

fewer (23 CLAIs) with almost half of those field-testing on fewer than 100 individuals (11 CLAIs). Only 12 CLAIs were field tested on more than 500 individuals. We recognize two of CLAIs field-testing were for upper-level courses, which often have a smaller population.

With the initial analysis of the CLAIMS, we see a discrepancy with some CLAIs between the populations for which the instrument was intended and those on which the instrument was field-tested. Often we see field-testing at the intro-undergraduate level only, likely because of the large easily accessible population in those courses, but then the developers claim that the instrument was developed for use in other age groups. Only 52% of the reported CLAIs field- tested on all of their intended age groups that they say the instrument is appropriate to use.

IV. CONCLUSIONS

This study reveals an important issue with the development and use of CLAIs, specifically that any use of a CLAI that cannot be supported by appropriate field-testing is not a valid use. Creators of CLAIs should be aware they cannot simply establish validity for one population and then claim it is valid for other populations. It is important that evidence for validity and reliability are not bypassed by developers nor overlooked by users so as informed decisions can be made about the reliable and valid uses of the CLAIs.

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