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# Spanish-Language Assessments for Dual Language Programs

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## Introduction

This guide contains descriptions of assessments that may be appropriate for use in dual language programs. The guide does not make explicit recommendations but contains information that may help dual language practitioners select tests in the partner language for students in Grades PreK–12. The guide includes an overview of available assessments, a list of related assessments, detailed information about available assessments, and a glossary of terms.

The information included in this guide was gathered in Spring 2007 through examination of test publishers' Web sites, technical reports, and examiner's manuals, and through direct contact with test publishers. Benefits and limitations listed for some of the tests are based on the publishers' statements of intended use and norming procedures, as well as the authors' knowledge of these tests. Many tests are validated by the developer for specific purposes (such as diagnosis of disability) but are used for other purposes (such as grade promotion) that may or may not be appropriate. Purposes that were validated or are suggested by the publisher are listed on the line labeled "intended use."

Criteria for inclusion in this guide:

- Assessments are publicly available to schools in any state, either for sale or in the public domain
- Both standardized and non-standardized assessments are included
- Assessments are not connected to a particular curriculum (such as assessment tools for use with a basal reader or a math series)
- The test was specifically designed for administration in Spanish or other partner languages
  - Excludes English language proficiency tests used with English language learners (see resources below for lists of such assessments)
  - Excludes rubrics that are language independent (sufficiently general to apply to English or other languages), except for SOLOM and related assessments that were designed for use in assessing partner language proficiency
- Assessments designed for native speakers and/or second language learners

Additional resources on assessment in dual language programs:

- *Assessment and Accountability in Language Education Programs: A Guide for Administrators and Teachers*, by Margo Gottlieb and Diep Nguyen (2007), Caslon Publishing
- *The Evaluator's Toolkit for Dual Language Education*, by Kathryn Lindholm-Leary and Gary Hargett (2007), <http://www.cal.org/twi/evaltoolkit>
- *Guiding Principles for Dual Language Education*, by Elizabeth R. Howard, Kathryn Lindholm-Leary, Julie Sugarman, Donna Christian, and David Rogers (2005), <http://www.cal.org/twi/guidingprinciples.htm>

Additional resources on all widely-available assessments:

- Buross Center for Testing – searchable database of test reviews, <http://buross.unl.edu/buross/jsp/search.jsp>
- CAL/NCLRC Foreign Language Test Database, <http://www.cal.org/CALWebDB/FLTest/>
- CARLA Virtual Assessment Center, <http://www.carla.umn.edu/assessment/VAC/>
- SEDL Searchable Reading Assessment Database for Grades K–2, <http://www.sedl.org/reading/rad/welcome.html>
- Spanish Reading Assessment Tools, <http://www.positivepractices.com/BilingualEducation/SpanishReadingAssessmentT.html>

## Assessments at a Glance

The following three pages list information about the assessment instruments described in more detail beginning on page 6.

### Table 1: Assessment Names and Publishers

Lists the Spanish test name and abbreviation, the English test equivalent (if applicable; this may be a statistically parallel test, an English-language test that the Spanish version is based on or translated from, or availability of examiner's procedures in multiple languages), and the publisher or developer.

Note that because many tests are known primarily by their acronym, the tables in this section and the detailed entries for each assessment are organized alphabetically by acronym (as opposed to their full name).

### Table 2: Assessment Domains and Administration Information

Lists the Spanish test abbreviation, the domains tested (oral language [speaking and listening], reading/writing, academic subjects [basic academic concepts, math, science, or social studies], and vocabulary [receptive or productive, oral or written]), the grades or age group for which the instrument is intended, the administration format (generally either group-administered, as in a whole-class setting, or administered individually to one student at a time), and whether or not the test is standardized (see glossary).

### Table 3: Linked Assessments

Lists four groups of assessments that were developed by the same publisher for different purposes (e.g., oral vs. reading/writing, or early elementary vs. upper elementary and middle school grades), as well as the group of assessments that are all based on the SOLOM.

Table 1: Assessment Names and Publishers

| Abbreviation | Spanish Test Name  | Equivalent Assessment in English or Other Languages               | Developer/Publisher   |
|--------------|--|---|---|
| Aprenda 3    | Aprenda®: La prueba de logros en español, Tercera edición        | The Stanford Achievement Test Series, Tenth Edition (Stanford 10) | Harcourt Assessment   |
| Batería-III  | Batería III Woodcock-Muñoz                                       | Woodcock-Johnson III (WJ-III)                                     | Riverside Publishing  |
| Boehm-3      | Boehm Test of Basic Concepts, Third Edition                      | Directions available in English and Spanish                       | Harcourt Assessment   |
| BSM          | BSM—Medida de sintaxis bilingüe                                  | Bilingual Syntax Measure I and II (BSM-I and BSM-II)              | Harcourt Assessment   |
| BVAT         | Bilingual Verbal Ability Tests                                   | Available in 18 languages   | Riverside Publishing  |
| EDL 2        | Evaluación del desarrollo de la lectura® 2                       | Developmental Reading Assessment (DRA)                            | Pearson   |
| ELLOPA       | Early Language Listening and Oral Proficiency Assessment         | May be adapted to any language                                    | Center for Applied Linguistics  |
| FLOSEM       | Stanford Foreign Language Oral Skills Evaluation Matrix          | May be adapted to any language                                    | California Foreign Language Project, Stanford, CA; adapted from SOLOM         |
| IDEL         | Indicadores dinámicos del éxito en la lectura                    | The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)    | University of Oregon Institute for the Development of Educational Achievement |
| IPT-O        | IDEA Oral Language Proficiency Test                              | Parallel form in English  | Ballard & Tighe   |
| IPT-R&W      | IDEA Reading and Writing Proficiency Test                        | Parallel form in English  | Ballard & Tighe   |
| KeyLinks     | KeyLinks® en español: La conexión entre instrucción y evaluación | KeyLinks®: The Connection Between Instruction & Assessment™       | Harcourt Assessment   |
| LAS-O        | Language Assessment Scales—Oral                                  | Available in English  | CTB McGraw-Hill   |
| LAS-R/W      | Language Assessment Scales—Reading/Writing                       | Available in English  | CTB McGraw-Hill   |
| Logramos     | Logramos, 2nd Edition  | Iowa Tests  | Riverside Publishing  |
| MN-SOLOM     | Minnesota Modified Student Language Observation Matrix           | May be adapted to any language                                    | SOLOM revised by Minnesota Department of Education                            |
| PLS-4        | Preschool Language Scale, Fourth Edition                         | Available in English  | Harcourt Assessment   |
| Pre-LAS      | Pre-LAS 2000   | Available in English  | CTB McGraw-Hill   |
| SABE/2       | Spanish Assessment of Basic Education, Second Edition            | No English equivalent   | CBT/McGraw Hill   |
| SLP          | Stanford Spanish Language Proficiency Test                       | Stanford English Language Proficiency Test (ELP)                  | Harcourt Assessment   |
| SOLOM        | Student Oral Language Observation Matrix                         | May be adapted to any language                                    | San Jose Area Bilingual Consortium, revised by California Dep't. of Education |
| SOPA         | Student Oral Proficiency Assessment                              | May be adapted to any language                                    | Center for Applied Linguistics  |
| SOPR         | Student Oral Proficiency Rating                                  | May be adapted to any language                                    | Development Associates; adapted from SOLOM                                    |
| SSALD        | Cambridge Step by Step Assessment to Language Dominance          | Also available in English and Portuguese                          | Cambridge (Mass.) Public Schools  |
| SUPERA       | SUPERA   | TerraNova, Second Edition (CAT/6)                                 | CTB McGraw-Hill   |
| TPAS         | Test of Phonological Awareness in Spanish                        | No English equivalent   | Pearson Assessments   |
| TVIP         | Test de vocabulario en imágenes Peabody                          | Peabody Picture Vocabulary Test (PPVT 4)                          | Pearson Assessments   |
| WMLS-R       | Woodcock-Muñoz Language Survey—Revised                           | Available in English  | Riverside Publishing  |

