

TEMPLATE

Construct Clarification Worksheet

A workbook for defining what an assessment, course, survey, or feedback tool is really about.

Designed for adult professionals and curious learners. Original AdriaMont Institute material, adapted from expert teaching, research, and professional practice.

Use this before designing an assessment, course, survey, competency framework, AI feedback workflow, or learning product.

BEST USED FOR	Assessment design, learning design, survey planning, HR tools, AI feedback prompts
OUTPUT	A clearer construct definition, evidence plan, scoring logic, and interpretation boundary
LENGTH	Short workbook

Source and privacy note: Designed from AdriaMont's construct-first approach to assessment and learning design. It translates psychometric and pedagogical principles into a practical worksheet.

Why this comes first

Many assessment and learning projects start with content, items, slides, or platform features. Construct clarification should come first because it defines the meaning of the outcome and protects the project from attractive but weak measurement claims.

A construct is the concept you intend to assess, develop, describe, or report. It can be a skill, trait, capability, learning outcome, behavior pattern, or professional practice. The point is not to make language academic. The point is to make the claim clear enough that evidence can be collected and interpreted responsibly.

Construct boundary map

QUESTION	STRONG ANSWER	WEAK ANSWER
What is included?	Specific behaviors, processes, knowledge, judgments, or products.	Everything desirable about a person or employee.
What is excluded?	Related but different traits, motives, context, and opportunity.	No clear boundary.
Where does it show up?	Real tasks, situations, conversations, decisions, or work products.	Only in abstract statements.
What changes with development?	Practice-linked behavior, strategy use, fluency, judgment, or self-regulation.	A fixed personality label.
What should not be claimed?	Limits are explicit and easy to communicate.	The score is treated as a full diagnosis.

Worksheet 1: define the construct

CONSTRUCT NAME	What is the skill, trait, capacity, behavior, or outcome called?
PLAIN DEFINITION	Describe it in one sentence without jargon.
BOUNDARY	What is related to this construct but not the same thing?
WHY IT MATTERS	Which real decision, task, role, or learning goal makes this construct useful?
AUDIENCE	Who needs to understand or use this construct?

Worksheet 2: connect evidence

OBSERVABLE INDICATORS	What would a person do, say, choose, produce, or demonstrate?
EVIDENCE SOURCE	What task, item, rating, observation, portfolio, interview, or data source could show it?
CONTEXT	In what situation should the evidence be collected?
QUALITY CHECK	What reliability, validity, fairness, or usability issue must be checked?
WEAK EVIDENCE	What evidence would look relevant but actually be misleading?

Worksheet 3: plan scoring and feedback

SCORING LOGIC	How would evidence become a score, level, profile, rubric judgment, or feedback comment?
DEVELOPMENT MEANING	What would a higher or stronger result mean in practical terms?
USER ACTION	What useful next step could the result support?
INTERPRETATION LIMIT	What should users not conclude from this evidence?
REVIEW QUESTION	What question should a reviewer ask before this construct is used?

Use this worksheet before choosing tasks, items, rubrics, feedback language, or AI prompts.