

IED III Standardized Research Base



 Standardization

 Reliability

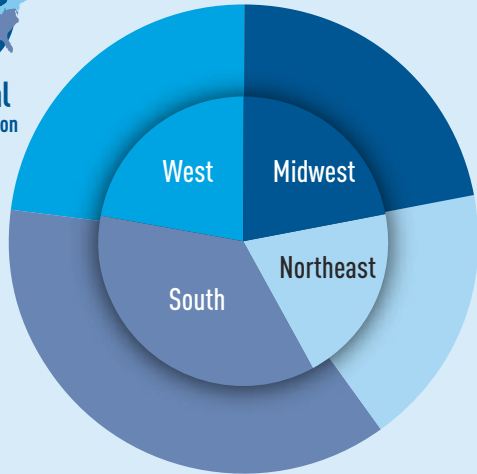
 Validity

Standardization

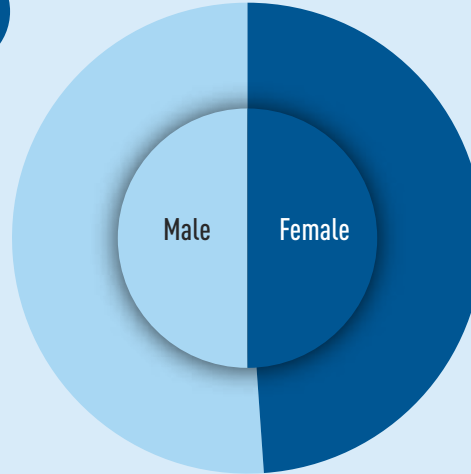
The sample of children is nationally representative in terms of geographic, demographic, and socioeconomic characteristics.



