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A CRITICAL EXAMINATION OF THE TECHNICAL ADEQUACY OF A
CURRICULUM-BASED ASSESSMENT USING RASCH ANALYSES (187 pp.)

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The purpose of the study was to (a) examine the psychometric properties of The Assessment, Evaluation, and Programming System for Infants and Children (AEPS Test); (b) provide a process for establishing psychometric properties for other Curriculum Based Assessments (CBAs); and (c) identify and guide evaluation and subsequent revisions of the AEPS Test. Data were entered from early childhood teams from across the United States into an online data management system called the AEPS Interactive (AEPSi). Analyses include application and discussion of Classical Test Theory as well as Rasch Modeling techniques.

Results of the study indicate the AEPS Test cannot measure the higher ability levels or very low ability levels across the developmental areas because there are currently no items which measure these extreme ability levels. The AEPS Test items are in correct developmental sequence, with only a few items out of order in each AEPS Test area. Specific AEPS Test items which are biased for gender or developmental status were identified. Analyses determined that the item reliability and person reliability values were well above the acceptable range for the AEPS Test. The analyses conducted to examine how well the response categories functioned indicated that all three response categories (i.e., 0, 1, 2) for the AEPS Test are being utilized. The analyses indicate the

scoring scale is not sensitive enough to detect small changes in developmental progress.

Implications for research and practice are discussed.