

Measure	Psychometrics	Source
Developmental Measures		
Agnes and Stages Questionnaire – 3rd Edition (ASQ – 3)	<p>Reliability Test-retest reliability: .91 Inter-rater reliability: .92 Internal consistency: Cronbach’s coefficient alpha .51 to .87 Percent agreement: 74-100%, with 92% overall</p> <p>Validity Concurrent validity: 74-100%, with an overall agreement of 86%</p> <p>Sensitivity & Specificity Sensitivity: 75-100%, with 86% overall Specificity: 70-100%, with 85% overall</p>	http://agesandstages.com/products-services/asq3/
Individual Growth & Development Indicators (IGDIs)	<p style="text-align: center;"><u>Early Communicator Indicator</u></p> <p>Reliability Interobserver Agreement: 90% overall By Key Skill Element, percent agreement: Gestures: 81%, Vocalizations: 80%, Single Words: 70%, Multiple Words: 72%</p> <p>Split-half (Odd vs. Even): r = .89 meal level using the Spearman Brown Correction r = .62 slope level using the Spearman Brown Correction</p> <p>Validity Criterion Validity: Pearson r = .62 (PLS-3) Pearson r = .51 (CCM)</p>	http://www.igdi.ku.edu/measures/ECI_Measures/ECI_technical_soundness.htm http://www.igdi.ku.edu/measures/EPSt_Measures/EPSt_technical_soundness.htm

	<p style="text-align: center;"><u>Early Problem Solving</u></p> <p><u>Reliability</u> Interobserver Agreement: 93% (range 76-100%) By Key Skill Element, percent agreement: Look: 71%, Explore: 86%, Function: 95%, Solutions: 93%, Engagement: 72%,</p> <p><u>Validity</u> Criterion Validity: Functions: $r = .48$ Solution: $r = .40$ Total composite: $r = .42$</p>	
<p>myIndividual Growth & Development Indicators (myIGDIs)</p>	<p style="text-align: center;"><u>Early Literacy + 2nd Edition</u></p> <p><u>Reliability</u> Test – retest reliability: .93-.97</p> <p><u>Validity</u> Concurrent Validity: Picture Naming: .66 (PPVT-4) Rhyming: .45 (TOPEL) Alliteration: .52 (TOPEL-PA) Sound ID: .76 (TOPEL-PK) WODB: .61-.71 (CELF-Pre-2)</p> <p><u>Sensitivity & Specificity</u> Sensitivity: .71-.77 Specificity: .57-.69</p> <p style="text-align: center;"><u>Early Numeracy</u></p> <p><u>Reliability</u> Internal Consistency: None reported Test-retest: .71-.88</p> <p><u>Validity</u> Concurrent: .60-.75 (Woodcock-Johnson III Applied Problems, Bracken Basic Concept Scale – Revised, Test of Early Mathematics Ability – Third Edition) Predictive: None reported</p>	<p>http://www.myigdis.com/wp-content/uploads/2013/01/IGDIs-EL-2nd-Ed-Technical-Info-Summary.pdf?fcd24a</p> <p>http://www.myigdis.com/wp-content/uploads/2013/09/IGDIs-EN-1st-Ed-Technical-Info-Summary-Sheet.pdf?fcd24a</p>

