## 

# NAME OF TEST

COUNTRY

## Overview

### Main research goals of test

Include a brief summary of the research goals of the project, e.g. to adapt and standardize the tool for a certain population.

### Application of test

How is the test used? Who uses it?

1. **Scores to be included**

### Scores

Include all scores that will be generated from your studies

e.g. standard scores, index scores, percentile ranks

1. **Targeted administration time for final version**

|  |  |  |
| --- | --- | --- |
|  | STDZ time | Target at final |
| Test name | time in min | time in min |
|  |  |  |
|  |  |  |

## Detailed research objectives, plan, and phase to address

Include a table that described the phases of the projects that you will undertake and the tasks completed in each phase. See example below:

|  |  |
| --- | --- |
| Research Objectives | Plan |
| Test Name |  |
| Translation, Adaptation, Item development | translation of the US content  adaptation of the translated content: work with external experts of language  Item development: creation of new items for all the items that cannot be used directly  establish local langauge version of instructions and testing materials (manual, protocols) |
| Pilot | items and instructions will be piloted on small sample |
| try-out | creation of a try-out version including all the translated or created items, for item selection and ordering  collecting normal and clinical cases |
| Establish standardization version | Based on results of try-out version, we will check the validity or the items and their hierarchy in order to build the std version  production of stdz version of the test |
| Norming | Data will be collected in order to create local norms. The data collection will be done on 880 normal cases and 44 clinical cases for seeding (22 Intellectually Disabled (ID) and 22 Gifted (GT) per age group)  establish norms per age, statistics for reliability and validity studies |
| Reliability | split-half  standard error of measurement  interrater reliability |
| Validity | intercorrelations study  relations with WISC-5  Special group studies: 4 clinical groups (Intellectually Disabled (ID), Gifted (GT), specific learning disorder in reading, specific learning disorder in mathematics) |
| Determine norms, reliability and validity (psychometrics) | Work with Psychometrics in order to determine and produce psychometric information |
| Final work; manual and materials | Writing of manual, proofreading and art design will be done internally |

1. **Sampling Plans**

Please complete sampling plans for each phase of your study. See examples below to guide your completion. Not all tables all information will apply. Complete those that are relevant for you and tailor to your study and local data needs. All projects should have appropriate demographically representative samples and additional studies (e.g. reliability and validity studies) to verify the tool for your population.

***Pilot***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Study name (test acronym) | Census? | | Range or Group | Stratification Percent or Number | Comments |
| Yes | No |
| Region |  | X | 1 region |  |  |
| Gender/Sex |  | X | Boys / Girls | 50% B + 50% G |  |
| ED/PED level |  | X | 4 levels | 25% of each level |  |
| Age |  | X | 6 to 16 | N=10 |  |
| Inclusion criteria | | | | | |
|  | * normal cases without any diagnosed trouble * children able to hear and see stimuli, to answer questions in Local language and to point out his answers. | | | | |
| Exclusion criteria | | | | | |
|  | * examinees who do not speak and understand Local language * examinees who were previously diagnosed with a neurological disorder such as epilepsy, stroke, brain tumor or significant injury * examinees who were previously diagnosed with a learning disability, language disorder, pervasive developmental disorder or psychiatric disorder * examinees with a sensory, physical or cognitive disability that prevented them from completing the test in a standardized manner * examinees who were administered achievement test earlier that day | | | | |

***Try-out***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TRY-OUT | Census? | | Range or Group | Stratification Percent or Number | Comments |
| Yes | No |
| Region |  | X | 5 regions |  | max 5% variance  by overall |
| Gender/Sex |  | X | Boys / Girls | 50% B + 50% G | max 5% variance  by sampling band and by sex |
| ED/PED level | X |  | 4 levels in accordance with Local census |  | max 5% variance  by sampling band and by parent education level |
| Age |  | X | 6 years  7 years  8 years  9 years  10 years  11 years  12 years  13 years  14 years  15 years  16 years | 20  20  20  20  20  20  20  20  20  20  20  N=220 | including 1 ID and 1 GT per age group |
| Inclusion criteria | | | | | |
|  | * normal cases without any diagnosed trouble except for the seeding cases * Seeding cases :   **ID:** children must have scored at least two *SD*s above the mean on an individually administered comprehensive measure of cognitive ability (e.g., the WISC–V).  **GT**: children must have scored at least two *SD*s below the mean on an individually administered comprehensive measure of cognitive ability (e.g., the WISC–V) or met the *DSM-5* (American Psychiatric Association, 2013) criteria for a current diagnosis of intellectual disability mild or moderate severity   * children able to hear and see stimuli, to answer questions in Local language and to point out his answers | | | | |
| Exclusion criteria | | | | | |
|  | * examinees who do not speak and understand Local language language * examinees who were previously diagnosed with a neurological disorder such as epilepsy, stroke, brain tumor or significant injury * examinees who were previously diagnosed with a learning disability, language disorder, pervasive developmental disorder or psychiatric disorder * examinees with a sensory, physical or cognitive disability that prevented them from completing the test in a standardized manner * examinees who were administered achievement test earlier that day | | | | |