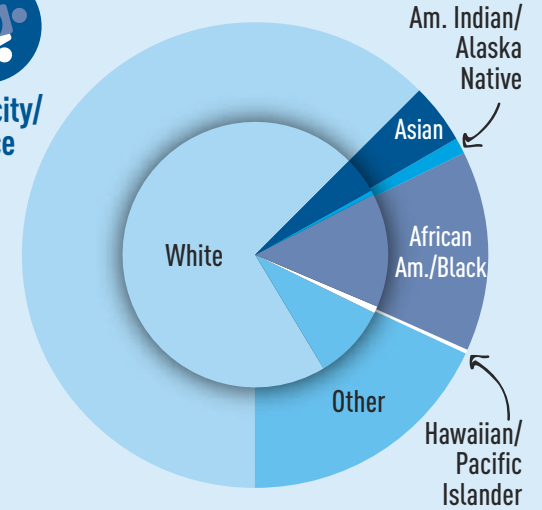
Regional Representation



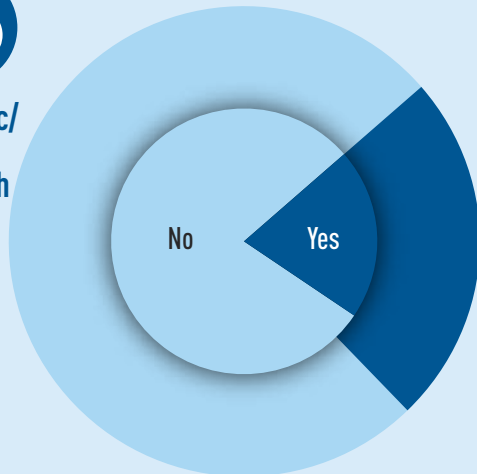
Gender



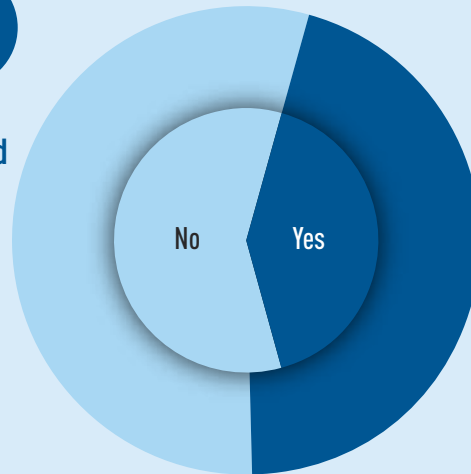
Ethnicity/
Race



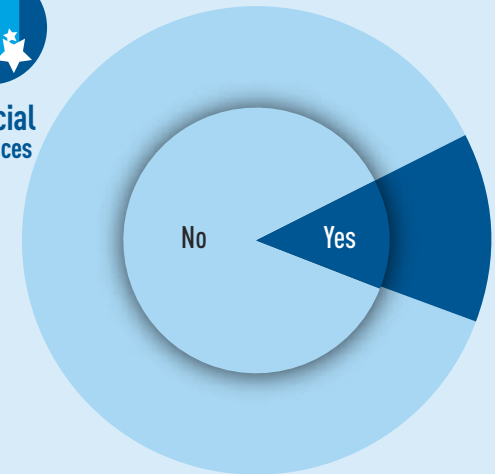
Hispanic/
Latin/
Spanish
Origin



Free/
Reduced
Lunch
and/or
Medicaid

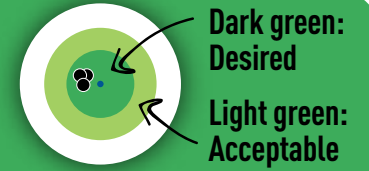


Special
Services



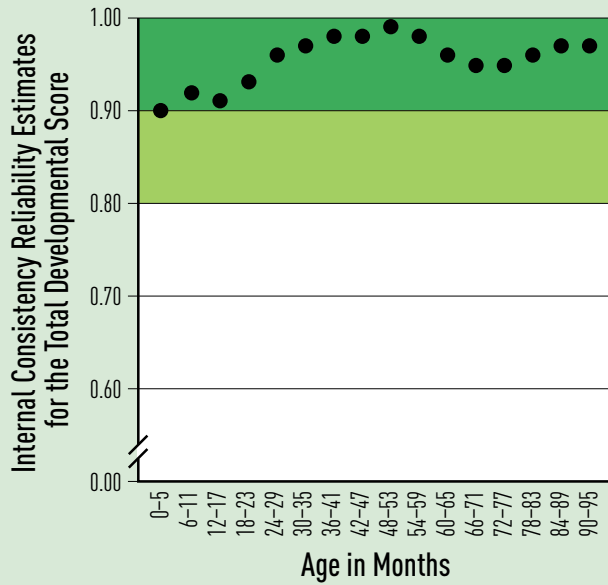
Reliability

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.



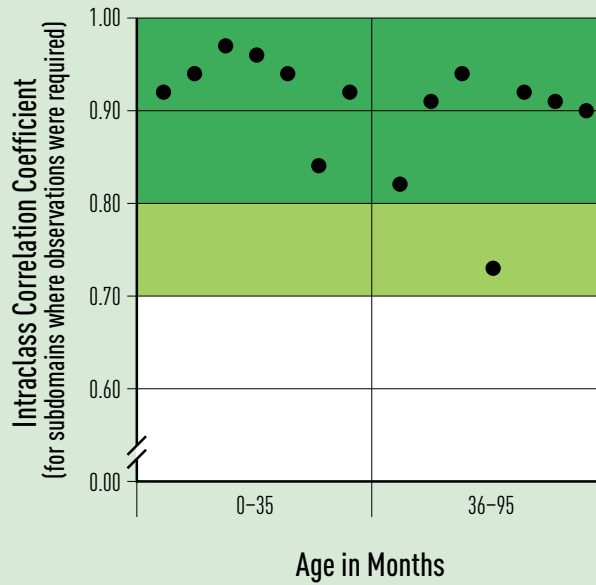
Internal Consistency

Items measuring the same concept were correlated with one another.



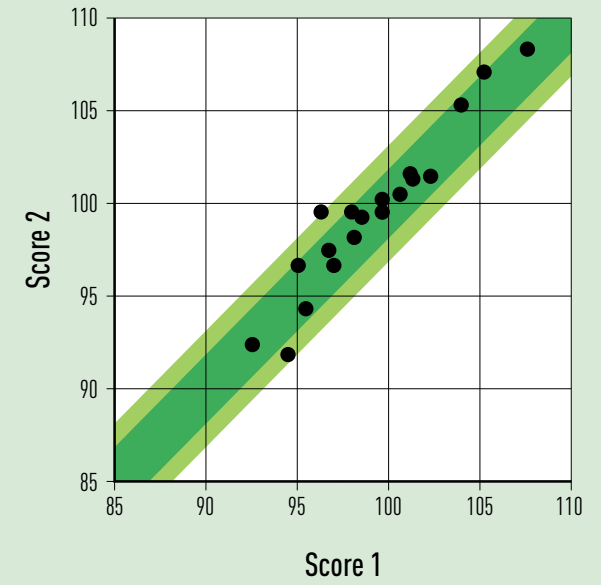
Inter-Rater Reliability

Observations/ratings of performance were consistent across multiple examiners.