Table 2: Assessment Domains and Administration Information

| Abbreviation | Oral Language | Reading/Writing | Academic Subjects | Vocabulary | Grades or Age Group  | Administration Format | Standardized? |
|--------------|---------------|-----------------|-------------------|------------|--|-----------------------|---------------|
| Aprenda 3    |               | ✓               | ✓                 | ✓          | Grades K-12  | Group                 | ✓             |
| Bateria-III  | ✓             | ✓               | ✓                 | ✓          | Age 2 to adult   | Individual            | ✓             |
| Boehm-3      |               |                 | ✓                 |            | Grades K-2   | Group                 | ✓             |
| BSM          | ✓             |                 |                   |            | Grades PreK-2 (BSM I);<br>Grades 3-12 (BSM II)                 | Individual            | ✓             |
| BVAT         | ✓             |                 |                   | ✓          | Age 5 to adult   | Individual            | ✓             |
| EDL 2        |               | ✓               |                   |            | Grades K-6   | Individual            | ✓             |
| ELLOPA       | ✓             |                 |                   | ✓          | Grades PreK-2  | Paired Interview      |               |
| FLOSEM       | ✓             |                 |                   | ✓          | Grades PreK-12   | Informal              |               |
| IDEL         |               | ✓               |                   |            | Grades K-3   | Individual            | ✓             |
| IPT-O        | ✓             |                 |                   | ✓          | Age 3 to 5 (Pre-IPT); Grades K-6 (IPT I); Grades 7-12 (IPT II) | Individual            | ✓             |
| IPT-R&W      |               | ✓               |                   | ✓          | Grades 2-3 (IPT 1); Grades 4-6 (IPT 2); Grades 7-12 (IPT 3)    | Group                 | ✓             |
| KeyLinks     |               | ✓               | ✓                 | ✓          | Grades 1-12  | Group                 |               |
| LAS-O        | ✓             |                 |                   | ✓          | Grades 1-12  | Individual            | ✓             |
| LAS-R/W      |               | ✓               |                   | ✓          | Grades 2-12  | Group                 | ✓             |
| Logramos     |               | ✓               | ✓                 | ✓          | Grades K-12  | Group                 | ✓             |
| MN-SOLOM     | ✓             |                 |                   | ✓          | Grades PreK-12   | Informal              |               |
| PLS-4        | ✓             |                 |                   | ✓          | Birth through 7 years  | Individual            | ✓             |
| Pre-LAS      | ✓             | ✓               |                   | ✓          | Grades PreK-1  | Individual            | ✓             |
| SABE/2       |               | ✓               | ✓                 | ✓          | Grades 1-8   | Group                 | ✓             |
| SLP          | ✓             | ✓               |                   | ✓          | Grades PreK-12   | Group and Individual  | ✓             |
| SOLOM        | ✓             |                 |                   | ✓          | Grades PreK-12   | Informal              |               |
| SOPA         | ✓             |                 |                   | ✓          | Grades 2-8   | Paired Interview      |               |
| SOPR         | ✓             |                 |                   | ✓          | Grades PreK-12   | Informal              |               |
| SSALD        | ✓             | ✓               |                   | ✓          | Grades K-8   | Individual            |               |
| SUPERA       |               | ✓               | ✓                 | ✓          | Grades 1-10  | Group                 | ✓             |
| TPAS         | ✓             |                 |                   |            | Age 4 to 11  | Individual            | ✓             |
| TVIP         |               |                 |                   | ✓          | Age 2 to 18  | Individual            | ✓             |
| WMLS-R       | ✓             | ✓               |                   | ✓          | Age 2 to adult   | Individual            | ✓             |

Table 3: Linked Assessments

| Family          | Publisher/Developer            | Test Names  | Description  |
|-----------------|--------------------------------|---|--|
| IPT             | Ballard & Tighe                | IDEA Oral Language Proficiency Test (Pre-IPT, IPT-Oral I & II)    | Full battery of receptive and productive language assessments, both group- and individually-administered tests; results include designation of non-speaker, limited speaker, fluent speaker  |
|                 |                                | IDEA Reading and Writing Proficiency Test (IPT-R&W 1, 2 & 3)      |  |
| LAS             | CTB McGraw-Hill                | Language Assessment Scales–Oral (LAS-O)                           | Full battery of receptive and productive language assessments, both group and individually administered tests, reports language proficiency levels for LAS-O, LAS-R/W, and combined score  |
|                 |                                | Language Assessment Scales–Reading/Writing (LAS-R/W)              |  |
|                 |                                | Pre-LAS   |  |
| SOLOM           | Various developers             | Student Oral Language Observation Matrix (SOLOM)                  | Oral language proficiency rubric used by teacher in everyday school interactions or interview, instrument written in English and may apply to any language or grade level; SOLOM was the first scale developed and the others were based on it, altering the number of scales and/or proficiency levels and the language used to describe levels |
|                 |                                | Minnesota Modified Student Language Observation Matrix (MN-SOLOM) |  |
|                 |                                | Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM)  |  |
|                 |                                | Student Oral Proficiency Rating (SOPR)                            |  |
| SOPA/<br>ELLOPA | Center for Applied Linguistics | Student Oral Proficiency Assessment (SOPA)                        | Paired interview, scored on rubric based on ACTFL guidelines, 15-20 minutes per student, ELLOPA designed for Grades K-2 and SOPA for Grades 2-8  |
|                 |                                | Early Language Listening and Oral Proficiency Assessment (ELLOPA) |  |
| Woodcock        | Riverside Publishing           | Batería III Woodcock-Muñoz  | Tests are individually administered, scores reported as age-based norms, 25-65 minutes per student, Batería III is the full cognitive and achievement batteries from which the WMLS-R draws seven subtests and the BVAT draws three subtests   |
|                 |                                | Woodcock-Muñoz Language Survey–Revised (WMLS–R)                   |  |
|                 |                                | Bilingual Verbal Ability Tests (BVAT)                             |  |

## Assessment Details

Each of the assessments listed contains information on the following<sup>1</sup>:

|  |  |
|--|--|
| <b>English Equivalent:</b>                                   | Name of a test developed or distributed by the same publisher; may be a statistically parallel test or an English-language test that the Spanish version is based on or translated from; indicates which assessments (e.g., SOLOM) are suitable for or adaptable to multiple languages |
| <b>Grades or Age Group:</b>                                  | Which grades or ages the test is designed to assess  |
| <b>Measures:</b>   | Kind of assessment (e.g., oral proficiency interview or multiple choice test) and the specific domains that are assessed   |
| <b>Standardized?</b>   | “Yes” indicates a test with fixed content and uniform administration and scoring as determined by the publisher; items may be either selected response or constructed response; note this does not mean standards-based  |
| <b>Norming:</b>  | How the developer went about collecting scores from a representative sample of test takers (the sample is described, if known) in order to determine average scores for a given grade or age, or to determine benchmarks or cut-off scores   |
| <b>Intended Use:</b>   | The purposes for which the assessment is appropriate, as suggested by the publisher or as determined by validation studies   |
| <b>Administration Format:</b>                                | Whether the test may be administered to a group (e.g., a whole class), to one student at a time, or to a pair of students, or whether the test involves informal observation   |
| <b>Administration Time:</b>                                  | The amount of time the test administration usually takes (divided by subtests when applicable)   |
| <b>Timepoint/Repeat:</b>                                     | When during the year and how many times per year the test should be given  |
| <b>Scoring:</b>  | Description of scoring and reporting: whether the test is hand- or machine-scored, the availability of software for analysis and reporting, description of scale and/or domains (if different from measures), and kinds of scores reported (e.g., NCE, proficiency level)              |
| <b>Benefits:</b>   | What about the test itself, administration procedures, norming, intended use, or score interpretation might be beneficial to using the test in a dual language setting   |
| <b>Limitations:</b>  | What about the test itself, administration procedures, norming, intended use, or score interpretation might be problematic for using the test in a dual language setting   |
| <b>Additional Information on Administration and Scoring:</b> | Other information not included in the sections above   |
| <b>Website:</b>  | The publisher’s or distributor’s Web site, or a page from which a free assessment may be downloaded  |

