Screens III
Research Base

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

Regional Representation
- South
- Midwest
- West
- Northeast

Gender
- Male
- Female

Ethnicity/Race
- White
- African Am./Black
- Asian
- Two or more
- Other
- Hawaiian/Pacific Islander

Hispanic/Latin/Spanish Origin
- No
- Yes

Free/Reduced Lunch and/or Medicaid
- No
- Yes

Special Services
- No
- Yes

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.

### Internal Consistency
Items measuring the same concept were correlated with one another.

![Internal Consistency Graph]

### Inter-Rater Reliability
Observations/ratings of performance were consistent when tested at multiple points in time.

![Inter-Rater Reliability Graph]

### Test-Retest Reliability
Total Scores and Domain Scores were stable when tested at multiple points in time.

![Test-Retest Reliability Graph]
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.

**Sensitivity in Detecting Children with Delays (%)**
- Desired Sensitivity
- Acceptable Sensitivity

Sensitivity data on detecting children with advanced development/academic giftedness is also available.

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

**Specificity in Detecting Children with Delays (%)**
- Desired Specificity
- Acceptable Specificity

Specificity data on detecting children with advanced development/academic giftedness is also available.