Analysis of Test Reliability/Validity

Name of Reviewer:	**Name of Test/ Edition:**
Date:	**Recency of Norm Data (date):**

1. Purpose of Test

Psychological	Speech/Language	Academic
☐ Global Intelligence ☐ Attention 　o Alertness 　o Performance consistency 　o Self-monitoring ☐ Temporal-sequential ordering 　o Sequential awareness 　o Perception 　o Memory 　o Time management ☐ Spatial ordering 　o Spatial awareness 　o Perception 　o Memory ☐ Memory 　o Short-term 　o Long-term 　o Active working ☐ Social Cognition 　o Verbal pragmatics (includes interpretation of feelings) 　o Code switching 　o Social behaviors ☐ Language 　o Receptive 　o Expressive ☐ Executive Functions/Reasoning 　o Concept formation 　o Critical thinking 　o Creativity 　o Problem solving 　o Logical thinking ☐ Developmental Levels ☐ Motor 　o Gross 　o Fine (e.g., graphomotor) ☐ Social/Emotional ☐ Adaptive Behavior ☐ Other	☐ Receptive Language ☐ Expressive Language ☐ Vocabulary 　o Basic Concepts ☐ Semantics ☐ Syntax/Morphology ☐ Auditory Processing ☐ Language Processing ☐ Pragmatics 　o Verbal 　o Non-verbal 　o Paralinguistics ☐ Critical Thinking 　o Verbal Problem Solving ☐ Articulation/Phonology ☐ Other	☐ Reading 　o Alphabetic Principle 　o Phonemic Awareness 　o Word analysis/attack 　o Oral 　o Silent 　o Fluency 　o Comprehension 　o Vocabulary 　o Automaticity of word recognition ☐ Written 　o Handwriting 　o Mechanics and grammar 　o Spelling 　o Organization 　o Style 　o Ideation 　o Editing ☐ Math 　o Operations/computation 　o Application 　o Concepts 　o Problem solving 　o Functional 　o Time 　o Money 　o Charts/Tables/Graphs 　o Measurement 　o Statistics and Probability ☐ Adaptive Behavior 　o Self care/daily living 　o Communication 　o Social Skills 　o Attention 　o Motor Skills 　o Problem solving ☐ Other

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2.   Appropriate samples for test validation

Population for the test								
Sample population	Sample Size	Age	Gender	Ethnic background	SES	Language	Region of U.S.	Other Country

3. Reliability

Is the reliability sufficiently high to warrant the use of the test as a basis for making decisions concerning individual students? (In general: .90=high; .80=moderate; .70=low)	**High**	**Moderate**	**Low**

4. Predictive Validity (Rater judgment)

Is it an accurate predictor of performance? (If Questionable is marked, please explain under the final question, *additional limitations*, below.)	**Yes**	**Questionable**	**No**

5. Content Validity (Rater judgment)

Are there sufficient test items to measure the skill being assessed?	**Yes**	**No**

What limitations are described in the manual?
Are there additional limitations that the examiner should consider? From ❐ Mental Measurements Yearbook ❐ Rater evaluation
Does the manual indicate that the test was reviewed by a cultural bias review panel? If so, how many individuals were consulted and what were their qualifications? How was their input used?
Additional Comments Is this test appropriate to use with African American students   ☐ yes (whole test)   ☐ yes (part)   ☐ no Is this test appropriate to use with English language learner students   ☐yes (whole test)   ☐ yes (part)   ☐ no