Social-Emotional Measures

<p>Ages and Stages Questionnaire: Social – Emotional (ASQ: SE)</p>	<p><u>Reliability</u> Internal consistency: Cronbach’s coefficient alpha .67-.91 with an overall alpha of .82 Test-retest reliability: 94% Percent agreement: .88-.94</p> <p><u>Validity</u> Concurrent validity: 81-95%, with an overall agreement of 93%</p> <p><u>Sensitivity & Specificity</u> Sensitivity: .71-.85, with .78 overall sensitivity Specificity: .90-.98, with .95 overall specificity</p>	<p>http://agesandstages.com/products-services/asqse-2/</p>
<p>Devereux Early Childhood Assessment (DECA)</p>	<p style="text-align: center;"><u>DECA I/T</u></p> <p><u>Reliability (DECA I)</u> Internal reliability: .87-.94 (Parent Raters); .87-.94 (Teacher Raters) Test-Retest: .83-.87 (overall) Inter-rater reliability coefficients: .29-.33 (Teacher-Teacher); .53-.58 (Parent-Parent)</p> <p><u>Reliability (DECA T)</u> Internal reliability: .79-.87 (Parent Raters); .83-.94 (Teacher Raters) Test-Retest: .85-.98 (overall) Inter-rater reliability coefficients: .47-.64 (Teacher-Teacher); .49-.63 (Parent-Parent)</p> <p><u>Validity</u> Content Validity: High Criterion: The DECA I/T has been successful at showing significant difference between scores if infants and toddlers identified and non-identified samples.</p> <p style="text-align: center;"><u>DECA P2</u></p> <p><u>Reliability</u> Internal Reliability: .79-.92 (Parents); .85-.95 (Teachers) Test-Retest Reliability: .78-.88 (Parents); .8-.95 (Teachers) Inter-rater reliability: .26-.49 (Parents); .37-.71 (Teachers)</p> <p><u>Validity</u> Content: High Criterion: Successful at showing difference in scores between groups.</p>	<p>http://www.centerforresilientchildren.org/wp-content/uploads/2014/01/DECA-IT-Psychometric-Properties.pdf</p> <p>http://www.centerforresilientchildren.org/wp-content/uploads/2014/01/DECA-P2-Psychometric-Properties.pdf</p>

Family Measures

<p>Home Observation Measurement for Measurement of the Environment (HOME) Inventory</p>	<p>Reliability Inter-rater: .76-1.0 Internal consistency: subscales= .30-.89 Overall=.80-.93 Test-retest: .30-.70</p> <p>Validity Concurrent: Less than .5 Correlations: Small to moderate correlations between HOME and SES variables (.47-.65). Predictive: Mostly .4 or higher</p>	<p>http://www.familieschildcare.org/fccc_static_PDFs/researchers_Sylva.pdf</p> <p>http://archive.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_phio.html</p>
<p>Keys to Interactive Parenting Scales (KIPS)</p>	<p>Reliability Internal consistency: .89-.96 Inter-rater: .90-.96 High agreement Test-retest: .93</p> <p>Validity Correlates significantly with NCATS and HOME. Also, Staff Rating of Engagement and parent's report of Knowledge of Child Development.</p> <p>Suggested tool sensitive enough to detect differences in parenting behavior in high-risk populations and be used in home visiting programs.</p>	<p>http://comfortconsults.com</p> <p>http://www.cebc4cw.org/assessment-tool/keys-to-interactive-parenting-scale/</p>
<p>Protective Factors Survey (PFS)</p>	<p>Reliability Internal consistency (Cronbach's coefficient alpha):</p> <ul style="list-style-type: none"> • Concrete Support= .76 • Nurturing and Attachment= .81 • Social Support= .89 • Family Functioning/Resiliency= .89 <p>Temporal stability: .52-.75</p> <p>Validity Criterion validity: significant negative correlations with the Brief Child Abuse Potential Inventory (BCAP) (-.34 to -.54) and the Perceived Stress Scale (PSS) (-.09 to -.54)</p>	<p>http://friendsnrc.org/protective-factors-survey</p>

Environmental Measure

Classroom Assessment Scoring System (CLASS)

Reliability

Internal consistency:

Subscales: .79-.95

Subscales: .11-.79

Total: .88

Test-retest: .73-.91

.68-.90

Inter-rater: .79-.97

Validity

Concurrent validity: less than .5

correlations ranged from .45 to .63 between ECERS

Predictive validity: associated with children's performance at the end of pre-school, as well as gains in their performance across the pre-school year.

http://archive.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_impj.html

<http://teachstone.com/resources/research/>