

Research and Assessment Core

For Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors

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The Research and Assessment Core provided technical assistance to the three Acquiring Literacy in English subprojects by developing study-specific assessment instruments and training materials for instrument administrators. The Core also supported the data collection and data analysis processes.

Development of Assessment Instruments

The Core assisted in the development of 17 instruments, including English and Spanish versions. Depending on the needs of the subproject, the core's work included various tasks:

- Assisting with the initial conceptualization and definition of the construct for each instrument
- Suggesting and developing specifications for items
- Reviewing items and test forms
- Developing or reviewing instructions and procedures for administration
- Developing or reviewing scoring plans
- Conducting pilot studies, including complete item analyses of pilot test data, identification of problematic items or procedures, and suggestions for revision and refinement

The Core also developed machine-scorable answer sheets for each instrument. To ensure standardization in the administration of the assessments, Core staff also prepared training materials and trained research assistants for Subprojects 2 and 3 to administer the individual assessments.

The instruments are described briefly below, and in detail in the Appendix.

Instruments Developed for Subproject 1

Subproject 1, Early Childhood Study of Language and Literacy Development of Spanish-speaking Children, was a longitudinal study of the English literacy development of native-Spanish-speaking children. The subproject's main objective was to identify the factors that influence the course of English literacy development for young Spanish-

speaking children. To accomplish this objective, the study investigated the influence of variables such as home literacy, language proficiency in Spanish and English, language of instruction, and quality of instruction on the trajectory of these children's reading development.

The Research and Assessment Core supported this subproject by developing or adapting, piloting, and finalizing three measures, each in an English and a Spanish version.

- **Phonological Awareness Task/Habilidad Fonológica:** Parallel instruments designed to investigate children's phonological awareness in English and Spanish, respectively. Developed to be used with students in pre-school through second grade.
- **Narrative Production Task:** Parallel English and Spanish assessments that elicit narrative in order to assess children's discourse skill in each of these languages. Developed to be used with children ages 3-8.
- **Book Task:** Parallel English and Spanish instruments that assess young children's concepts about print, listening comprehension, story retelling and decoding. Developed to be used with students in pre-school and kindergarten.

Instruments Developed for Subproject 2

Subproject 2, Transfer of Reading Skills in Bilingual Children, consisted of three sets of studies that focused on the transfer of language skills in Spanish-speaking English language learners (ELLs). The first two sets of studies followed students across multiple years, examining the cross-linguistic, intra-linguistic and developmental factors that influence second language literacy development. The third set of studies was an intervention designed to determine whether "teaching for transfer" could be shown to facilitate the acquisition of English reading skills.

The Research and Assessment Core supported this subproject by developing or adapting, piloting, and finalizing eight measures.

- **Cognate Awareness Test:** An instrument that assesses whether native Spanish-speaking children have access to the meaning of words in English that have cognates across Spanish and English. Used with third, fourth, and fifth graders.
- **Extract the Base Test (Spanish and English):** The Spanish version assesses Spanish-speaking children's knowledge of the rules that govern the way in which words change from one part of speech to another in Spanish. The English version tests Spanish-speaking children's knowledge of analogous rules in English. Used with third, fourth, and fifth graders.
- **Test of Phonological Processing in Spanish (TOPPS):** An instrument that assesses the components of phonological awareness in native-Spanish-speaking children. Developed as the Spanish version of the Comprehensive Test of Phonological Processing (CTOPP), and intended for use with students from kindergarten age through adult.
- **Diagnostic Assessment of Reading Comprehension (DARC):** Parallel English and Spanish instruments designed to measure individual differences in four components of reading comprehension: text memory, text inferencing, knowledge access, and knowledge integration. Developed for use with students in grades 2 through 5.

- Phonology Transfer Test: An instrument that assesses negative phonological transfer in Spanish-English bilingual children. Developed to be used with students in kindergarten and first grade.
- Spelling Transfer Test: An instrument designed to investigate the English spelling development of Spanish-English bilingual children with a particular emphasis on potential cross-linguistic influences. Developed to be used with students in first grade.

