

Appendix B

Reliability and validity of tests

Letter from ACT Schools Authority to
school principals

Peabody Picture Vocabulary Test-Revised (PPVT-R) (Dunn & Dunn, 1981)

The test was standardised in 1979, on 4,200 children and 828 adults in the USA.

Reliability: The test manual reports internal consistency of .61 to .86 (Median .81) for Form M (used in the testing), from the standardisation sample for children aged from 2.5 to 18 years (Dunn & Dunn, 1981, p. 53).

Re-test reliability administered through Forms L and M in counter balanced order showed - immediate re-test on a sample of 642 subjects for various age groups ranged from .73 to .91 (Median .78); delayed re-test on a sample of 962 subjects for various age groups ranged from .52 to .90 (Median .78) for raw scores.

Reviews of the PPVT-R (McCallum, 1985; Wiig, 1985) support adequate reliability.

Validity: The authors state that "internal consistency is also evidence of construct validity" (Dunn & Dunn, 1981, p. 60).

No predictive validity data is reported.

Lindamood Auditory Conceptualisation Test-Revised (LAC-R) (Lindamood & Lindamood, 1979)

The test was standardised on 660 students in grades K through to 12 in the USA.

Reliability: The test manual reports test-retest reliability on 52 students was .96 (Lindamood & Lindamood, 1979, p. 37).

Validity: Predictive validity utilises scores from the WRAT combined reading and spelling scores and ranges from .66 to .81 at different grade levels (K-12) with an average of .73.

Rhyme Test (Dermody, Kehoe & Bochner, 1989)

The test was standardised on 1001 Kindergarten children in Australia aged from 4 years 11 months to 7 years 3 months (mean age of 5 years 10 months).

Reliability: Internal consistency was .81; Test-retest reliability on 103 children was .77.

Validity: As a measure of concurrent validity (sample of 100 children) correlation coefficients were calculated between LAC (1971) scores and Rhyme Test scores and was estimated at 0.63.

Token Test (DeRenzi & Vignolo, 1962; Noll & Berry, 1969)

The test was standardised by DiSimoni (1978) on 1,304 children in the USA aged from 3 to 12.5 years.

Reliability: Not reported.

Validity: Not reported.

Token Test (DeRenzi & Vignolo, 1962; Noll & Berry, 1969; Mackie & Dermody, 1981)

A similar version of the Noll and Berry Token Test (1969) was administered to 160 children in Australia aged from 5 to 12 years by Mackie and Dermody (1981) to determine if the norms published by Whitaker and Noll (1972) were applicable to Australian children. The group means showed an increase in test scores with increasing age. This compared with similar trends shown by Whitaker and Noll (1972).

Group means for 4.6 to 5.5 years was 39.8 with a score range of 26-51;

Group means for 5.6 to 6.5 years was 45.9 with a score range of 35-52;

Group means for 6.6 to 7.5 years was 47.75 with a score range of 32-56;

Group means for 7.6 to 8.5 years was 51.2 with a score range of 41-60;

Group means for 8.6 to 9.5 years was 54.5 with a score range of 49-59;

Group means for 9.6 to 10.5 years was 54.2 with a score range of 48-60.

(Mackie & Dermody, 1981, p.17).

Reliability: Not reported.

Validity: Not reported.

No data on reliability or validity is reported for the Basic Language Concepts Screening Test (Macquarie University Special Education Centre, 1980), the Aural Receptive Sound Concept Test (Bygrave, 1988a) or for the Kelvin Grove Numeration Diagnostic Profile (Booker *et al.*, 1979).

An assessment of the Aural Receptive Sound Concept Test by O. McMahon (November, 1990) provided the following comments:

I believe the test examples would measure children's ability to discriminate sounds and their knowledge of selected concepts - with complete understanding of some terms used to identify concepts. When children are uncertain of the exact nature of adult terms, they tend to guess, and may, in fact, repeat an incorrect answer when several examples are given. Pitch concepts are difficult to master, e.g. high/low, step/leap.



Minute

To: PRINCIPAL
SCULLIN, GIRALANG, AINSLIE,
MELBA, RIVETT PRIMARY SCHOOLS

Reference:

Date: 21/12/87

From: ACTING EXECUTIVE OFFICER (SPECIAL
EDUCATION)

Telephone: 469 236

Subject: MUSIC PROJECT FOR JAC

Ms Patricia Bygraves from CCAE has contacted me asking assistance in her PhD project

Ms Bygraves is a music specialist and is designing a model concerning music with cognitive development. She needs to test the model/program using students from JA classes. The expected results of her PhD appear to be of considerable relevance and importance to special educators. The ACT Schools Authority evaluation section have approved her project.

Ms Bygraves will be contacting you in the new year and any assistance you may give her will be greatly appreciated.

CAROL GILBERT

Patricia, For your info as promised. All the best,

Carol