

Child Assessment Institute: Promoting Positive Outcomes for Children
 Analyzing and Interpreting Assessment Data
 J. Crapps and P. Devine, March 20, 2009

<i>Things to Consider</i>	<i>Example / Notes</i>	<i>Questions / Comments</i>
What is data – what it is not		
What’s your question / purpose?		
What’s the deal with reliability and validity?		
Types of data / measures?		
Causation vs. correlation		
Interpret relative only to what is actually measured		
Telling not same as doing		
Significance and importance are not the same		

Example 1: Data on Popularity and Aggressiveness

Child	1	2	3	4	5	6	7	8	9	10	11
Popularity rating (10 = very popular)	10	9	9	8	8	3	3	2	2	1	10
Frequency of aggressive acts	7	6	10	12	13	16	21	23	25	36	40

What “stories” might explain this data? What story is the “best fit” for the data?

Example 2: Mean Length Utterance (MLU) for 3 groups of children

Group 1	3	3	3	3	3	3	3	3	3	3		MLU=3
Group 2	2	2	2	3	3	3	3	4	4	4		MLU=3
Group 3	1	1	2	2	3	3	4	4	4	6		MLU=3

Are these groups the same?