

the
INFORMED SLP

Guidance document to accompany “On Standardized Assessment”
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Criteria	Description	Interpretation of Criteria	✓ = reported	+ = meets minimum criteria
Inter-examiner Reliability	<i>How much does the person who is administering or scoring the test influence the results?</i>	Above .90 = good		
Test-retest Reliability	<i>How much do the scores fluctuate over short periods of time?</i>	Above .90 = good		
Construct validity (aka: predictive validity or hypothesis testing)	<i>How well does the test predict later performance on another, valid language assessment?</i>	Adequate evidence: reported significant correlation between score on the test and scores on other language measures, or association between tests scores and need for therapy.		
Concurrent validity	<i>How well do the scores correlate with the scores of other language tests that evaluate the same skills?</i>	Strong correlation = .70 – 1.0; moderate = .69 - .50; weak = .49 - .30		
Normative sample	<i>What is the geographic residence, socioeconomic status, and normalcy of the subjects?</i>	Given this information, is it appropriate to compare the scores of your client?		
	<i>What is the size of the norming sample?</i>	> 100 subjects = reliable		
Test norms and derived scores	<i>Is the mean and standard deviation provided for all possible raw scores on the test?</i>			
Sensitivity	<i>How accurate is the test in identifying children with language impairments?</i>	Values range from 0 – 1 for both, with 1 = 100% accuracy; .9 (or, 90% accuracy) = good; .8 - .89 (80 – 89%) = fair; <.8 (<80%) = the test should not be used		
Specificity	<i>How accurate is the test in identifying children with typical language skills?</i>	Values range from 0 – 1 for both, with 1 = 100% accuracy; .9 (or, 90% accuracy) = good; .8 - .89 (80 – 89%) = fair; <.8 (<80%) = the test should not be used		