

Indicadores Dinámicos del Éxito en la Lectura

Criterion	Specific Indicators	Ratings	Feedback from Reviewers	Tally of Rating
<p>Translation and adaptation procedure</p>				
<p>1. Translation has been provided by highly qualified personnel.</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"> • translators who are native speakers in the target language • specialists in reading in the target language • 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. 	<p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>	<p>The test is not translated from the English version but designed to reflect the Spanish language characteristics</p> <p>Names of experts involved were not provided</p> <p>The test is not a translation, ,but a fully developed assessment created to measure specific linguistic structures of DIBELS</p>	<p>Does not meet –</p> <p>Partially Meets - I</p> <p>Meets or Exceeds- I</p>
<p>2. Pilot test sampling appropriately considers language diversity</p>	<p>The translated test was piloted with a representative sample of speakers of the target language in the United States.</p>	<p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided.</p>	<p>Attachment G detailed sample results 6893 students were included in the sample from 100 districts across 3 states. All students were Spanish speakers</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)		
3. Consistency of appearance between the English language and the target language version of the test	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.	DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – 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 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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Psychometric and measurement considerations:				
1. Construct validity for translated test versions	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	DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence.(0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS –	Refer to attachment G Significant research was completed to determine cut points for students at risk of a Significant Reading Deficiency	Does not meet – Partially Meets - Meets or Exceeds- II

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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>3. Demonstrated comparability</p>	<p>Evidence is provided on the psychometric comparability of measures in English and measures in the target language.</p>	<p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>	<p>Comparability to other Spanish Language assessments</p>	<p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds- II</p>
<p>4. Documentation on the interpretation of scores and the scaling of scores</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>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates</p>	<p>Details in G14 – G42</p> <p>This is not a translated assessment so there is no need for converting scores. All scores all scaled according to initial test</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) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	development data based on the Spanish version of the assessment	
5. Evidence provided regarding investigation into potential item bias	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.	DOES NOT MEET - evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS - partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	Could not find evidence regarding item bias examination. However, because this is not a translated test, but rather a Spanish assessment there is less risk of item bias toward speakers of the target language. Details in G14-G42 but does not provide item bias for IDEL	Does not meet – Partially Meets - II Meets or Exceeds-
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Equity and fairness considerations on the translated test version				
1. Consideration of appropriate dialect	The translation provides documentation to show that the translated test version does not privilege any dialect of the target	DOES NOT MEET - evidence was not provided for this criteria or information does not demonstrate evidence. (0)	Accommodations clearly state that students should not be penalized for pronunciation related to dialect	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>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>	<p>Words from the Secretary of Education from Mexico City</p>	<p>Meets or Exceeds-II</p>
<p>2. Appropriate cultural adaptation</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>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>	<p>The majority of the items on this assessment examine specific linguistic structures; therefore cultural adaptation is not as much of a concern. However, there is no indication of how passages were selected for the fluency passages Spanish speaking from Washington state and New Mexico</p> <p>Describe the theoretical difference between constructs of reading in Spanish and English and IDEL benchmark goals reflect the differences.</p>	<p>Does not meet –</p> <p>Partially Meets - I</p> <p>Meets or Exceeds- I</p>
<p>3. Address stereotypes</p>	<p>The cultural adaptation of the test is not based on stereotypes about</p>	<p>DOES NOT MEET- evidence was not provided for this criteria or information does not</p>	<p>IDEL parallels DIBELS</p>	<p>Does not meet –</p>

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	cultures.	demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)		Partially Meets - Meets or Exceeds- II

Strengths and Weaknesses:

Strengths:

1. Inter rater reliability is high
2. Quick Screening
3. Assessment is efficient and cost-effective
4. Precise identification of student at risk of reading failure is evident from the amount of research conducted regarding predictive validity of the measure

Weaknesses:

1. Paper and pencil in IDEL
2. Sample was skewed is not generalizable to a larger population

RECOMMEND – XX

Not RECOMMEND -