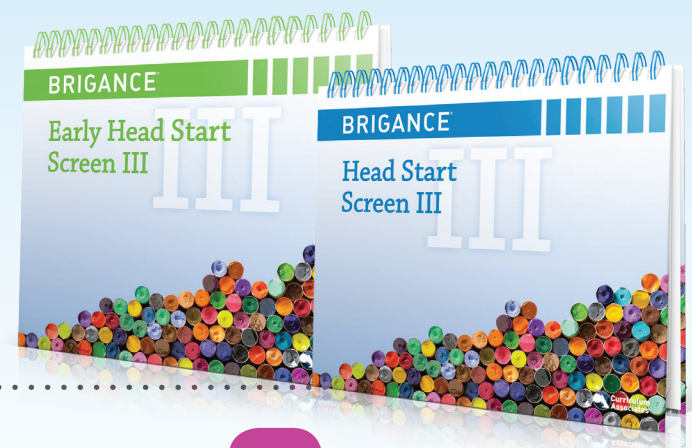




Screens III Research Base



 Standardization

 Reliability

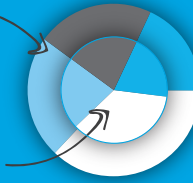
 Validity

Standardization

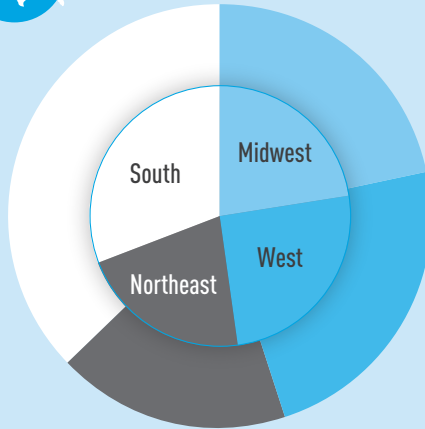
The sample of children is nationally representative in terms of geographic, demographic, and socioeconomic characteristics.

