Screens III
Research Base

- Standardization
- Reliability
- Validity
The sample of children is nationally representative in terms of geographic, demographic, and socioeconomic characteristics.
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**
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.

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—Sensitivity Graph]

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

![Accuracy—Specificity Graph]