

## ABSTRACT

## Validation of the Grade 3 Caribbean Reading Standards Achievement Test (CRSAT) as a Measure of Reading Achievement

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The aim of this study was to validate the Caribbean Reading Standards Achievement Test (CRSAT) Grade 3 as a measure of reading achievement. Three lines of evidence were explored - evidence based on the content of the assessment, the internal structure of the assessment, and the relations to other variables. The content of the assessment was judged by content experts who found that the CRSAT items matched the content of the Revised Primary Curriculum (RPC) and was therefore, aligned to the RPC. Cronbach alpha reliability estimate ( $\alpha = .92$ ) indicated strong internal consistency. Subtest analysis indicated a high level of reliability and consistency as all inter subtest correlation coefficients were significant at the  $p < .01$  level for the six subtests. Pearson correlation indicated a strong positive relationship ( $r = .808, p < .01$ ) between the CRSAT Composite Scores and scores of the same cohort of students on the GSAT Language Arts Test. Regression analysis predicting GSAT Language Arts scores from CRSAT scores was statistically significant, ( $F(1,1321) = 2483.38, p < .001$ ). The results can therefore, be used to predict

performance over time on other measures requiring reading. Performance on the test is related to performance on other measures of reading skills as indicated by Pearson correlation for the CRSAT and Mico Diagnostic Reading Test (MDRT). For 2005 MDRT ( $r = .79, p < .01$ ) and 2006 ( $r = .83, p < .01$ ). The strength of the correlation indicated that they were both measuring the same construct (reading).

Keywords: Reading; Joan Spencer-Ernandez, Test Validation; Standards; Achievement Test; Jamaica.