions. The test can be tested for longitudinal predictive validity if there is extremely high positive connection between pre-training aptitude test scores and post-training attainment benchmark data. This is true because the music aptitude test scores are apt indicators of a learner's prospects in the music accomplishment.

Diagnostic validity evidence

This is an indicative of an association between subset scores and the standard each subset is premeditated to measure. This implies that, the more particular the content of the subset, the higher the diagnostic value (Gordon, 2007). For instance, a subset is said to have a diagnostic validity, when scores on a tonal subset relates exceedingly with tonal standard and lowly with rhythm standard. If a music aptitude test passes this validity test, it can be said to be valid and relevant.

Acceptance of the test

According to my explanation to the clinic management, they will accept the test because it meets all the criteria of validity.

In conclusion, the Validity evidences discussed in this paper form part of a fundamental trail on the validity of the music aptitude test.

References

Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2010). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (8th ed.)

Franklin Park, IL: McGraw-Hill Publishing

Gordon, E. (2007). *Learning sequences in music: A contemporary music learning theory*. Chicago: GIA Publications.