

**Washington State University
College of Education**

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Will defend the dissertation

Date: January 19, 2018

Time: 9:00 A.M. (PST)

**Location: Pullman - Cleveland 353
Qatar - Georgetown University, Doha**

Faculty, students and the general public are encouraged to attend.

**CROSS-CULTURAL VALIDATION OF THE CORNELL CRITICAL THINKING
TEST: EVIDENCE FOR ITEM AND MEASUREMENT INVARIANCE**

Chair: Brian French

Although there is increasing discussion of globalization as it relates to the importance of critical thinking skills of students in educational policies, the amount of research and analysis on the effectiveness of assessment tools for measuring critical thinking skills—in order to make valid comparisons—has not received much attention. The International Test Commission Guidelines on Adapting Tests (The ITC Handbook of Test Adaptation and Assessment, 2005-2017) recommends researchers to be aware of the cultural and linguistic context of the study as their first step and argues that researchers cannot simply assume that constructs or instruments work the same way in all culture unless this is empirically demonstrated. When an instrument is translated into another language, validity evidence should be established prior to making any cross-cultural comparisons and both item and measurement level equivalence needs to be addressed. In order to examine validity evidence for cross-cultural use of the Cornell Critical Thinking Test (CCTT) Level-X Turkish form, this dissertation presents two studies: Study 1 investigates item level invariance of the CCTT. Study 2 examines the factor structure invariance of the CCTT across original and Turkish samples. The results revealed that after critical content review the revised translation of the items on the CCTT function similarly for Turkish and US students. The results also suggested that items within their theoretically supported domains do measure the same skills equally well across the Turkish and U.S. samples, however practitioners and educators should be cautious in cross-cultural comparison of the scores.