

PALS Espanol

Criterion	Specific Indicators	Ratings	Feedback from Reviewers	Tally of Rating
<p><b>Translation and adaptation procedure</b></p>				
<p><b>1. Translation has been provided by highly qualified personnel.</b></p>	<p>Provide documentation on the translation team used to translate and adapt the test. Include the qualifications of the individuals who translated the test. The translation team should preferably include:</p> <ul style="list-style-type: none"> <li>• translators who are native speakers in the target language</li> <li>• specialists in reading in the target language</li> <li>• bilingual educators (not to be confused with English as a Second Language (ESL) teachers or English as a Foreign Language (EFL) teachers or teachers of Spanish as a foreign language) in the target language.</li> </ul>	<p><b>DOES NOT MEET-</b> evidence was not provided for this criteria or information does not demonstrate evidence. (0)  <b>PARTIALLY MEETS-</b> partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)  <b>MEETS OR EXCEEDS –</b> most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>	<p>USD grant with University of Virginia included nationally recognized experts to write test. P 22 in notebook. The test is not translated from the English version but designed to reflect the Spanish language characteristics</p> <p>This assessment is not a translation, but rather a fully developed Spanish assessment created with Spanish linguistic structures in mind</p>	<p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds- II</p>
<p><b>2. Pilot test sampling appropriately considers language diversity</b></p>	<p>The translated test was piloted with a representative sample of speakers of the target language in the United States.</p>	<p><b>DOES NOT MEET-</b> evidence was not provided for this criteria or information does not demonstrate evidence. (0)  <b>PARTIALLY MEETS-</b> partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)  <b>MEETS OR EXCEEDS –</b> most information for the criterion is provided.</p>	<p>4 years of pilot testing with more than 5,000 Spanish speaking students in nine US states and DC</p>	<p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds- II</p>

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		Information and data provided suggests acceptable or strong evidence. (2)		
<b>3. Consistency of appearance between the English language and the target language version of the test</b>	Formatting should remain consistent with the English language test version. Specifically, the font size of a translated test version should not be smaller than the English version. General ideas should be consistent with the English language test version.	<b>DOES NOT MEET-</b> evidence was not provided for this criteria or information does not demonstrate evidence. (0) <b>PARTIALLY MEETS-</b> partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) <b>MEETS OR EXCEEDS –</b> most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	The task that make up each level are parallel to those o on English and have the same formatting however it is not a translation of the English test. It was written to align to the characteristics of the Spanish language	Does not meet –  Partially Meets -  Meets or Exceeds- II
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<b>Psychometric and measurement considerations:</b>				
<b>1. Construct validity for translated test versions</b>	Provide documentation to demonstrate that the test specifically identifies students with a “ <i>significant reading deficiency</i> ” in their native language. (i.e., test developers consider what constitutes a proficient reader in the target language rather than directly translating the measures of a proficient	<b>DOES NOT MEET-</b> evidence was not provided for this criteria or information does not demonstrate evidence.(0)  <b>PARTIALLY MEETS-</b> partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)  <b>MEETS OR EXCEEDS –</b>	Currently using the Lagramos assessment to collect data for predication of risk studies. Student scoring below 20% on Logramos are considered at risk page 24	Does not meet – I  Partially Meets - I  Meets or Exceeds-

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	<p>reader in English into the target language).</p> <p>Evidence is provided that the reading constructs measured by the test are relevant to the target language. As appropriate, information is reported on the procedures used to screen, select, and adapt the items of the test so that they are relevant and applicable to the target language.</p>	<p>most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>		
<p><b>3. Demonstrated comparability</b></p>	<p>Evidence is provided on the psychometric comparability of measures in English and measures in the target language.</p>	<p><b>DOES NOT MEET-</b> evidence was not provided for this criteria or information does not demonstrate evidence. (0)  <b>PARTIALLY MEETS-</b> partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)  <b>MEETS OR EXCEEDS –</b> most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>	<p>The two assessment are parallel but separate assessments. They have not attempted to create a scale for comparing the English and Spanish assessment  No psychometric information provided</p>	<p>Does not meet – I</p> <p>Partially Meets -I</p> <p>Meets or Exceeds-</p>
<p><b>4. Documentation on the interpretation of scores and the scaling of scores</b></p>	<p>Scaling information is provided to ensure appropriate interpretability of scores across language versions of the test so that educators and administrative officials know how to correctly interpret the scores obtained by the students</p>	<p><b>DOES NOT MEET-</b> evidence was not provided for this criteria or information does not demonstrate evidence. (0)  <b>PARTIALLY MEETS-</b> partial evidence was provided related to the criterion and/ or data provided demonstrates</p>	<p>Spanish version parallel English assessment</p> <p>Teacher do not need to do extra work to interpret scores</p> <p>This is not a translated assessment so</p>	<p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds-II</p>