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<sup>1</sup> See also the glossary at the end of this guide



**Aprenda®: La prueba de logros en español, Tercera edición (Aprenda 3)**

Harcourt Assessment

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | The Stanford Achievement Test Series, Tenth Edition (Stanford 10)   |
| <b>Grades or Age Group:</b>                                  | Grades K-12   |
| <b>Measures:</b>   | Reading (including decoding, vocabulary, comprehension, critical analysis, reading strategies); math; language (including mechanics, writing expression); spelling; listening (including vocabulary, comprehension); science (including life, physical, Earth sciences, basic scientific principles); and social science (including history, geography, civics and government, economics) |
| <b>Standardized?</b>   | Yes   |
| <b>Norming:</b>  | Normed on both U.S. Spanish-speakers and a Mexican and Puerto Rican population; variety of normed scores available in reporting   |
| <b>Intended Use:</b>   | Assessment of academic achievement of K-12 Spanish-speaking students in their native language   |
| <b>Administration Format:</b>                                | Group administered  |
| <b>Administration Time:</b>                                  | Untimed with flexible guidelines  |
| <b>Timepoint/Repeat:</b>                                     | Intended to be given in mid-year every year   |
| <b>Scoring:</b>  | Hand or machine scorable; various score reporting options available from the test publisher   |
| <b>Benefits:</b>   | Scores based on norms for U.S. Spanish speakers as well as Mexicans and Puerto Ricans; developed with assistance of Latino educators; intended to meet requirements of NCLB for assessing academic achievement; computerized results with online disaggregation tool  |
| <b>Additional Information on Administration and Scoring:</b> | Modeled after the Stanford 10; however neither a strictly parallel nor a translated assessment; publisher offers pre-test/practice materials and materials for parents including information on score interpretation  |
| <b>Website:</b>  | <a href="http://www.aprenda3.com">http://www.aprenda3.com</a>   |

**Batería III Woodcock-Muñoz**

Riverside Publishing

|                               |   |
|-------------------------------|---|
| <b>English Equivalent:</b>    | Woodcock-Johnson III (WJ-III)   |
| <b>Grades or Age Group:</b>   | Age 2 to adult  |
| <b>Measures:</b>              | Cognitive battery; achievement battery (reading, oral language, math, writing, academic language proficiency, vocabulary)   |
| <b>Standardized?</b>          | Yes   |
| <b>Norming:</b>               | Provides age-based norms by month; based on sample of 8,800 subjects taking the English version of the Woodcock-Johnson III   |
| <b>Intended Use:</b>          | Assessment of student progress, diagnosis of specific learning disabilities, determination of language proficiency level or language dominance, measurement of general intellectual ability |
| <b>Administration Format:</b> | Individually administered   |
| <b>Administration Time:</b>   | Cognitive battery: 35-45 minutes; achievement battery: 55-65 minutes; diagnostic supplement: 55-65 minutes  |
| <b>Timepoint/Repeat:</b>      | Age-based norms by month allow administration any time in the year  |
| <b>Scoring:</b>               | Hand scored with computer software to convert raw scores  |
| <b>Benefits:</b>              | Multiple cluster scores allow interpretation of broad skills as well as those assessed in individual tests  |
| <b>Limitations:</b>           | Spanish language assessment not specifically normed on students learning Spanish in the U.S.; requires extensive training; some districts may require certification to administer           |
| <b>Website:</b>               | <a href="http://www.riverpub.com/products/bateriaIII/index.html">http://www.riverpub.com/products/bateriaIII/index.html</a>   |

**Boehm Test of Basic Concepts, Third Edition (Boehm-3)**

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Harcourt Assessment

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|--|---|
| <b>English Equivalent:</b>                                   | Directions available in English and Spanish   |
| <b>Grades or Age Group:</b>                                  | Grades K-2  |
| <b>Measures:</b>   | 50 basic concepts most frequently occurring in kindergarten, first, and second grade curriculum   |
| <b>Standardized?</b>   | Yes   |
| <b>Norming:</b>  | Norms for fall and spring testing based on U.S. sample  |
| <b>Intended Use:</b>   | Formative assessment, assessment of students' mastery of relational concepts  |
| <b>Administration Format:</b>                                | Group administered  |
| <b>Administration Time:</b>                                  | 20-30 minutes   |
| <b>Timepoint/Repeat:</b>                                     | Two parallel forms enable pre- and post-testing. The results can be used to demonstrate progress as a result of teaching or intervention  |
| <b>Scoring:</b>  | Hand scored   |
| <b>Additional Information on Administration and Scoring:</b> | Form is language-independent (students circle picture), administration directions are available in English and Spanish from the publisher   |
| <b>Website:</b>  | <a href="http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=015-4020-80X">http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=015-4020-80X</a> |

**BSM—Medida de sintaxis bilingüe**

Harcourt Assessment

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | Bilingual Syntax Measure I and II (BSM-I and BSM-II)  |
| <b>Grades or Age Group:</b>                                  | Grades PreK-2 (BSM I); Grades 3-12 (BSM II)   |
| <b>Measures:</b>   | Dialogue between administrator and student is the basis for a measure of syntactic structures   |
| <b>Standardized?</b>   | Yes   |
| <b>Norming:</b>  | BSM is criterion-referenced and does not offer percentile comparisons, although students are assigned proficiency levels based on field test data   |
| <b>Intended Use:</b>   | Diagnosis and placement, formative and summative student assessment   |
| <b>Administration Format:</b>                                | Individually administered   |
| <b>Administration Time:</b>                                  | 10-15 minutes   |
| <b>Timepoint/Repeat:</b>                                     | Any   |
| <b>Scoring:</b>  | Hand scored; score expressed as proficiency level of 1-5  |
| <b>Benefits:</b>   | Provides information about English and Spanish individually as well as relative proficiency (language dominance); designed for students receiving bilingual instruction   |
| <b>Limitations:</b>  | Test developed in 1978; was designed to measure native Spanish speakers' maintenance of L1 and development of English, not native English speakers' maintenance of L1 nor development of Spanish  |
| <b>Additional Information on Administration and Scoring:</b> | Based on the idea that knowledge of syntactic structures is predictive of language proficiency; administration is in the form of a dialogue between the student and the administrator about a set of pictures depicting the beginning, middle, and end of a story |
| <b>Website:</b>  | <a href="http://harcourtassessment.com/">http://harcourtassessment.com/</a>   |

## Bilingual Verbal Ability Tests (BVAT)

Riverside Publishing

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|--|--|
| <b>English Equivalent:</b>                                   | Available in 18 languages  |
| <b>Grades or Age Group:</b>                                  | Age 5 to adult   |
| <b>Measures:</b>   | Picture vocabulary, oral vocabulary, and verbal analogies tests from the Woodcock-Johnson-III (WJ-III)   |
| <b>Standardized?</b>   | Yes  |
| <b>Norming:</b>  | Provides age-based norms by month; based on sample of 8,800 subjects taking the English version of the WJ-III  |
| <b>Intended Use:</b>   | Measure of overall verbal ability for bilingual individuals, evaluation for special education and gifted programs  |
| <b>Administration Format:</b>                                | Individually administered  |
| <b>Administration Time:</b>                                  | 30 minutes   |
| <b>Timepoint/Repeat:</b>                                     | Age-based norms by month allow administration any time in the year   |
| <b>Scoring:</b>  | Hand scored with computer software to convert raw scores   |
| <b>Benefits:</b>   | Provides a measure of overall bilingual ability (in English and another language) through one test administration, rather than two.  |
| <b>Limitations:</b>  | No independent (monolingual) score for non-English language proficiency; administration procedures not designed for native English speakers learning a second language   |
| <b>Additional Information on Administration and Scoring:</b> | Items missed in the initial English administration are re-administered in the partner language (available in 17 languages), adjusting the total score for correct responses; total score reflects bilingual oral language proficiency; provides a monolingual English total score for comparative purposes, but does not provide a monolingual total score of the non-English language |
| <b>Website:</b>  | <a href="http://www.riverpub.com/products/bvatNU/index.html">http://www.riverpub.com/products/bvatNU/index.html</a>  |