Outer Pie Chart:
U.S. population

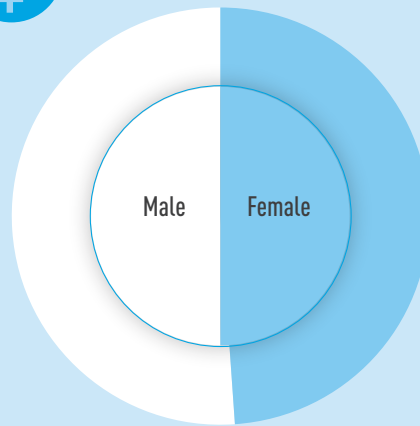
Inner Pie Chart:
Screens III Sample



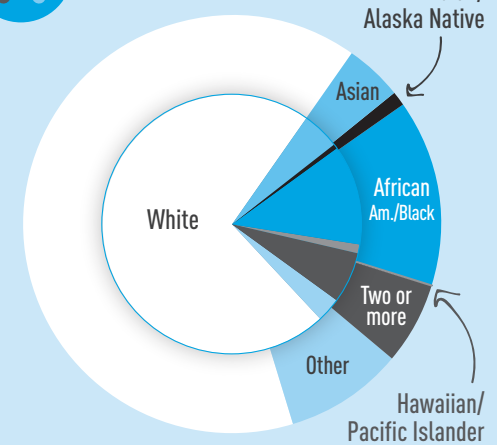
Regional Representation



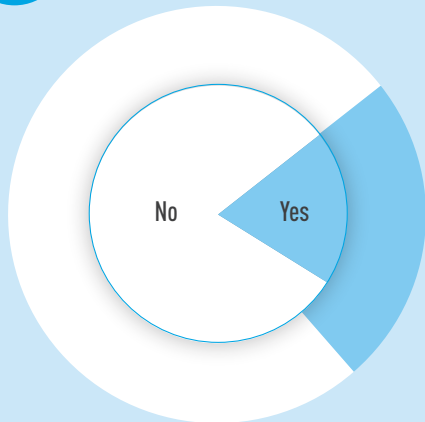
Gender



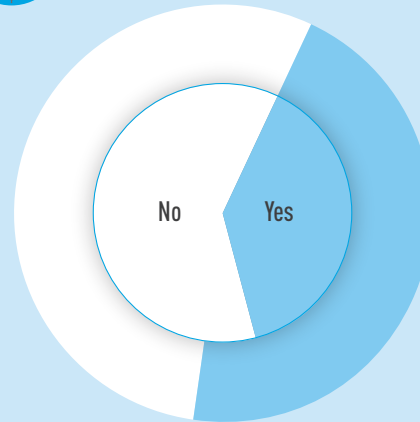
Ethnicity/Race



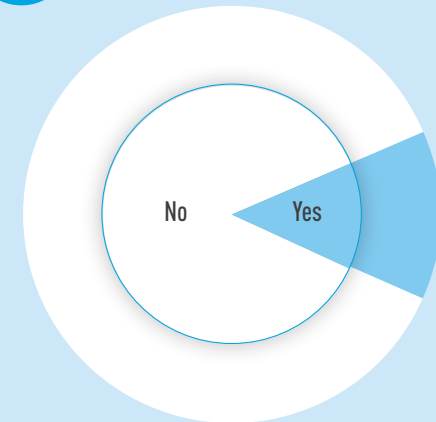
Hispanic/Latin/Spanish Origin



Free/Reduced Lunch and/or Medicaid



Special Services



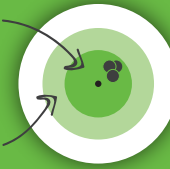
The data above includes the full sample for the Screens III standardization studies (Infants through First Grade).

Reliability

The scores of the children assessed were consistent when examined repeatedly. Differences in scores were attributable to real differences in abilities, as opposed to chance error.

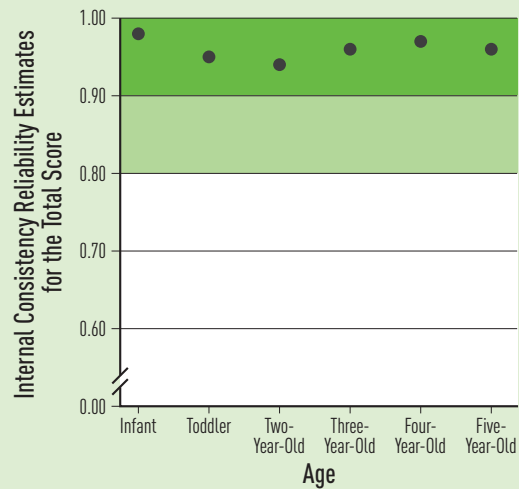
Dark green:
Desired

Light green:
Acceptable



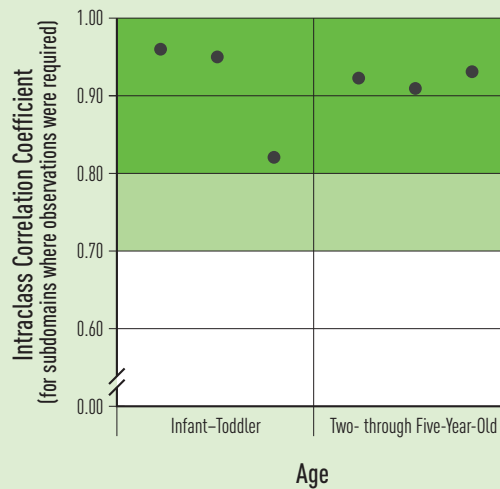
Internal Consistency

Items measuring the same concept were correlated with one another.



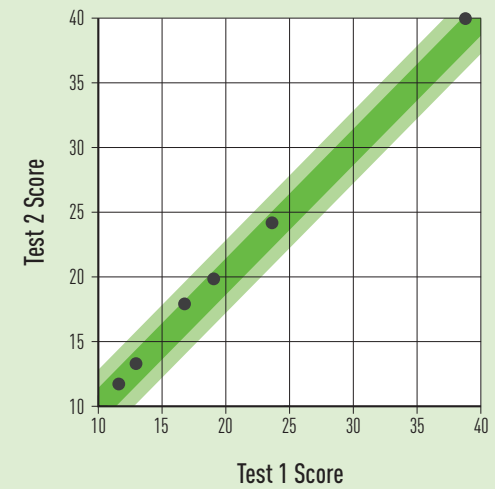
Inter-Rater Reliability

Observations/ratings of performance were consistent across multiple examiners.



Test-Retest Reliability

Total Scores and Domain Scores were stable when tested at multiple points in time.



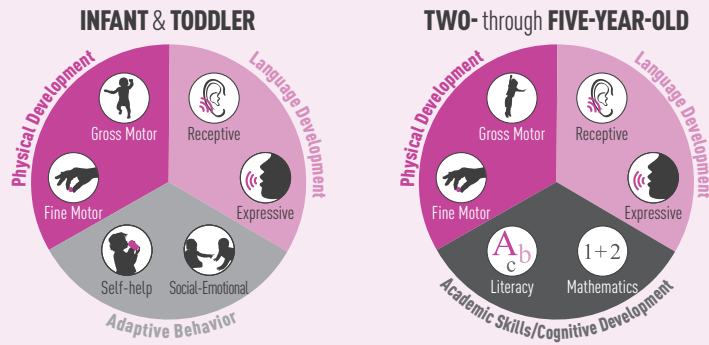
Validity

The decisions based on test scores and the inferences on which the decisions are based are justified by supporting evidence.



