

Administration / Group Site (check if applicable):

_____ Group Administration

_____ Individual Administration

Administration Training:

_____ Level A

_____ Level B

_____ Level C

Administration Time: _____

Types of scoring information available

_____ Standard Deviation

_____ Standard Scores

_____ Percentiles

_____ Standard Error of Measurement

_____ Other (specify) _____

DETERMINING TECHNICAL ADEQUACY: MINIMUM CRITERIA

RELIABILITY CRITERIA

Coefficient _____

Documentation found in:

Page(s): _____

Internal Consistency Reliability: Screening

The homogenous, consistent quality of the content of instrument items is evidenced by an appropriate reliability indicator such as split-half, Kuder-Richardson, or alpha coefficient. This reliability coefficient should be greater than .80 for screening instruments.

Coefficient _____

Documentation found in:

Page(s): _____

Internal Consistency Reliability: Identification

The homogenous, consistent quality of the content of instrument items is evidenced by an appropriate reliability indicator such as split-half, Kuder-Richardson, or alpha coefficients. This reliability coefficient should be greater than .90 for identification instruments.

VALIDITY CRITERIA

Evidence found in:

(publication)

(pages)

Content Validity

The instrument provides a clear definition of the universe represented and provides detailed evidence that the behavior domain was carefully sampled in instrument construction, including a detailed classification of test items by performance objectives along with an explanation of the selection procedures and/or references to special procedures. Support documentation is provided.

Coefficient _____

Documentation found in:

Page(s): _____

Concurrent Criterion Validity

Scores on the instrument are related to performance on a separate task or criterion administered concomitantly. The manual also provides user information in terms of the appropriateness of generalizing from the validity information. A given coefficient should be greater than .70 for rating of excellent. Support documentation is provided.

Evidence found in:

(publication)

(pages)

Predictive Criterion Validity

Evidence is provided in support of the predictive nature of the instrument for students, such as by scores/performances on the instrument related to performance on separate task or criterion administered well after the instrument is used. A given coefficient should be greater than .50 with criterion relevant interval of at least two months for a rating of excellent. Support documentation is provided.

RESPONDENT APPROPRIATENESS CRITERIA

Yes ___ No _____ NA _____

Instructions

All instructions are easily understandable and appropriate for age of respondent in term of readability, concepts, vocabulary, length, and function to properly prepare the respondent for the instrument. The instructions clearly state response form(s) and include sample items that illustrate the necessary skills and item format required for each range of tasks.

Yes ___ No _____ NA _____

Recording Answers

The instrument response modes are simple, direct, easily accomplished, and appropriate for the subject matter and the grade level/age of intended respondents.

UTILITY CRITERIA

Yes ___ No _____ NA _____

Scoring Ease

The instrument can easily and objectively _____ hand-scored and/or _____ machine scoring is available.

Yes ___ No _____ NA _____

Interpretation: Evaluator Training

The instrument can be directly and immediately interpreted by regular school personnel relative to a specific norm group or standard. The necessary qualifications for persons interpreting results and guidelines are explicitly stated in the test manual. Interpretation by teachers is considered excellent.

Yes ___ No _____ NA _____

Interpretation: Norm Range

Norm range data is provided for purpose of interpretation indicating that the instrument has been normed on a broad range of educational ability or is applicable to groups falling at the upper end of the continuum.

Yes ___ No _____ NA _____

Interpretation: Norm Timing

The norms for the instrument are current (within the last ten years).
If no, when _____.

Yes ___ No _____ NA _____

Norm Groups: General Populations

Norm groups are provided for regular populations of students.

Yes ___ No _____ NA _____

Norm Groups: Gifted Populations

Norm groups are provided for gifted populations of students.

Yes ___ No _____ NA _____

Norm Groups: Other Special Populations

Norm groups are provided for special populations:

_____ Children with disabilities

_____ Children who are economically disadvantaged

Children who are: _____ Black _____ Native American

_____ Asian _____ Hispanic _____ ESL

Yes ___ No _____ NA _____

Evaluation

Explicit guidelines are described for using test results to make objective and valid assessments of student performance and to make defensible decisions in regard to placement, diagnosis, or selection for services for students.

Yes ___ No _____ NA _____

General Acceptance

The instrument is considered as an accepted means of identification of gifted students by various interest groups and professional education/measurement/evaluation associations.

PROPRIETY CRITERIA

Yes ___ No _____ NA _____

Ethical/Professional

The procedures used in administration, instrument content, and recommendations for action conform to accepted ethical assessment practices with due regard to the rights and welfare of those involved in the evaluation (as defined by Standards for Education and Psychological Testing).

CHECKLIST CRITERIA

Coefficient

Documentation found in:

Page(s) _____

Yes ___ No _____ NA _____

Yes ___ No _____ NA _____

Intra/Interrater Reliability

A high level of confidence for the objectivity and consistency of raters in scoring the instrument (when applicable) is demonstrated by such means as reported correlations, percentages of agreement, or analysis of variance. A correlation greater than .90 is considered the standard for excellence.

Presence of Training

Training for the administration of checklists is available.

Behavior

The checklist provides descriptors of specific behaviors exhibited by people in the particular field being evaluated.

REQUIRED DOCUMENTATION

1. Five copies of this form completed in its entirety.
2. One full set of all materials for each of the tests/instruments to be reviewed with accompanying manuals and instructions for administering and scoring, including technical manual.
3. Five copies of any current reviews from *Mental Measurements Yearbook* or other peer reviewed outlet.
4. Five copies of any articles from refereed educational or psychology journals describing validation studies or administration recommendations for special populations.
5. Any additional information to assist users in administering or interpreting the instrument.

Please complete and return to

Ohio Department of Education
Office for Exceptional Children
Attention: Michael Demczyk
25 South Front Street, Mail Stop 409
Columbus, OH 43215-4183

If you have questions, please call 877-644-6338 or email gifted@education.ohio.gov