**Evaluación del desarrollo de la lectura® 2 (EDL2)**

Pearson

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|--|--|
| <b>English Equivalent:</b>                                   | Developmental Reading Assessment (DRA)   |
| <b>Grades or Age Group:</b>                                  | Grades K-6   |
| <b>Measures:</b>   | Reading level is determined by performance in reading conference; measures include fluency, reading comprehension, non-fiction text features, reading strategies   |
| <b>Standardized?</b>   | Yes  |
| <b>Norming:</b>  | Book levels determined through DRA norming process; Spanish translations were field tested in bilingual classrooms in the U.S.   |
| <b>Intended Use:</b>   | Monitor growth and development, and tailor instruction for individual student needs  |
| <b>Administration Format:</b>                                | Individually administered  |
| <b>Administration Time:</b>                                  | 10-20 minutes  |
| <b>Timepoint/Repeat:</b>                                     | Designed to be administered in fall and spring   |
| <b>Scoring:</b>  | Hand scored; reading engagement, oral fluency, and comprehension scores from reading conference are translated to descriptors on reading progress continuum that categorizes student on a four-point scale for that particular reading level   |
| <b>Benefits:</b>   | Designed for bilingual and dual language classrooms  |
| <b>Limitations:</b>  | Uses texts that are translations of the DRA English assessment texts; however, supplemental books in English are available to avoid overlap with testing in English  |
| <b>Additional Information on Administration and Scoring:</b> | Includes 47 Spanish-language benchmark assessment books from DRA levels A through 60; includes both fiction and non-fiction selections; administered as a reading conference--the teacher records observations of the student's reading behavior in the areas of accuracy and fluency, and assesses comprehension through a story retell and comprehension questions; teacher also asks the student about his or her reading preferences |
| <b>Website:</b>  | <a href="http://www.pearsonlearning.com/index.cfm?a=41">http://www.pearsonlearning.com/index.cfm?a=41</a>  |

## Early Language Listening and Oral Proficiency Assessment (ELLOPA)

Center for Applied Linguistics

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | May be adapted to any language  |
| <b>Grades or Age Group:</b>                                  | Grades PreK-2   |
| <b>Measures:</b>   | Language proficiency interview: Students scored on vocabulary, oral fluency, grammar, listening comprehension, communication strategies, cultural awareness   |
| <b>Standardized?</b>   | No  |
| <b>Norming:</b>  | None  |
| <b>Intended Use:</b>   | Formative and summative assessment of student progress, program evaluation, exit criteria   |
| <b>Administration Format:</b>                                | Paired interview  |
| <b>Administration Time:</b>                                  | 15 minutes per pair   |
| <b>Timepoint/Repeat:</b>                                     | Any   |
| <b>Scoring:</b>  | Hand scored; six 4-point rating scales  |
| <b>Benefits:</b>   | Designed for students learning a foreign language in the U.S.; authentic activities; students demonstrate their highest level of performance in a relaxed atmosphere  |
| <b>Limitations:</b>  | Test administrators must go through reliability training  |
| <b>Additional Information on Administration and Scoring:</b> | Interactive listening and speaking assessment developed for children learning a foreign language (in either immersion or non-immersion settings); uses puppets, manipulatives, and game-like activities with pairs of students who are encouraged to interact with each other as well as the two assessors present (one primarily serving as interviewer and the other primarily serving as rater); students are rated individually using a four-level rating scale based on <i>ACTFL Guidelines – Speaking</i> |
| <b>Website:</b>  | <a href="http://www.cal.org/topics/ta/sopa_ellopa.html">http://www.cal.org/topics/ta/sopa_ellopa.html</a>   |

**Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM)**

California Foreign Language Project, Stanford, CA; adapted from SOLOM

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | May be adapted to any language  |
| <b>Grades or Age Group:</b>                                  | Grades PreK-12  |
| <b>Measures:</b>   | Language proficiency observations: Students scored on comprehension, fluency, vocabulary, pronunciation, grammar  |
| <b>Standardized?</b>   | No  |
| <b>Norming:</b>  | None  |
| <b>Intended Use:</b>   | Student self-assessment, formative and summative assessment of student progress   |
| <b>Administration Format:</b>                                | This set of scales can be used by a teacher to rate language produced in everyday school interactions.  |
| <b>Administration Time:</b>                                  | Varies  |
| <b>Timepoint/Repeat:</b>                                     | Ongoing   |
| <b>Scoring:</b>  | Hand scored; five 6-point rating scales   |
| <b>Benefits:</b>   | Assessment can be conducted through observation of routine language use; quick and unobtrusive; rating scale is free and may be adapted for specific purposes   |
| <b>Limitations:</b>  | Test administrators must go through reliability training  |
| <b>Additional Information on Administration and Scoring:</b> | Based on the SOLOM; the scale is written in English but is not specific to the English language and is sufficiently generic to be applied to any language; FLOSEM provides more positively oriented descriptors for the rating levels from SOLOM and adds a sixth proficiency level |
| <b>Website:</b>  | <a href="http://www.asdk12.org/Depts/Sped/policy/part2/FLOSEM.pdf">http://www.asdk12.org/Depts/Sped/policy/part2/FLOSEM.pdf</a>   |



**Indicadores dinámicos del éxito en la lectura (IDEL)**

University of Oregon Institute for the Development of Educational Achievement

|  |  |
|--|--|
| <b>English Equivalent:</b>                                   | The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)   |
| <b>Grades or Age Group:</b>                                  | Grades K-3   |
| <b>Measures:</b>   | Letter naming fluency, phoneme segmentation, nonsense word fluency, oral reading fluency, oral retelling, fluency in word use                                |
| <b>Standardized?</b>   | Yes  |
| <b>Norming:</b>  | Benchmarks based on U.S. students in bilingual programs (primarily transitional bilingual education)   |
| <b>Intended Use:</b>   | Monitor individual development of pre-reading and early reading skills   |
| <b>Administration Format:</b>                                | Individually administered  |
| <b>Administration Time:</b>                                  | 4-9 minutes per student  |
| <b>Timepoint/Repeat:</b>                                     | System includes fall, winter, and spring benchmark assessments   |
| <b>Scoring:</b>  | Scored by administrator using hand-held PDA  |
| <b>Benefits:</b>   | Rapid administration; instant feedback; online data tracking system  |
| <b>Limitations:</b>  | Should not be used for grading purposes; does not assess oral language proficiency or writing skills   |
| <b>Additional Information on Administration and Scoring:</b> | IDEL and DIBELS consist of one-minute reading fluency tests  |
| <b>Website:</b>  | <a href="http://dibels.uoregon.edu/">http://dibels.uoregon.edu/</a> ;<br><a href="http://www.dynamicmeasurement.org/">http://www.dynamicmeasurement.org/</a> |

**IDEA Oral Language Proficiency Test (Pre-IPT, IPT-Oral I & II)**

Ballard &amp; Tighe

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | Parallel form in English  |
| <b>Grades or Age Group:</b>                                  | Age 3 to 5 (Pre-IPT); Grades K-6 (IPT I); Grades 7-12 (IPT II)  |
| <b>Measures:</b>   | Vocabulary, comprehension, syntax, verbal expression  |
| <b>Standardized?</b>   | Yes   |
| <b>Norming:</b>  | Normed on U.S. bilingual students (including students in dual language programs)  |
| <b>Intended Use:</b>   | Identification, progress, placement, redesignation  |
| <b>Administration Format:</b>                                | Individually administered   |
| <b>Administration Time:</b>                                  | 15-25 minutes   |
| <b>Timepoint/Repeat:</b>                                     | Unknown   |
| <b>Scoring:</b>  | Hand scored, or scannable answer sheets and computer software available to aid in reporting; scores result in level summaries indicating student's overall language proficiency and designation as non-speaker, limited speaker, fluent speaker |
| <b>Benefits:</b>   | Immediate results; based on BICS/CALP construct   |
| <b>Limitations:</b>  | Not intended for native English speakers in bilingual programs  |
| <b>Additional Information on Administration and Scoring:</b> | Test administration ends once student has reached ceiling; discrete-point scoring of oral responses; the Pre-IPT assesses via picture cards containing story segments and yields a holistic oral language score                                 |
| <b>Website:</b>  | <a href="http://www.ballard-tighe.com/assessment.html">http://www.ballard-tighe.com/assessment.html</a>   |