Instruments Developed for Subproject 3

Subproject 3, Spelling as an Indicator of English Literacy Development, was a longitudinal study of the relationship between spelling ability and English literacy development. The study investigated the development of spelling and reading skills in native-Spanish-speaking and native-English-speaking students in Spanish-English bilingual educational settings. The three main goals of the study were to describe the development of English spelling skills in Spanish-English bilingual children, to identify factors that might explain high levels of transfer from Spanish spelling to English spelling, and to determine what relationships might exist between English spelling and English reading ability, in particular for Spanish-speaking English language learners.

The Research and Assessment Core supported this subproject by developing or adapting, piloting, and finalizing three measures.

- Developmental Contrastive Spelling Test: Parallel English and Spanish instruments developed to investigate the Spanish and English spelling development of Spanish-English bilingual children with a particular emphasis on potential cross-linguistic influences. Developed to be used with students in grades 2 through 5.
- Developmental Contrastive Decoding Test: Developed to investigate the English decoding development of Spanish-English bilingual children with an emphasis on potential cross-linguistic influences (Spanish to English and vice versa). Developed to be used with students in grades 2 through 5.

Data Collection Support

The Research and Assessment Core supported all aspects of data collection across the research program. In addition to developing machine-scorable forms for Core-developed assessments, the Core developed a wraparound program to support the conversion of raw Woodcock Language Proficiency Battery-Revised (WLPB-R) (Woodcock, 1991) scores into scale and other interpretive scores. This program enables the computerized WLPB-R Compuscore program to compute necessary score conversions directly from data in an Access database so that information need not be re-entered manually.

The Core also scanned, scored, cleaned, and verified data for both standardized and researcher-developed assessments for all of the subprojects. This meant scoring about 10 assessments annually for some 1,700 children across the program. All cleaned data was

then returned to the subprojects for analyses. The Core also assembled the data from the three sub-studies of Subproject 2 into comprehensive databases.

Data Analysis

The Research and Assessment Core developed a framework for cross-project analysis, combined the data from the subprojects, and provided analysis of the combined data to the researchers. Results are reported in the descriptions of the three subprojects. In addition, the Core conducted preliminary analysis of comparative data from monolingual English and Spanish populations on the English Developmental Contrastive Spelling Test (Howard et al., 2006). Results showed that second- through fourth-grade children whose families spoke Spanish at home, whether they were in English-only school programs or had Spanish language support from their schools, tended to make more English spelling errors than native English speakers or children who speak other languages (e.g., Arabic) at home. It is hypothesized that negative transfer was taking place because these errors were consistent with the features that Spanish speakers learning English often find problematic (Malabonga, 2004). Similarly, children who had more Spanish input in their schools (80 percent Spanish, 20 percent English) made more “negative transfer” spelling errors than their counterparts in two-way immersion (50 percent Spanish, 50 percent English) and English-only programs.

References

- Malabonga, V. (2004). *The relationship of parent, child and school language use and literacy practices to decoding and spelling*. Report to the CAL R & D Initiative Committee. Washington, DC: Center for Applied Linguistics.
- Woodcock, R. W. (1991). *Woodcock language proficiency battery-revised (WLPB-R)*. Itasca, IL: Riverside.

Publications Resulting from the Research Core

- Arteagoitia, I., Howard, E., Louguit, M., Malabonga, V., & Kenyon, D. (2005). The Spanish Developmental Contrastive Spelling Test: An instrument for investigating intralinguistic and crosslinguistic influences on Spanish spelling development. *Bilingual Research Journal*, 29(3), 541-560. Retrieved May 16, 2007, from http://brj.asu.edu/content/vol29_no3/art3.pdf
- Howard, E., Arteagoitia, I., Louguit, M., Malabonga, V., & Kenyon, D. (2006). The English Developmental Contrastive Spelling Test: A tool for investigating Spanish influence on English spelling development. *TESOL Quarterly*, 40(2), 399-420. Abstract retrieved May 17, 2007, from <http://www.ingentaconnect.com/content/tesol/tq/2006/00000040/00000002/art00006>

Malabonga, V., Kenyon, D., Carlo, M., August, D., & Louguit, M. (2008, October). Development of a cognate awareness measure for Spanish-speaking English language learners. *Language Testing*.

