This poster addresses how large-scale educational assessment data is used by professionals such as teachers and policy-makers. This poster grounds validation in deliberative democracy through an interest in validity shared by sociology and educational assessment.

**key concepts**
- intended and actual interpretation – Pamela Moss
- validation – Michael Kane
- analytic and substantial arguments - Stephen Toulmin
- discourses of justification and application - Jürgen Habermas
- discourse ethics and deliberative democracy - Jürgen Habermas
- generalised symbolic media - Jürgen Habermas and Talcott Parsons
- numerical and linguistic component - Margaret Wu

**abstract**
This poster addresses how large-scale educational assessment data is used by professionals such as teachers and policy-makers. This poster grounds validation in deliberative democracy through an interest in validity shared by sociology and educational assessment.

**central context**
- intended interpretation
discourse of justificationarguments addressing universal norms
- conventional validation
- one argument

**the structure of validation arguments**
- linguistic component meaning - test content
- ethical discourse
- substantial argument
- Data
- warrant backing
- unless rebuttal
- claim
- warrant backing
- claim

**deliberative democracy in validation**
- local context
  - actual Interpretation
discourse of application
  - arguments addressing local application

**deliberative validation in PISA**
- OECD - PISA
  - intended interpretation
  - expert-based validation
  - PISA governing board contractors
  - OECD secretariat
  - subject matter experts
  - technical experts

**justifying arguments**
- interpretive reports
- thematic reports
- assessment frameworks
- technical reports
- released test material

**PISA jurisdictions**
- actual interpretation
- local validation
- secondary analyses
- country reports
- policy-making
- research publications

**reciprocity**
- national involvement
- national managers

**conclusion**
The PISA garnered legitimacy through deliberative democracy. PISA is losing its legitimacy because trend reporting requires constructs to be fixed rendering silent the feedback it receives from countries.

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