**IDEA Reading and Writing Proficiency Test (IPT-R&W 1, 2 & 3)**

Ballard &amp; Tighe

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | Parallel form in English  |
| <b>Grades or Age Group:</b>                                  | Grades 2-3 (IPT 1); Grades 4-6 (IPT 2); Grades 7-12 (IPT 3)   |
| <b>Measures:</b>   | Five subtests in reading test assess vocabulary, vocabulary in context, reading for understanding, reading for life skills, and language usage; three subtests and three holistically scored writing samples assess student ability to generate writing that reflects common usage and academic grade-level standards |
| <b>Standardized?</b>   | Yes   |
| <b>Norming:</b>  | Normed on U.S. bilingual students (including students in dual language programs)  |
| <b>Intended Use:</b>   | Identification, progress, placement, redesignation  |
| <b>Administration Format:</b>                                | Group administered  |
| <b>Administration Time:</b>                                  | 60 minutes for reading, 35 minutes for writing  |
| <b>Timepoint/Repeat:</b>                                     | Unknown   |
| <b>Scoring:</b>  | Hand scored or scannable answer sheets and computer software available to aid in reporting; discrete-point response reading and writing tests and holistic scoring of writing sample  |
| <b>Benefits:</b>   | Immediate results; based on BICS/CALP construct; writing samples scored holistically on rubric; "anchor papers" are provided for scoring comparison   |
| <b>Limitations:</b>  | Not intended for native English speakers in bilingual programs  |
| <b>Additional Information on Administration and Scoring:</b> | Reading and writing subtests may be given all at once or over several days  |
| <b>Website:</b>  | <a href="http://www.ballard-tighe.com/assessment.html">http://www.ballard-tighe.com/assessment.html</a>   |

**KeyLinks® en Español: La conexión entre instrucción y evaluación**

Harcourt Assessment

|                               |   |
|-------------------------------|---|
| <b>English Equivalent:</b>    | KeyLinks®: The Connection Between Instruction & Assessment™   |
| <b>Grades or Age Group:</b>   | Grades 1-12   |
| <b>Measures:</b>              | Academic achievement in reading/language arts and math  |
| <b>Standardized?</b>          | No  |
| <b>Norming:</b>               | N/A   |
| <b>Intended Use:</b>          | Test preparation, cumulative review, remediation and reinforcement  |
| <b>Administration Format:</b> | Group administered  |
| <b>Administration Time:</b>   | Varies  |
| <b>Timepoint/Repeat:</b>      | Used for test preparation and remediation throughout the year as appropriate  |
| <b>Scoring:</b>               | Hand scored; both multiple choice and student-constructed responses   |
| <b>Benefits:</b>              | Test items resemble questions from frequently used standardized tests   |
| <b>Limitations:</b>           | No science test for Spanish as there is for English   |
| <b>Website:</b>               | <a href="http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=Keylinks">http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=Keylinks</a> |

## Language Assessment Scales-Oral (LAS-O)

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CTB McGraw-Hill

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | Available in English  |
| <b>Grades or Age Group:</b>                                  | Grades 1-12   |
| <b>Measures:</b>   | Oral language (subcategories of vocabulary, listening comprehension, story retelling); pronunciation (subcategories of minimal sound pairs and phonemes)  |
| <b>Standardized?</b>   | Yes   |
| <b>Norming:</b>  | NCE scores available for English LAS-O, not for Spanish   |
| <b>Intended Use:</b>   | Placement in and exit from bilingual/ESL programs, assessing student progress, comparing English and Spanish proficiency  |
| <b>Administration Format:</b>                                | Individually administered   |
| <b>Administration Time:</b>                                  | Unknown   |
| <b>Timepoint/Repeat:</b>                                     | One English and one Spanish form for use in fall; additional English form for use in spring   |
| <b>Scoring:</b>  | Hand scored; software available for computerized reporting; reports outcome as proficiency level 1-5  |
| <b>Benefits:</b>   | English and Spanish forms are comparable but Spanish is not a translation of English; complete assessment of oral language skills; easy administration with a minimum amount of training; scores can be combined with LAS-R/W |
| <b>Limitations:</b>  | Only one form for Spanish; no norms available for Spanish version   |
| <b>Additional Information on Administration and Scoring:</b> | Parts of the administration use tape-recorded conversations   |
| <b>Website:</b>  | <a href="http://www.ctb.com">http://www.ctb.com</a>   |

## Language Assessment Scales Reading/Writing (LAS-R/W)

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CTB McGraw-Hill

|                               |  |
|-------------------------------|--|
| <b>English Equivalent:</b>    | Available in English   |
| <b>Grades or Age Group:</b>   | Grades 2-12  |
| <b>Measures:</b>              | Vocabulary, fluency, reading comprehension, mechanics & usage (selected response); writing (holistically scored)   |
| <b>Standardized?</b>          | Yes  |
| <b>Norming:</b>               | NCE scores available for English LAS-R/W (based on total score), not for Spanish   |
| <b>Intended Use:</b>          | Placement in and exit from bilingual/ESL programs, assessing student progress, comparing English and Spanish proficiency   |
| <b>Administration Format:</b> | Group administered   |
| <b>Administration Time:</b>   | One 60 to 90-minute session or two 45-minute sessions  |
| <b>Timepoint/Repeat:</b>      | One English and one Spanish form for use in fall; additional English form for use in spring  |
| <b>Scoring:</b>               | Hand scored; software available for computerized reporting; scores for reading, writing, and total, as well as proficiency level 1-3   |
| <b>Benefits:</b>              | English and Spanish forms are comparable but Spanish is not a translation of English; results can be combined with results from LAS-O; administration in one or two sessions |
| <b>Limitations:</b>           | Only one form for Spanish; no norms available for Spanish version  |
| <b>Website:</b>               | <a href="http://www.ctb.com">http://www.ctb.com</a>  |

**Logramos, 2nd Edition**

Riverside Publishing

|                               |  |
|-------------------------------|--|
| <b>English Equivalent:</b>    | Iowa Tests   |
| <b>Grades or Age Group:</b>   | Grades K-12  |
| <b>Measures:</b>              | Achievement battery contains tests in vocabulary, reading comprehension, spelling, capitalization, punctuation, usage and expression, math concepts & estimation, math problem solving and data interpretation, math computation |
| <b>Standardized?</b>          | Yes  |
| <b>Norming:</b>               | Nationally normed - details not published  |
| <b>Intended Use:</b>          | Instructional planning, assessing progress for students who are unable to take the Iowa Tests in English, helping students gain experience taking standardized tests   |
| <b>Administration Format:</b> | Group administered   |
| <b>Administration Time:</b>   | 60 minutes or less for each subtest  |
| <b>Timepoint/Repeat:</b>      | One administration per year, anytime prior to the end of April   |
| <b>Scoring:</b>               | Hand scored or sent to publisher for scoring services  |
| <b>Benefits:</b>              | Items use Spanish that is common to many Spanish-speaking countries; designed for native Spanish speakers  |
| <b>Website:</b>               | <a href="http://www.riverpub.com/products/logramos/index.html">http://www.riverpub.com/products/logramos/index.html</a>  |