Test-Retest Reliability

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



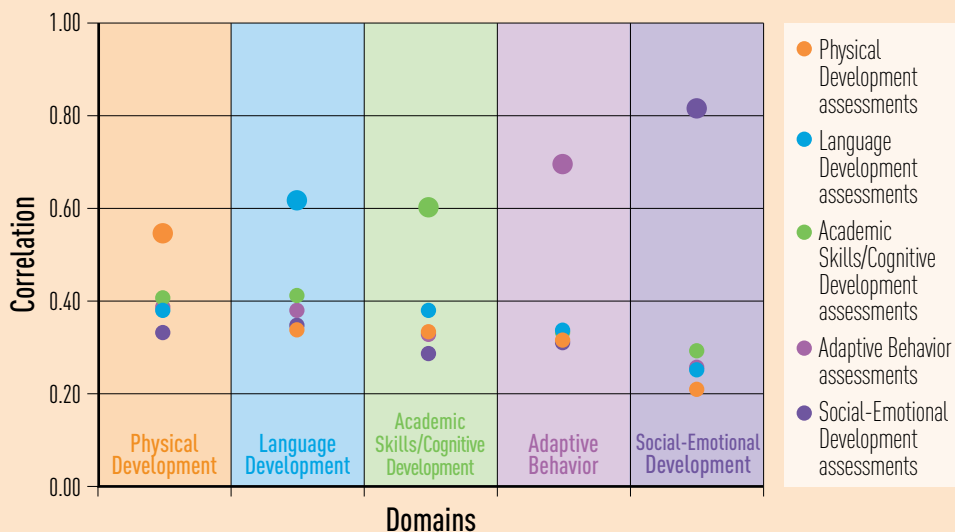
Validity

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 correlation is strong between individual assessments and their respective domains and weaker between those assessments and the other domains.



Construct Validity—Fairness

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

684 ITEMS EXAMINED FOR BIAS

IN THE CATEGORIES OF **GENDER & RACE**

USING **DIFFERENTIAL ITEM FUNCTIONING ANALYSIS (DIF)**

BASED ON A **CHI-SQUARE DIFFERENCE TEST**

ONLY 6 ITEMS HAD LARGE ENOUGH DIF WORTH INVESTIGATING

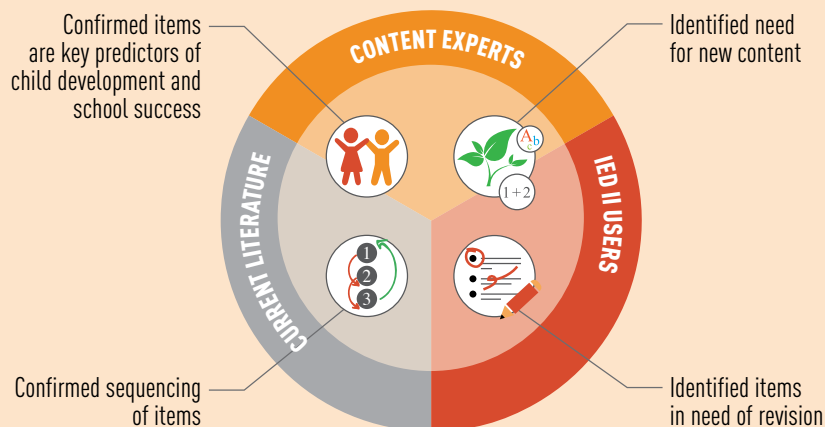
A SEPARATE FAIRNESS & BIAS REVIEW WAS ALSO CONDUCTED BY A **REVIEW PANEL**

TOGETHER, DIF & BIAS REVIEWS CONCLUDED: **0 ITEMS WERE BIASED**



Content Validity

Items test the developmental and early academic skills that are considered to be important by developmental researchers and educators.



Criterion-Related Validity

Correlates with other early development, achievement, intelligence, and language tests.