Construct Validity—Internal Structure

The domain score structure of the Screens III is supported by confirmatory factor analysis for all domains and age levels.



Construct Validity—Fairness

Children of similar ability have the same chance of receiving credit regardless of their demographic.

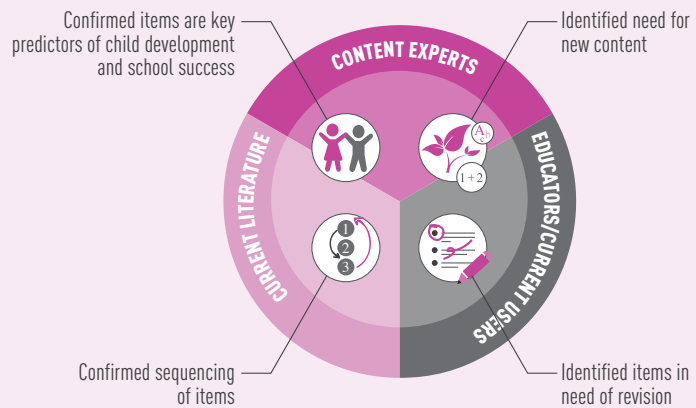
684 ITEMS WERE EXAMINED FOR BIAS
 IN THE CATEGORIES OF **GENDER & RACE**
 USING **DIFFERENTIAL ITEM FUNCTIONING ANALYSIS (DIF)**
 BASED ON A **CHI-SQUARE DIFFERENCE TEST**

A SEPARATE FAIRNESS & BIAS REVIEW WAS ALSO CONDUCTED BY A **REVIEW PANEL**
 TOGETHER THEY CONCLUDED:
0 ITEMS WERE BIASED



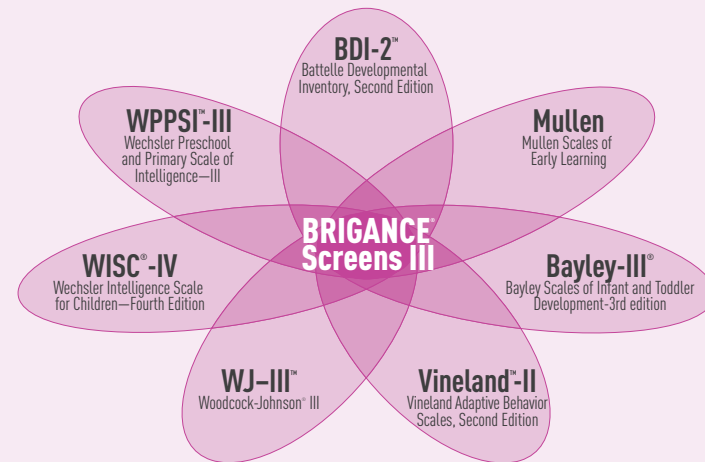
Content Validity

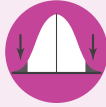
Developmental researchers and educators confirm the items test the important developmental and early academic skills.



Criterion-Related Validity

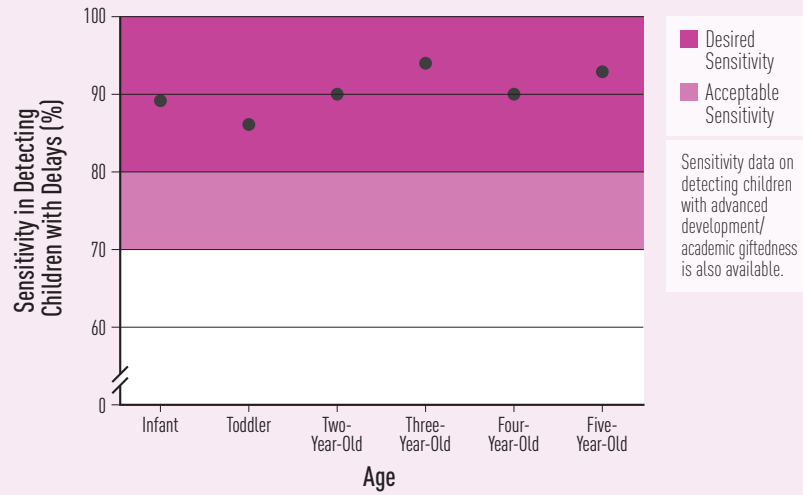
BRIGANCE screening results correlate with other early development, achievement, intelligence, and language tests.





Accuracy—Sensitivity

The Screens III correctly identify the children with true developmental delays or disabilities, reducing underreferrals.



Accuracy—Specificity

The Screens III correctly identify the children without true developmental delays or disabilities, reducing overreferrals.