**Minnesota Modified Student Language Observation Matrix (MN-SOLOM)**

SOLOM was developed by the San Jose Area Bilingual Consortium; MN-SOLOM revised by Minnesota Department of Education; in the public domain

|  |  |
|--|--|
| <b>English Equivalent:</b>                                   | May be adapted to any language   |
| <b>Grades or Age Group:</b>                                  | Grades PreK-12   |
| <b>Measures:</b>   | Language proficiency during oral interview or observation of natural language use; students scored on academic comprehension, social comprehension, fluency, vocabulary, pronunciation, grammar  |
| <b>Standardized?</b>   | No   |
| <b>Norming:</b>  | None   |
| <b>Intended Use:</b>   | Formative and summative assessment of student progress, program evaluation, exit criteria  |
| <b>Administration Format:</b>                                | This set of scales can be used by a teacher to rate language produced in everyday school interactions  |
| <b>Administration Time:</b>                                  | Varies   |
| <b>Timepoint/Repeat:</b>                                     | Ongoing  |
| <b>Scoring:</b>  | Hand scored; six 5-point rating scales   |
| <b>Benefits:</b>   | Assessment can be conducted through observation of routine language use; quick and unobtrusive; rating scale is free and may be adapted for specific purposes  |
| <b>Limitations:</b>  | Test administrators must go through reliability training   |
| <b>Additional Information on Administration and Scoring:</b> | Based on the SOLOM; the scale is written in English, but is not specific to the English language and is sufficiently generic to be applied to any language; MN-SOLOM includes an optional interview protocol and separates academic and social comprehension ratings |
| <b>Website:</b>  | <a href="http://education.state.mn.us/mdeprod/groups/Assessment/documents/Manual/000424.pdf">http://education.state.mn.us/mdeprod/groups/Assessment/documents/Manual/000424.pdf</a>  |



**Preschool Language Scale, Fourth Edition (PLS-4)**

Harcourt Assessment

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | Available in English  |
| <b>Grades or Age Group:</b>                                  | Birth through 6 years 11 months   |
| <b>Measures:</b>   | Auditory comprehension, expressive communication  |
| <b>Standardized?</b>   | Yes   |
| <b>Norming:</b>  | Standard scores, percentile ranks, and age equivalents based on 1,188 Spanish-speaking children in the U.S.   |
| <b>Intended Use:</b>   | Measure young children's receptive and expressive language  |
| <b>Administration Format:</b>                                | Individually administered   |
| <b>Administration Time:</b>                                  | 20-45 minutes   |
| <b>Timepoint/Repeat:</b>                                     | Any   |
| <b>Scoring:</b>  | Hand scored   |
| <b>Benefits:</b>   | Alternate answers reflecting regional language variations available; includes optional home language survey   |
| <b>Additional Information on Administration and Scoring:</b> | Developmentally appropriate tasks are used to assess listening comprehension and language production  |
| <b>Website:</b>  | <a href="http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8659-473">http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8659-473</a> |

**Pre-LAS 2000**

CTB McGraw-Hill

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | Available in English  |
| <b>Grades or Age Group:</b>                                  | Grades PreK-1   |
| <b>Measures:</b>   | Oral language component (age 4-6): listening comprehension, expressive vocabulary, expressive skills in syntax, semantics, morphology; pre-literacy component (age 5-6): receptive and expressive literacy skills in reading and writing                                |
| <b>Standardized?</b>   | Yes   |
| <b>Norming:</b>  | Unknown   |
| <b>Intended Use:</b>   | Placement in and exit from bilingual/ESL programs, assessing student progress, comparing English and Spanish proficiency, targeting instruction to the appropriate level  |
| <b>Administration Format:</b>                                | Individually administered   |
| <b>Administration Time:</b>                                  | 15-20 minutes   |
| <b>Timepoint/Repeat:</b>                                     | One English and one Spanish form for use in fall; additional English form for use in spring   |
| <b>Scoring:</b>  | Hand scored; both discrete-point and holistic components; results in total scores as well as three speaking proficiency levels and three pre-literacy levels  |
| <b>Benefits:</b>   | Age-appropriate, non-threatening administration format; scored on same scale as other LAS assessments, so interpretation of scores is similar for those familiar with other LAS tests; developed for native speakers but may also be used with second language learners |
| <b>Additional Information on Administration and Scoring:</b> | Assesses both receptive and productive skills through a colorful, game-like format with stopping points to prevent frustration  |
| <b>Website:</b>  | <a href="http://www.ctb.com">http://www.ctb.com</a>   |

**Spanish Assessment of Basic Education, Second Edition (SABE/2)**

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CBT/McGraw Hill

|                               |  |
|-------------------------------|--|
| <b>English Equivalent:</b>    | No English equivalent  |
| <b>Grades or Age Group:</b>   | Grades 1-8   |
| <b>Measures:</b>              | Reading, language, mathematics, spelling   |
| <b>Standardized?</b>          | Yes  |
| <b>Norming:</b>               | Based on Hispanic reference groups taking a similar English-language assessment  |
| <b>Intended Use:</b>          | Assessment of academic achievement in Spanish  |
| <b>Administration Format:</b> | Group administered   |
| <b>Administration Time:</b>   | Unpublished  |
| <b>Timepoint/Repeat:</b>      | Unpublished  |
| <b>Scoring:</b>               | Multiple choice test; hand or machine scored   |
| <b>Benefits:</b>              | Designed for Spanish-speaking students in bilingual classrooms; linguistically and culturally relevant to students from a variety of Spanish-speaking backgrounds        |
| <b>Limitations:</b>           | Not intended for native English speakers in bilingual programs; norms not based on the SABE but on Hispanic students' performance on similar English-language assessment |
| <b>Website:</b>               | <a href="http://www.ctb.com">http://www.ctb.com</a>  |

## Stanford Spanish Language Proficiency Test (SLP)

Harcourt Assessment

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | Stanford English Language Proficiency Test (ELP)  |
| <b>Grades or Age Group:</b>                                  | Grades PreK-12  |
| <b>Measures:</b>   | Listening, writing conventions, reading, writing, speaking  |
| <b>Standardized?</b>   | Yes   |
| <b>Norming:</b>  | Unknown   |
| <b>Intended Use:</b>   | Placement in and exit from bilingual programs, documentation of native language proficiency   |
| <b>Administration Format:</b>                                | Individual for Pre-K; individual and group for K–1; group except speaking subtest for primary to high school levels   |
| <b>Administration Time:</b>                                  | Screening: 5 minutes<br>Preliteracy: 40 minutes<br>Grades K-5: 1 hour 25 minutes<br>Grades 6-12: 1 hour 40 minutes  |
| <b>Timepoint/Repeat:</b>                                     | Once per year   |
| <b>Scoring:</b>  | Hand- or machine-scorable (locally or by publisher); rubrics used for scoring speaking and writing sections; score report assigns student to one of five performance levels (Pre-Emergent, Emergent, Basic, Intermediate, and Proficient) based on a total score and each content area assessed; also provides scores on productive, social, and academic communication |
| <b>Additional Information on Administration and Scoring:</b> | Contains a variety of assessment formats (speaking, multiple choice, performance, etc.); some listening tasks use cassette tape   |
| <b>Website:</b>  | <a href="http://harcourtassessment.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=E199-SLP">http://harcourtassessment.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=E199-SLP</a>   |

## Student Oral Language Observation Matrix (SOLOM)

San Jose Area Bilingual Consortium, revised by California Dep't. of Education; in the public domain

|  |  |
|--|--|
| <b>English Equivalent:</b>                                   | May be adapted to any language   |
| <b>Grades or Age Group:</b>                                  | Grades PreK-12   |
| <b>Measures:</b>   | Language proficiency during oral interview or observation of natural language use: Students scored on comprehension, fluency, vocabulary, pronunciation, grammar |
| <b>Standardized?</b>   | No   |
| <b>Norming:</b>  | None   |
| <b>Intended Use:</b>   | Formative and summative assessment of student progress, program evaluation, exit criteria  |
| <b>Administration Format:</b>                                | This set of scales can be used by a teacher to rate language produced in everyday school interactions  |
| <b>Administration Time:</b>                                  | Varies   |
| <b>Timepoint/Repeat:</b>                                     | Ongoing  |
| <b>Scoring:</b>  | Hand scored; five 5-point rating scales  |
| <b>Benefits:</b>   | Assessment can be conducted through observation of routine language use; quick and unobtrusive; rating scale is free and may be adapted for specific purposes    |
| <b>Limitations:</b>  | Test administrators must go through reliability training   |
| <b>Additional Information on Administration and Scoring:</b> | The scale is written in English but is not specific to the English language and is sufficiently generic to be applied to any language                            |
| <b>Website:</b>  | <a href="http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf">http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf</a>  |

