

Evidence Base of Commonly Used Early Childhood Assessments

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Session Overview

- What are Assessment Standards
- What do we mean by evidence base
- How we evaluated evidence
- Results of our research

Session Goals

- To learn how to be savvy consumers of assessments
- To understand the current state of evidence available for some commonly-used assessments

Assessment Standards/Guidelines

- NAEYC (National Association for the Education of Young Children)
- DEC (Division for Early Childhood)
- Head Start
- State Standards
- AERA (American Education Research Association)
- LINK (Neisworth, Bagnato, & Pretti-Frontczak, 2010)

DEC, NAEYC, & Head Start Guidelines

- Assessment should be:
 - Comprehensive
 - Authentic
 - Conducted for ethical and meaningful purposes
 - Systematic well planned and evidence based
 - Involve families
 - Conducted in a developmentally appropriate manner
 - Reflect the child's language and culture

AERA Standards

Include 24 Standards related to validity

- Standard 1.1
A rationale should be presented for each recommended interpretation and use of test scores together with a comprehensive summary of the evidence and theory bearing on the intended use or interpretation.
- Standard 1.3
If validity for some common or likely interpretation has not been investigated or if the interpretation is inconsistent with available evidence, that fact should be made clear and potential users should be cautioned about making unsupported interpretations.

(AERA, APA, & NCME, 1999)

AERA Standards

- Standard 1.4
If a test is used in a way that has not been validated, it is incumbent on the user to justify the new use collecting new evidence if necessary.
- Standard 1.13
When validity evidence includes statistical analyses of test results either alone or together with data on other variables the conditions under which the data were collected should be described in enough detail that users can justify the relevance of the statistical findings to local conditions. ...
- Standard 1.22
When it is clearly stated or implied that a recommended test use will result in a specific outcome the basis for expecting that outcome should be presented together with relative evidence.

LINK Standards

- Acceptability
- Authenticity
- Collaboration
- Evidence
- Multi-factors
- Sensitivity
- Universality
- Utility

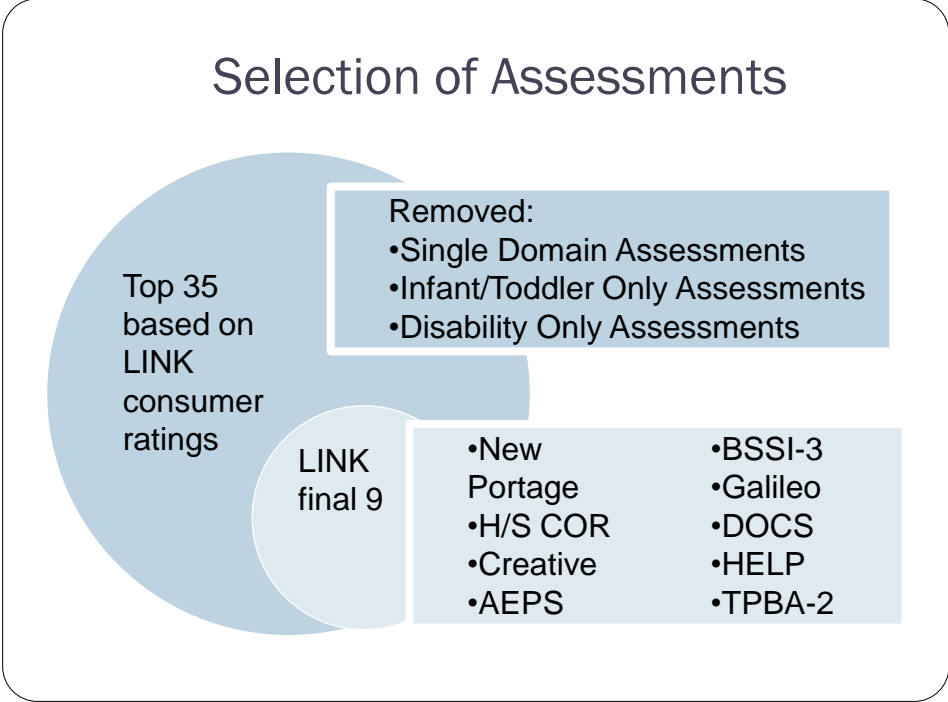
(Neisworth, Bagnato, & Pretti-Frontczak, 2010)

