



GEEL Reliability Testing Methodology

Reliability and validity testing represent the next significant stage in developing the GEEL as a revolutionary child assessment and a market-leading product. CPI aims to assess the reliability of responses to the GEEL across time as well as within a particular session. CPI is working continuously to establish and improve validity. The content of each evaluative scenario, and the logic which governs its presentation, will evolve according to the ongoing collection and analysis of data.

Reliability Testing

The GEEL is designed to be administered several times throughout the year (3-5 times per year recommended), each time presenting *appropriate* evaluation scenarios as determined by the child's performance on the previous session. As such, there is an inherent difficulty in assessing reliability across trials—children do not see the scenarios that were successfully completed on a previous assessment. Children only receive a particular evaluation scenario a second (or third) time if they respond unsuccessfully. Moreover, the content is never the same twice for any particular child (e.g., the child would not be asked the exact same question—instead evaluation scenarios of similar empirical difficulty would be presented). However, the GEEL can present evaluation scenarios of comparable difficulty for each concept to children after a delay of 1-2 weeks to assess reliability across time. In addition, CPI will be able to assess the reliability of each item within each domain.

Validity Testing

Validity testing takes three forms: teacher focused research, child focused research, and correlation with traditional standardized tests.

Teacher Focused Research: We conduct focus groups and elicit anonymous feedback from teachers from our partner schools. Teachers are asked how the narrative report matched their own expectations and intuitions. In addition, CPI asks questions regarding a teacher's overall experience using the GEEL.

Child Focused Research: Select children are asked to respond to both paper-and-pencil questionnaires as well as clinical-style interviews. These studies provide a measure of external validity. CPI then observes children's experience with the GEEL in the field.

Correlation with Traditional Standardized Tests: CPI reviews school records of children who complete the GEEL as well as other standardized assessments (e.g., Brigance Child Assessment, Sunshine Reading Assessment, etc.). In addition, depending upon individual school

participation and parental agreements, CPI administers other assessments to participating children and correlates these results with those of the GEEL.

In order to complete reliability and validity testing, CPI is partnering with several schools in order to gain access to teachers, children, and records. CPI has an agreement with the Yonkers Public Schools to gather and collect the necessary information from all the elementary schools in the district. In addition, CPI has partnered with several schools across the country that have agreed to provide feedback and other valuable information. Altogether, CPI is planning to evaluate the reliability and validity of the GEEL across as many as 50 schools and 10,000 children by the end of May 2004. In addition, with budding partnerships, CPI hopes to have access to two or three times as many schools and children by the end of 2004.