## Student Oral Proficiency Assessment (SOPA)

Center for Applied Linguistics

|  |  |
|--|--|
| <b>English Equivalent:</b>                                   | May be adapted to any language   |
| <b>Grades or Age Group:</b>                                  | Grades 2-8   |
| <b>Measures:</b>   | Language proficiency interview: Students scored on vocabulary, oral fluency, grammar, listening comprehension  |
| <b>Standardized?</b>   | No   |
| <b>Norming:</b>  | None   |
| <b>Intended Use:</b>   | Formative and summative assessment of student progress, program evaluation, exit criteria  |
| <b>Administration Format:</b>                                | Paired interview   |
| <b>Administration Time:</b>                                  | 15-20 minutes per pair   |
| <b>Timepoint/Repeat:</b>                                     | Any  |
| <b>Scoring:</b>  | Hand scored; four 9-point rating scales  |
| <b>Benefits:</b>   | Designed for students learning a foreign language in the U.S.; authentic activities; students demonstrate their highest level of performance in a relaxed atmosphere   |
| <b>Limitations:</b>  | Test administrators must go through reliability training   |
| <b>Additional Information on Administration and Scoring:</b> | Designed for students who are learning a foreign language in a school setting (through foreign language instruction or immersion); interactive listening and speaking assessment designed to provide ample, increasingly complex opportunities for students to demonstrate their highest level of performance in a relaxed environment; administered to student pairs by two administrators, one primarily facilitating the discussion and the other primarily rating the students; students are rated individually on a nine-level rating scale based on <i>ACTFL Guidelines – Speaking</i> . |
| <b>Website:</b>  | <a href="http://www.cal.org/topics/ta/sopa_ellopa.html">http://www.cal.org/topics/ta/sopa_ellopa.html</a>  |

## Student Oral Proficiency Rating (SOPR)

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Development Associates; adapted from SOLOM

|  |   |
|--|---|
| <b>English Equivalent:</b>                                   | May be adapted to any language  |
| <b>Grades or Age Group:</b>                                  | Grades PreK-12  |
| <b>Measures:</b>   | Language proficiency observations: Students scored on comprehension, fluency, vocabulary, pronunciation, grammar  |
| <b>Standardized?</b>   | No  |
| <b>Norming:</b>  | None  |
| <b>Intended Use:</b>   | Formative and summative assessment of student progress, program evaluation, exit criteria   |
| <b>Administration Format:</b>                                | This set of scales can be used by a teacher to rate language produced in everyday school interactions   |
| <b>Administration Time:</b>                                  | Varies  |
| <b>Timepoint/Repeat:</b>                                     | Ongoing   |
| <b>Scoring:</b>  | Hand scored; five 5-point rating scales   |
| <b>Benefits:</b>   | Assessment can be conducted through observation of routine language use; quick and unobtrusive; rating scale is free and may be adapted for specific purposes   |
| <b>Limitations:</b>  | Test administrators must go through reliability training  |
| <b>Additional Information on Administration and Scoring:</b> | Based on the SOLOM; the scale is written in English but is not specific to the English language and is sufficiently generic to be applied to any language; SOPR provides different descriptors for the rating levels from SOLOM |
| <b>Website:</b>  | <a href="http://www.ncela.gwu.edu/pubs/pigs/pig9.htm">http://www.ncela.gwu.edu/pubs/pigs/pig9.htm</a>   |

## Cambridge Step by Step Assessment to Language Dominance (SSALD)

Cambridge (Massachusetts) Public Schools

|  |  |
|--|--|
| <b>English Equivalent:</b>                                   | Also available in English and Portuguese   |
| <b>Grades or Age Group:</b>                                  | Grades K-8   |
| <b>Measures:</b>   | Oral language interview (receptive, expressive, and functional use of language); reading comprehension; directed writing sample; affective, social, cognitive student profile checklist  |
| <b>Standardized?</b>   | No   |
| <b>Norming:</b>  | None   |
| <b>Intended Use:</b>   | Determination of language dominance of native Spanish or native Portuguese speakers for purpose of placement in and exit from bilingual programs, development of individual educational program  |
| <b>Administration Format:</b>                                | Individually administered  |
| <b>Administration Time:</b>                                  | Untimed. No information on administration time reported in the SSALD handbook.   |
| <b>Timepoint/Repeat:</b>                                     | Once per year  |
| <b>Scoring:</b>  | Hand scored; students are assigned to one of six language proficiency categories   |
| <b>Benefits:</b>   | Comparable scores on English and Spanish (or English and Portuguese) sections  |
| <b>Limitations:</b>  | Not commercially available; not designed for native English speakers but used by Cambridge to assess them  |
| <b>Additional Information on Administration and Scoring:</b> | The oral language interview examines students' receptive, expressive, and functional language skills; it is administered individually and includes elements such as following simple instructions, recalling story details, using context to derive multiple word meanings, and giving personal information; a social/affective/cognitive profile checklist is completed twice yearly by the teacher based on observations of the student in class; the reading comprehension section and writing sample (for Grades 2-12) should be used only for newly registered students who seem to have equal proficiency in English and Spanish |
| <b>Website:</b>  | <a href="http://www.cpsd.us/cpsdir/BilingEngK12.cfm">http://www.cpsd.us/cpsdir/BilingEngK12.cfm</a>  |



**SUPERA**

CTB McGraw-Hill

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|-------------------------------|--|
| <b>English Equivalent:</b>    | TerraNova, Second Edition (CAT/6)  |
| <b>Grades or Age Group:</b>   | Grades 1-10  |
| <b>Measures:</b>              | Evaluaciones esenciales: selected response tests in reading/language arts (reading and listening comprehension, reading and writing strategies, conventions of writing and sentence structure) and math; Evaluaciones múltiples: selected and open ended response tests in reading/language arts and math; SUPERA Plus: word analysis, vocabulary, language mechanics, spelling, and mathematics computation |
| <b>Standardized?</b>          | Yes  |
| <b>Norming:</b>               | Norms based on Spanish-speaking students in the U.S.   |
| <b>Intended Use:</b>          | Assessment of academic achievement in Spanish and comparison to English assessment (TerraNova), instructional planning, exit criteria  |
| <b>Administration Format:</b> | Group administered   |
| <b>Administration Time:</b>   | Evaluaciones esenciales: up to 2 hours 25 minutes;<br>Evaluaciones múltiples: up to 4 hours 20 minutes; SUPERA Plus: up to 2 hours 5 minutes   |
| <b>Timepoint/Repeat:</b>      | Once per year  |
| <b>Scoring:</b>               | Selected-response items are electronically scanned and scored; constructed-response items are image scanned and then scored by professional readers according to scoring guides; reports provide both criterion- and norm-referenced scores  |
| <b>Benefits:</b>              | Publisher also offers Evaluaciones desarrolladas a su preferencia (Custom Assessments); SUPERA is linked to TerraNova assessment in English  |
| <b>Website:</b>               | <a href="http://www.ctb.com">http://www.ctb.com</a>  |

## Test of Phonological Awareness in Spanish/Prueba de conciencia fonológica en español (TPAS)

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Pearson Assessments

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| <b>English Equivalent:</b>                                   | No English equivalent   |
| <b>Grades or Age Group:</b>                                  | Age 4 to 10 years, 11 months  |
| <b>Measures:</b>   | Phonological awareness measured through four subtests: initial sounds, final sounds, rhyming words, deletion  |
| <b>Standardized?</b>   | Yes   |
| <b>Norming:</b>  | Norm-referenced on native Spanish speakers from Mexico, Spain, and the U.S.   |
| <b>Intended Use:</b>   | Identification of students who are below average in phonological awareness and monitoring of interventions, research on phonological awareness and early reading for Spanish speakers |
| <b>Administration Format:</b>                                | Individually administered   |
| <b>Administration Time:</b>                                  | 15 to 30 minutes  |
| <b>Timepoint/Repeat:</b>                                     | Any   |
| <b>Scoring:</b>  | Hand scored with tables used to determine scale scores, percentile ranks, and grade- and age-equivalents  |
| <b>Limitations:</b>  | Not intended for native English speakers in bilingual programs  |
| <b>Additional Information on Administration and Scoring:</b> | Test administration ends once student has reached ceiling; discrete-point scoring of oral responses   |
| <b>Website:</b>  | <a href="http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a9310">http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a9310</a>   |