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Acquiring Literacy in English was one component of a larger research initiative, Development of Literacy in Spanish Speakers (DeLSS), that was jointly organized and funded by the National Institute of Child Health and Human Development (NICHD) and the Institute of Education Sciences of the Department of Education. For further information on Acquiring Literacy in English, see <http://www.cal.org/acquiringliteracy>. For further information on DeLSS, see <http://www.cal.org/delss>.

Appendix: Instruments Developed For Acquiring Literacy In English

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Demographic Survey

Parent Interview Response Sheet

Authors and Date

Diane August, Dorry Kenyon, Valerie Malabonga, and Silvia Caglarcan, Center for Applied Linguistics; Patton Tabors, formerly of the Harvard University Graduate School of Education. 2002.

Purpose

The Parent Interview Response Sheet (PIRS) was designed to collect a core of demographic and home language and literacy data by eliciting information about the home environments of Spanish and English monolingual and Spanish-English bilingual elementary-age children. The PIRS was developed for use in the research studies that made up *Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors* and in related research projects.

Age or Grade of Subjects

The PIRS was developed for use with families that have children in elementary school.

Description

The PIRS is a 60-item questionnaire that has three sections, one each for the child, the mother, and the father. The items in each section fall into four main categories: background information, home language use, home literacy practices, and educational level. The PIRS also solicits the following information about the parents or guardians: birthplace, ethnicity, relationship to child, employment status, and socioeconomic status. Parents read close-ended questions and mark one of the choices. The PIRS is available in English and Spanish.

Examples:

<i>Background information question</i>	In what country (or U.S. territory) was this child born?
<i>Home language use question</i>	What language does your child use when she/he speaks to her/his mother at home?
<i>Home literacy practices question</i>	How often does an adult/older sibling help your child with learning (e.g., numbers, letters, words) or homework in English?
<i>Educational level question</i>	What is the highest grade or year of school the mother has completed?

Administration

The PIRS is an adaptable measure that can be administered using various methods, including group administration, home interview, phone interview, and mailing out the questionnaires. In practice, researchers have found all of these approaches satisfactory in obtaining the PIRS data. In interviews, the English PIRS is administered by a native English speaker and the Spanish PIRS is administered by a native Spanish speaker. The PIRS takes from 30 minutes to 1 hour to answer or administer.

Reliability and Validity

Researchers conducted a factor analysis on the PIRS items, and the items loaded on two factors: “Home Language” and “Parental Help.” The reliability coefficients were as follows:

Home Language: $\alpha = .93$
Parental Help $\alpha = .68$

Researchers investigated the relationship of the PIRS scales and variables to children’s scores on the Woodcock Language Proficiency Battery-Revised (WLPB-R) Letter-Word Identification and Picture Vocabulary subtests. PIRS variables investigated were Home Language (HL), Parental Help (PH), Parent Education (PE), Parent Income (PI), Parent Reading (PR), and Books in the Home (BH). Table 1 presents the results (n=577).

TABLE 1. CORRELATION OF PIRS VARIABLES WITH WLPB-R STANDARD SCORES

WLPB-R Subtest	PIRS Variable					
	HL	PH	PE	PI	PR	BH
Letter-Word Identification	.36**	-.13**	.37**	.48**	.26**	.37**
Picture Vocabulary	.66**	-.14**	.49**	.57**	.36**	.50**

** Correlation significant at the .01 level (2-tailed)

Note: HL was coded with low numbers indicating more Spanish and higher number indicating more English. PH was defined so that lower numbers indicated more frequent help.