Evidence Base Components

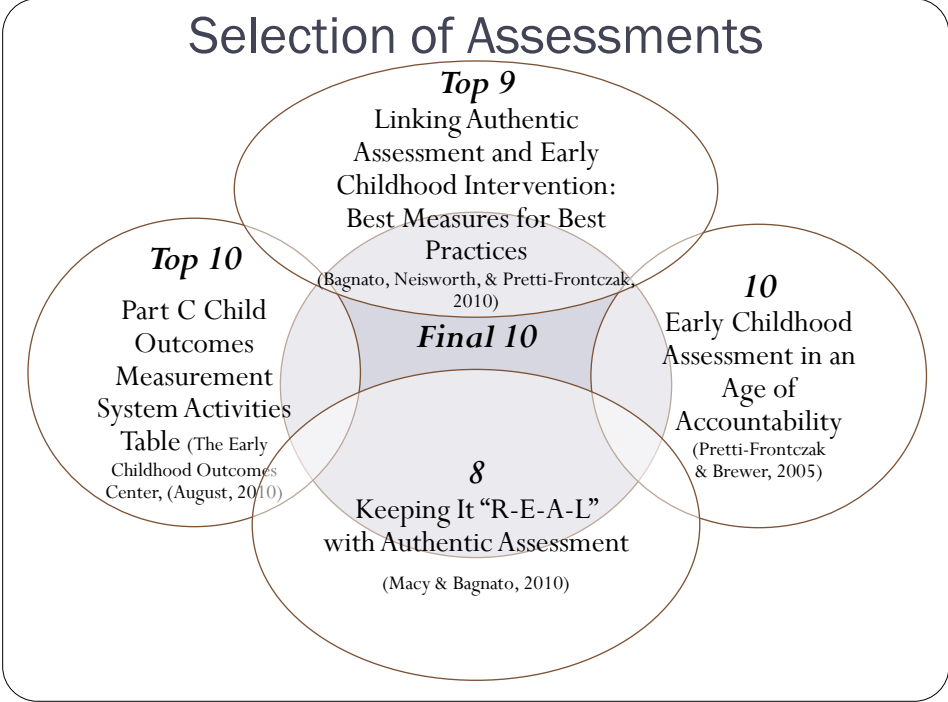
- Professional Standards
- Diversity Representation
- Disability Specific
- Early Intervention Validation

(Neisworth, Bagnato, & Pretti-Frontczak, 2010)

Selection of Assessments



Selection of Assessments



Selection of Assessments

LINK 9

~New Portage ~COR ~Creative
 ~AEPS ~BSSI-3 ~Galileo
 ~DOCS ~HELP ~TPBA-2

ECO 10

~Creative
 ~Battelle
 ~Brigance
 ~AEPS ~COR
 ~WSS ~DAYC
 ~HELP
 ~Vineland

COR Creative
 AEPS HELP
 WSS Battelle
 DOCS TPBA-2
 Galileo Brigance

Pretti- Frontczak 10

~Brigance
 ~WSS ~Galileo
 ~Creative
 ~Battelle
 ~AEPS ~Lap-D
 ~COR ~CLASS
 ~HELP

Macy & Bagnato 8

~ABAS ~AEPS ~Carolina
 ~COR ~DOCS ~HELP
 ~TPBA-2 ~WSS

What Counts as Evidence

- *Study* - a manuscript that describes the methods and results (according to APA) of an empirical investigation of technical adequacy, utility, or fidelity, or related to an assessment.
 - Indexed online
 - Easily accessible to the general public.
 - Published in a journal, component of the published assessment (e.g. manual), on a product-related website, or otherwise available in full-text form online, including theses and dissertations
- Investigations of Technical Adequacy include all types of reliability, validity, and bias.

Common Reasons for Exclusion

- Subjects not in target age group (i.e. preschool)
- Inadequate or non-existent methods description
- Curriculum

Validation for Intended Purposes

	Eligibility	Programming	Outcomes Evaluation	Accountability
AEPS	X	X	X	X
Battelle	X	X	X	
Brigance		X	X	X
Creative		X	X	X
DOCS	X	X	X	
Galileo		X	X	X
HELP		X	X	X
H/S COR		X	X	X
TPBA-2	X	X	X	
WSS		X	X	X

Evidence Rating Scale

Rating	Criteria
High	Considerable evidence exists to validate the tool for the intended purpose.
Medium	Some evidence exists to validate the tool for the intended purpose.
Low	Little evidence exists to validate the tool for the intended purpose.
None	No evidence exists to validate the tool for the intended purpose.

Results

	Eligibility	Programming	Outcomes Evaluation	Accountability
AEPS	High	High	Low	Low
Battelle	High	Medium	High	N/A
Brigance	N/A	Low	Low	None
Creative	N/A	None	None	None
DOCS	Low	Low	Low	N/A
Galileo	N/A	Low	Low	Low
HELP	N/A	None	Low	Low
H/SCOR	N/A	High	High	Low
TPBA-2	Medium	Medium	Low	N/A
WSS	N/A	None	None	None

Quantity ≠ Quality

- We did not examine the psychometric properties of the given studies.
- Sample size and characteristics (age, disability, etc...) should be taken into consideration. At least some of the research should include samples with characteristics that match those of the children you intend to assess with the measure.
- Future research should look at quality and outcomes of the studies.

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- Handouts will be available online through the DEC conference website.