

Let's Go Learn (DORA) Spanish Version

Evaluación Diagnostica Español de Lectura en Línea

***Did not meet English criteria. Did not review Spanish version.**

Criterion	Specific Indicators	Ratings	Feedback from Reviewers	Tally of Rating
Translation and adaptation procedure				
<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>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds-</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)</p>		<p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds-</p>

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		<p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p>		
<p>3. Consistency of appearance between the English language and the target language version of the test</p>	<p>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.</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>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds-</p>
Criterion	Specific Indicators	Ratings		Notes
<p>Psychometric and measurement considerations:</p>				
<p>1. Construct validity for translated test versions</p>	<p>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</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</p>		<p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds-</p>

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	<p>language rather than directly translating the measures of a proficient 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>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>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>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds-</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</p>	<p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS-</p>		<p>Does not meet –</p> <p>Partially Meets -</p>

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	<p>administrative officials know how to correctly interpret the scores obtained by the students in the translated version of the test.</p> <p>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?</p>	<p>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>		Meets or Exceeds-
<p>5. Evidence provided regarding investigation into potential item bias</p>	<p>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.</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>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds-</p>
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Equity and fairness considerations on the translated test version				
1. Consideration of	The translation provides	DOES NOT MEET-		Does not

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appropriate dialect	documentation to show that the translated test version does not privilege any dialect of the target 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.	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)		meet – Partially Meets - Meets or Exceeds-
2. Appropriate cultural adaptation	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.	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)		Does not meet – Partially Meets - Meets or Exceeds-

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<p>3. Address stereotypes</p>	<p>The cultural adaptation of the test is not based on stereotypes about cultures.</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>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds-</p>