Sources

The researchers consulted the following in the development of the PIRS:

Caldwell, B., & Bradley, R.H. (1984). *Home observation for measurement of the environment*. Little Rock: University of Arkansas at Little Rock.

National Center for Education Statistics. (1998). Characteristics of children’s early care and education programs: Data from the 1995 National Household Education Survey. Washington, DC: National Center for Education Statistics (Also available at <http://nces.ed.gov/nhes/>).

Availability

The PIRS is not available for use by researchers outside the Center for Applied Linguistics.

Assessments

Book Task Test

Author and Date

Patton Tabors and Mariela Pérez, formerly of the Harvard Graduate School of Education, and Center for Applied Linguistics. 2002.

Purpose

The Book Task Test was designed to investigate young children's concepts about print, listening comprehension, story retelling ability, and decoding skills. Both the English and the Spanish version of the test were developed for the research study Early Childhood Study of Language and Literacy Development of Spanish-speaking Children, subproject 1 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees

The assessments were developed to be used with students in pre-school and kindergarten.

Description

The Book Task Test consists of 16 questions that the researcher asks the child as the researcher reads a book to the child. The researcher reads *The Carrot Seed* (Ruth Krauss; originally published 1945) for the English version, and the Spanish translation *La semilla de zanahoria* for the Spanish version. The questions require either a verbal answer or an action from the child. For example, on the English test the first question is "Where's the front of the book?" Question 8 says, "This says 'A little boy planted a carrot seed.' Show me where those words are on this page." Question 14 asks, "What does the boy have in his wheelbarrow?" Question 15 asks the child to retell the story in his own words, and Question 16 is a paraphrase of Question 15.

Administration

The test is individually administered by a trained researcher who is a native speaker of the test language. The assessment takes approximately 15 minutes to administer. The questions are spread over four sections. Section I has seven questions. If the child answers three or more of those questions correctly, then Section II is administered; otherwise the test stops at the end of Section I. Section II also has seven questions; if the child answers four or more questions correctly, Section III is administered. Sections III and IV have one question each (the two story-retelling questions). If the child repeats the text either partially or substantially in answer to the question in Section III, then Section IV is administered.

Scoring and Interpretation

The test is scored dichotomously, "1" for a correct response and "0" for an incorrect response. It can also be scored using Partial Credit (Incorrect, Attempt at Correct Answer, Correct).

Reliability and Validity

For the English version, Rasch analysis (N=330 four year olds) conducted by CAL researchers using dichotomous scoring (with 0=Incorrect and 1=Correct) yielded a reliability coefficient of .66 for the full test.

Validation data are pending.

References

- Krauss, R. (1996). *La semilla de zanahoria*. New York: Scholastic.
Krauss, R. (1945). *The carrot seed*. New York: HarperCollins.

Sources

The Book Task Test (Spanish and English) was based on research conducted by Snow, Tabors, and others.

- Snow, C. E., & Tabors, P. O. (1993). Language skills that relate to literacy development. In Spodek, B. & Saracho, O. (Eds.), *Yearbook in Early Childhood Education, 4*. New York, NY: Teachers College Press.
Snow, C., Tabors, P., Nicholson, P., & Kurland, B. (1995). SHELL: A method for assessing oral language and early literacy skills in kindergarten and first grade children. *Journal of Research in Childhood Education, 10* (1), 37-48.

Availability

The Book Task Test is not available to researchers outside the Center for Applied Linguistics.

Cognate Awareness Test

Authors and Date

Diane August, Dorry Kenyon, Valerie Malabonga, Mohammed Louguit and Silvia Caglarcan, Center for Applied Linguistics; María Carlo, University of Miami. 2001.

Purpose

The Cognate Awareness Test (CAT) assesses whether native Spanish-speaking children have access to the meaning of words in English that have cognates across Spanish and English. The test was developed for the research study Transfer of Reading Skills in Bilingual Children, subproject 2 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees

The pilot version was tested on third, fourth, and fifth graders. The revised version was used with fourth and fifth graders.