***Standardization***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| STDZ | Census? | | Range or Group | Stratification Percent or Number | Comments |
| Yes | No |
| Region |  | X | 5 regions |  | max 5% variance  by overall |
| Gender/Sex |  | X | Boys / Girls | 50% B + 50% G | max 5% variance  by sampling band and by sex |
| ED/PED level | X |  | 4 levels in accordance with Local census |  | max 5%variance  by sampling band and by parent education level |
| Age |  | X | 6 years  7 years  8 years  9 years  10 years  11 years  12 years  13 years  14 years  15 years  16 years | 84  84  84  84  84  84  84  84  84  84  84  N=924 | per age group : 80 normal cases + 2 ID + 2 GT |
| Inclusion criteria | | | | | |
|  | * normal cases without any diagnosed trouble except for the seeding cases * Seeding cases :   **ID:** children must have scored at least two *SD*s above the mean on an individually administered comprehensive measure of cognitive ability (e.g., the WISC–V).  **GT** : children must have scored at least two *SD*s below the mean on an individually administered comprehensive measure of cognitive ability (e.g., the WISC–V) or met the *DSM-5* (American Psychiatric Association, 2013) criteria for a current diagnosis of intellectual disability mild or moderate severity   * children able to hear and see stimuli, to answer questions in Local language and to point out his answers | | | | |
| Exclusion criteria | | | | | |
|  | * Examinees who do not speak and understand Local language * Examinees who were previously diagnosed with a neurological disorder such as epilepsy, stroke, brain tumor or significant injury * Examinees who were previously diagnosed with a learning disability, language disorder, pervasive developmental disorder or psychiatric disorder * Examinees with a sensory, physical or cognitive disability that prevented them from completing the test in a standardized manner * examinees who were administered achievement test earlier that day * Children with impaired vision/ hearing that cannot be corrected by glasses/lenses/hearing. * Examinees who have a familial link with the examiner * Children with a disability requiring the presence of school life support for the administration of TEST | | | | |

***Validity***

Correlation with another instrument

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WRAT-5/WISC-V | Census? | | Range or Group | Stratification Percent or Number | Comments |
| Yes | No |
| Gender/Sex |  | X | Boys / Girls |  |  |
| Age |  | X | 6 to 16 | N=50 |  |
|  |  |  |  |  |  |
| Inclusion criteria | | | | | |
|  | * normal cases without any diagnosed trouble * children able to hear and see stimuli, to answer questions in Local language and to point out his answers. | | | | |
| Exclusion criteria | | | | | |
|  | * examinees who do not speak and understand Local language * examinees who were previously diagnosed with a neurological disorder such as epilepsy, stroke, brain tumor or significant injury * examinees who were previously diagnosed with a learning disability, language disorder, pervasive developmental disorder or psychiatric disorder * examinees with a sensory, physical or cognitive disability that prevented them from completing the test in a standardized manner * examinees who were administered achievement test earlier that day * examinees who were administered WISC-V earlier that day | | | | |

**Special Groups Studies**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ID | Census? | | Range or Group | Stratification Percent or Number | Comments |
| Yes | No |
| Gender/Sex |  | X | Boys / Girls |  |  |
| Diagnosis |  | X | N=50 |  |  |
| Inclusion criteria | | | | | |
|  | **•** children able to hear and see stimuli, to answer questions in Local language and to point out his answers  **•** children must have scored at least two *SD*s above the mean on an individually administered comprehensive measure of cognitive ability (e.g., the WISC–V). | | | | |
| Exclusion criteria | | | | | |
|  | **•** children with impaired vision/ hearing that cannot be corrected by glasses/lenses/hearing.  **•** Examinees who do not speak and understand local language | | | | |