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	in the translated version of the test. For example, do teachers need to scale the score of the translated test version in order to compare it with the English language version? If so, what kind of documentation is provided to assist teachers in this scaling process?	weak evidence. (1) <b>MEETS OR EXCEEDS</b> – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	score scaling across versions is not applicable	
<b>5. Evidence provided regarding investigation into potential item bias</b>	Appropriate differential functioning items analyses across equivalent items have been conducted to examine bias for the same items across the two language versions. For example, for each item, is there a bias against students tested in the target language? Item bias reviews have been conducted and subsequent changes have been made based on recommendations.	<b>DOES NOT MEET</b> - evidence was not provided for this criteria or information does not demonstrate evidence. (0) <b>PARTIALLY MEETS</b> - partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) <b>MEETS OR EXCEEDS</b> – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	This was completed on the English version of the test but at this point it has not been completed on the Spanish Version  Very detailed in technical reference book	Does not meet – I  Partially Meets -  Meets or Exceeds- I
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<b>Equity and fairness considerations on the translated test version</b>				
<b>1. Consideration of appropriate dialect</b>	The translation provides documentation to show that the translated test version does not privilege any dialect of the target	<b>DOES NOT MEET</b> - evidence was not provided for this criteria or information does not demonstrate evidence. (0)	Sample included students from 9 states in the U.S. Additionally, reviewers spoke both Iberic	Does not meet –  Partially Meets -

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	<p>language over others (e.g. Iberic Spanish - Spanish from Spain - is not privileged over Mexican or Puerto Rican dialects). Specifically, the translation procedures took into account the wide variety of dialects of the language speakers in the United States.</p>	<p><b>PARTIALLY MEETS-</b> partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)  <b>MEETS OR EXCEEDS –</b> most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>	<p>Spanish and South American Spanish. The test is not translated from the English version but designed to reflect the Spanish language characteristics</p>	<p>Meets or Exceeds- II</p>
<p><b>2. Appropriate cultural adaptation</b></p>	<p>Documentation is provided to show that items have been adapted to address cultural differences inherent to language. Cultural adaptations go beyond the superficial features of the contextual information provided by the items. For example, the items do not simply mention “Juan,” instead of “John,” as characters. Instead, consider how students’ experience may influence their interpretation of the items. Provide appropriate context for items to increase students’ access to the intended interpretation of the items.</p>	<p><b>DOES NOT MEET-</b> evidence was not provided for this criteria or information does not demonstrate evidence. (0)  <b>PARTIALLY MEETS-</b> partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)  <b>MEETS OR EXCEEDS –</b> most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>	<p>Geographic representation from test creators and student in pilot. Different Spanish backgrounds Items are not adapted by specifically created with Spanish speakers in mind so there is less risk of this issue being a problem. Additionally, the assessment was reviewed by Spanish language and cultural experts throughout the process of test development</p>	<p>Does not meet –  Partially Meets -  Meets or Exceeds-II</p>
<p><b>3. Address stereotypes</b></p>	<p>The cultural adaptation of the test is not based on stereotypes about cultures.</p>	<p><b>DOES NOT MEET-</b> evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p>	<p>Wide variety of cultures of experts in designing test</p>	<p>Does not meet –  Partially Meets -</p>

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		<p><b>PARTIALLY MEETS-</b> partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p><b>MEETS OR EXCEEDS –</b> most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>		Meets or Exceeds- II

Strengths and Weaknesses

Strengths:

1. Pilot tests included students from 9 states
2. Not a translated test but designed to support Spanish language characteristics
3. Not a translated assessment, but rather a specifically developed assessment for Spanish reading proficiency

Weaknesses:

1. Data entry
2. Spanish study not completed until end of 2013
3. Full psychometric analysis has not been completed at this time

Recommended: XX

Not Recommended: