

Supplementary material for Carson K. et al. (2015) Content validity to support the use of a computer-based phonological awareness screening and monitoring assessment (Com-PASMA) in the classroom, International Journal of Speech-Language Pathology, 17, 500–510.

Supplementary Table A. Hierarchy of test item difficulty at school-entry

	LOGIT SCALE																	
	Very Easy	Easy	Moderately Easy	Average Difficulty	Moderately Difficult	Difficult	Very Difficult											
	> -8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8 <	
RO			1			5	6		4	8	3	7	9, 10					
IPI		1, 2	3					4	4	7	8	10			9			
FPI							1			3					4, 5, 6, 7, 8, 9, 10	6	2	
PB							1	2, 3			4, 5	15		6, 7, 8, 9, 10, 11, 12, 13, 14				
PD							1	2, 6	5	3	4		7, 8, 9, 10, 11, 12, 13, 14, 15					
PS	1						2									4		
LN						1, 2, 3, 4, 5, 6	7, 8, 9, 10, 11, 12	13, 14, 15, 16, 17, 18										
LS								1, 2, 3, 4	5, 6, 9, 10	7, 8, 11, 12, 14	13, 15, 16, 17, 18							

Note. Test items are plotted against the logit scale to the nearest whole number. RO = rhyme oddity; IPI = initial phoneme identity; FPI = final phoneme identity; PB = phoneme blending; PD = phoneme deletion; PS = phoneme segmentation; LN = letter-name; LS = letter-sound.

Supplementary Table B. Hierarchy of test item difficulty by the middle of the school year

LOGIT SCALE																	
Very Easy	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8 <
Very Easy	Easy		Moderately Easy		Average Difficulty		Moderately Difficult		Difficult		Very Difficult						
RO				1	5		6	4	2	8	3	7	9, 10				
IPI						1, 2	3	5	3, 4, 7, 8			6, 9, 10					
FPI					1	2			4, 8		7, 9	5, 6, 10					
PB		1	2		3	4			5, 10		7, 8, 9	6, 11, 12, 13	14, 15				
PD	1, 2				5		3, 4	6		7	8	10, 13	11, 12	9, 14	15		
PS	1, 2				5		3, 4	6		7	8	10, 13	11, 12	9, 14	15		
LN				1, 2, 3, 4,	9, 10, 11, 13	14, 15, 16	17, 18										16, 17, 18
				5, 6, 7, 8													
LS					1, 2, 3, 4, 5, 6, 7	8, 10, 11		9, 12, 13	14, 15	16, 17, 18							

Note. Test items are plotted against the logit scale to the nearest whole number. RO = rhyme oddity; IPI = initial phoneme identity; FPI = final phoneme identity; PB = phoneme blending; PD = phoneme deletion; PS = phoneme segmentation; LN = letter-name; LS = letter-sound.

Supplementary Table C. Hierarchy of test item difficulty by the end of the school year

LOGIT SCALE																	
Very Easy	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8 <
Very Easy	Easy		Moderately Easy		Average Difficulty		Moderately Difficult		Difficult		Very Difficult						
RO			2		3		5	5	7	8		9					
IPI					1	2	3	4	5	6, 7, 8	9, 10						
FPI	4				1,	3			7	8		5, 6			9, 10		
					2												
PB			1		3	4			5	10	7, 8, 9	6, 11, 12, 13	14, 15				
PD	1		2		4,		6	7	8			10	12	9, 13	14	15	11
					5												
PS	1		5		3	4			10	7, 8, 9	6, 11, 12, 13	14, 15					16, 17, 18
LN							16, 17, 18										
							13, 14, 15										
LS				1, 2, 3, 4, 5, 6,	9, 10, 11	12, 13, 14, 15	17										
				7, 8													

Note. Test items are plotted against the logit scale to the nearest whole number. RO = rhyme oddity; IPI = initial phoneme identity; FPI = final phoneme identity; PB = phoneme blending; PD = phoneme deletion; PS = phoneme segmentation; LN = letter-name; LS = letter-sound.