# Content Validity of the AEPS-3 in Kosovo

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**Abstract:** This study investigated the content validity of the *Assessment, Evaluation, and Programming System* (AEPS) for Infants and Children–3rd Edition (AEPS-3) in Kosovo. A total of thirty-five experts from various disciplines validated the content of the AEPS-3 test by reviewing items in their respective areas of expertise. The experts reviewed the AEPS-3 items and then completed a survey questionnaire that addressed (1) relatedness of the item, (2) item clarity, (3) criterion clarity, and (4) example clarity. Data were analyzed in three different ways: (1) content validity index (CVI), (2) expert reviewers' feedback, and (3) expert reviewers' online discussion. Test items were retained, modified, and/or removed based on the quantitative and qualitative results.

## Introduction

One of the most widely used early childhood criterion-referenced curriculum-based assessments is the Assessment, Evaluation, and Programming System (AEPS) for Infants and Children, which links assessment, goal development, instruction, and evaluation (Macy et al. 2015). Although all assessment instruments can provide important information and serve important functions, the AEPS is the most studied early childhood criterion-referenced curriculum-based assessment used with infants and young children who are at risk for developmental delays or have disabilities (Noh 2005). According to Macy, Bricker, and Squires (2005), AEPS allows practitioners and researchers to (1) collect information about the child's development and competencies in a setting that is familiar to the child, such as school, home, and community; (2) assess the child's functional skills, emphasizing the competencies that facilitate the child's effective participation in everyday activities and routines; and (3) document the child's competencies from people who know the child the best. The use of AEPS is also considered time efficient, given that evaluation teams do not need to administer further assessment to determine specific supports, services, and functional skills that will be pertinent to writing goals, creating interventions, and evaluating program efficacy. Finally, the AEPS outcomes are linked to the intervention process (Macy, Bricker, and Squires 2005).

Some version of the AEPS has been around since the 1970s and the third edition of the AEPS was published in 2022 (Bricker et al. 2022). Rigorous research was conducted on the AEPS-3 to examine its content validity (Macy et al. 2015), utility, interrater reliability, concurrent validity (Grisham et al. 2020), and psychometric properties (Toland et al. 2021). As well, cut-scores were

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