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Investigating moderators of test-retest reliability in screening children's cognitive functioning

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Abstract

This project examined some of the common constraints on reliable cognitive assessment for children over time. Repeated measures design ($n = 133$) was with younger (5 & 6 year old, $n = 64$) and older (7 & 8 year old, $n = 69$) children. Results showed that children's self-concepts moderated the test-retest reliability over extended intervals for younger and older children. Social self-categorizations moderated slightly the test-retest reliability for both age groups. For younger children only, personal self-categorization and self-reported talking about items moderated the reliability. In contrast, there were no moderators of test-retest reliability for shorter retest intervals. Other experiences, including recall, recognition and self-reported reflection on the content, did not moderate the test-retest reliability.

[Link to full text paper pdf \(574KB\)](#)

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