## Test de vocabulario en imágenes Peabody (TVIP)

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Pearson Assessments

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|--|--|
| <b>English Equivalent:</b>                                   | Peabody Picture Vocabulary Test (PPVT 4)   |
| <b>Grades or Age Group:</b>                                  | Age 2 years 6 months to 18   |
| <b>Measures:</b>   | Receptive vocabulary   |
| <b>Standardized?</b>   | Yes  |
| <b>Norming:</b>  | Norms are available for both combined and separate Mexican and Puerto Rican standardization samples  |
| <b>Intended Use:</b>   | Assessment of achievement in Spanish, screening test of scholastic aptitude; an element in a comprehensive test battery of cognitive processes (only for NSS whose primary language of instruction is Spanish); determining language dominance; research on vocabulary proficiency |
| <b>Administration Format:</b>                                | Individually administered  |
| <b>Administration Time:</b>                                  | 10-15 minutes (untimed)  |
| <b>Timepoint/Repeat:</b>                                     | Any  |
| <b>Scoring:</b>  | Hand scored; results computed as scale score, percentile, stanine, age equivalent  |
| <b>Benefits:</b>   | Comparable to widely-used PPVT English vocabulary test   |
| <b>Limitations:</b>  | Measures only one aspect of language development (i.e., receptive vocabulary); normed only on monolingual Spanish speakers in Latin America (not U.S. bilingual students)  |
| <b>Additional Information on Administration and Scoring:</b> | Students look at a page with four pictures and point to the picture that represents the word that is spoken; items, arranged in order of difficulty, were carefully selected for their appropriateness to Spanish-speaking communities   |
| <b>Website:</b>  | <a href="http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a30700">http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a30700</a>  |

**Woodcock-Muñoz Language Survey–Revised (WMLS-R)**

Riverside Publishing

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|-------------------------------|--|
| <b>English Equivalent:</b>    | Available in English   |
| <b>Grades or Age Group:</b>   | Age 2 to adult   |
| <b>Measures:</b>              | Picture vocabulary, verbal analogies, letter-word identification, dictation, understanding directions, story recall, passage comprehension |
| <b>Standardized?</b>          | Yes  |
| <b>Norming:</b>               | Provides age-based norms by month; based on sample of 8,800 subjects taking the English version of the Woodcock-Johnson III                |
| <b>Intended Use:</b>          | Assessment of student progress, diagnosis of specific learning disabilities, determination of language proficiency level                   |
| <b>Administration Format:</b> | Individually administered  |
| <b>Administration Time:</b>   | 55 minutes for all seven tests (25 minutes for screening)  |
| <b>Timepoint/Repeat:</b>      | Age-based norms by month allow administration any time in the year   |
| <b>Scoring:</b>               | Hand scored with computer software to convert raw scores   |
| <b>Benefits:</b>              | Multiple cluster scores allow interpretation of broad skills as well as those assessed in individual tests.                                |
| <b>Limitations:</b>           | Spanish language assessment not specifically normed on students learning Spanish in the U.S.; requires extensive training                  |
| <b>Website:</b>               | <a href="http://www.riverpub.com/products/wmls/index.html">http://www.riverpub.com/products/wmls/index.html</a>                            |

## Glossary

**ACTFL:** American Council on the Teaching of Foreign Languages (<http://www.actfl.org>)

**Analytic scoring:** Assigning separate scores for different aspects of a test taker's performance (e.g., content, mechanics, and sentence fluency for writing)

**Battery:** A series of tests

**BICS/CALP:** Basic Interpersonal Communicative Skills (conversational ability) and Cognitive Academic Language Proficiency (knowledge of language for academic purposes)<sup>2</sup>

**Constructed response:** Test items that are open-ended or that typically do not provide answer choices (e.g., essays or fill-in-the-blank)

**Criterion-referenced:** Scores that reflect mastery of content, regardless of how other test-takers scored

**Disaggregation:** Separation of scores for analysis and reporting (e.g., of native speakers and second language speakers)

**Discrete-point testing:** An approach that measures a single aspect of language at a time (e.g., conjugating a verb in the simple present tense)

**Dual language:** A type of educational program at least 4-6 years in duration in which students learn language and academic content in English and a partner language; the partner language is used at least 50% of the day

**Exit criteria:** Benchmarks that determine when a student has progressed far enough to stop receiving particular services (e.g., ESL, bilingual)

**Expressive proficiency:** The ability to produce language through speaking or writing

**Formative assessment:** Assessment that provides an indication of student progress during instruction

**Holistic scoring:** Assigning a single score to a writing or speaking sample based on overall performance

**Integrative testing:** An approach in which multiple language skills are used at the same time to complete a task (e.g., oral interview, note taking, written response to a reading passage)

**L1:** First language (learned)

**L2:** Second language (learned)

**Minimal sound pairs:** Task in which two words are presented that differ in only one sound

**Morphology:** Analysis of the structure of words (e.g., -ed and -s endings)

**NCE:** Normal Curve Equivalent; NCEs are a conversion of percentiles where a score of 50 is statistically average

**Norming:** The process of collecting scores from a representative sample of test takers in order to determine average scores for a given grade or age, or to determine benchmarks or cut-off scores

**Norm-referenced:** Scores that indicate whether a test-taker performed better or worse than similar test-takers

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<sup>2</sup> Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism, No. 19*, 121-129.

**Parallel forms:** Two test versions (e.g., English and Spanish) that measure the same abilities and have equivalent statistical properties

**Partner language:** The language other than English used in a bilingual program

**Percentile:** A score that indicates what percent of students in the norming sample got lower scores

**Phoneme:** The smallest meaningful sound unit in language

**Phonological awareness:** The ability to recognize and manipulate sounds that make up words

**Productive skills:** See expressive proficiency

**Receptive proficiency:** The ability to understand what is heard or read

**Reliability:** The quality of a test or scoring of the test that indicates that a student would receive the same score on another testing occasion or from a different assessor; consistency of results

**Selected response:** Test item that provides a finite number of answers from which to choose (e.g., true/false, multiple choice, matching)

**Semantics:** Rules governing how words and sentences are organized to communicate meaning

**Standardized:** Test with fixed content and uniform administration and scoring as determined by the publisher; items may be either selected response or constructed response; note this does not mean standards-based

**Standards-based:** An assessment that was developed to align directly to state or national content standards in a particular domain (e.g., U.S. history)

**Stanine:** A nine-point, norm-referenced scale (“standard nine”), where 5 is average

**Summative assessment:** Tests given after instruction to indicate how much was learned; may be for high-stakes purposes such as grade promotion

**Syntax/syntactic structures:** Defined for the Bilingual Syntax Measure as “the system of rules for the arrangement, interrelationship and form of words, phrases, and sentences in a language”<sup>3</sup>

**Transitional bilingual education:** A type of bilingual education in which the native language is used for instruction for 1-3 years in order to transition students out of native language instruction and into English instruction

**Two-way immersion:** A type of dual language immersion enrolling balanced numbers of native English speakers and native speakers of the partner language and integrating these students for most or all of the school day

**Verbal analogies:** A type of verbal task in which students recognize the relationship between two pairs of words (e.g., *book* is to *read* as *music* is to \_\_\_\_ [*listen*])

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<sup>3</sup> Burt, M., Dulay, H., & Hernandez-Ch., E. (1976). *Technical handbook: Bilingual syntax measure*, p. 10. New York: Harcourt Brace Jovanovich.