Description

The CAT measures students' awareness of Spanish cognates as a source of information for inferring the meanings of unknown English words. It consists of a set of multiple-choice items that ask students to select one of four definitions provided for each cognate. For example, a student sees the bolded word **labor** and then the four choices *talk*, *measure*, *clean* and *work*. The students are supposed to mark the word that is closest to *labor* in meaning (*work*). Half of the target words in the assessment are Spanish cognates with low frequency in English but high frequency in Spanish (e.g., *edifice*, *edificio*); the other half of the target words are noncognates (e.g., *hoist*). The target words that are noncognates are matched in frequency to the target words that are cognates.

Examples:

1. honor	2. furious	3. labor
<input type="radio"/> explore	<input type="radio"/> mad	<input type="radio"/> talk
<input type="radio"/> prepare	<input type="radio"/> happy	<input type="radio"/> measure
<input type="radio"/> respect	<input type="radio"/> tired	<input type="radio"/> clean
<input type="radio"/> start	<input type="radio"/> lonely	<input type="radio"/> work

Administration

The test is group administered and usually takes about 30 minutes.

Scoring and Interpretation

The test is scored dichotomously: the correct answer is scored as “1,” while the remaining (incorrect) choices are scored as “0.”

Reliability and Validity

A reliability of .75 was obtained for the pilot version through a Rasch analysis. A reliability of .70 was obtained for the revised version through a Rasch analysis. (The lower statistic could be explained by the fact that there was a wider range of participants for the pilot version [third, fourth, and fifth graders] compared to the revised version [which only had fourth and fifth graders].)

Validation data are pending.

Sources

The development of the CAT was informed by the work of Hancin-Bhatt and Nagy.
Hancin-Bhatt, B. & Nagy, W. (1994). Lexical transfer and second language morphological development. *Applied Psycholinguistics*, 15(3), 289-310.

Availability

The Cognate Awareness Test is available from the Center for Applied Linguistics. To request a copy, complete and submit the Test User’s Application Form at the end of this appendix.

Citation

Researchers using the Cognate Awareness Test should cite it as follows:
August, D., Kenyon, D., Malabonga, V., Louguit, M., Caglarcan, S., & Carlo, M. (2001). *Cognate Awareness Test*. Washington, DC: Center for Applied Linguistics.

Developmental Contrastive Decoding Test

Author and Date

Elizabeth Howard, Julie Sugarman, Igone Artegoitia, and Silvia Caglarcan, Center for Applied Linguistics. 2002.

Purpose

The Developmental Contrastive Decoding Test was developed to investigate the English decoding development of Spanish-English bilingual children with an emphasis on potential cross-linguistic influences (Spanish to English and vice versa). The test was developed for the research study *Spelling as an Indicator of English Literacy Development*, subproject 3 of *Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors*.

Age or Grade of Examinees

The assessment was developed to be used with students in grades 2 through 5.

Description

The test is a 20-question, multiple-choice assessment with instructions in English. A series of pseudowords are dictated to the students, who are asked to select which one of four written pseudowords matches the one that was dictated.

Examples

1. Word dictated to child is “skup”	2. Word dictated to child is “mecket”
1 <input type="radio"/> skup	1 <input type="radio"/> macket
2 <input type="radio"/> skup	2 <input type="radio"/> meecket
3 <input type="radio"/> skep	3 <input type="radio"/> mecket
4 <input type="radio"/> skap	4 <input type="radio"/> mucket

Administration

The test is group administered by a trained native English speaker. The assessment takes approximately 15 minutes to administer.

Scoring and Interpretation

This test is scored dichotomously: 1 point for each correct answer, no points for incorrect answers.

Reliability and Validity

A reliability of .94 was obtained for the pilot version through a Rasch analysis. Validation data are pending.

Availability

The Developmental Contrastive Decoding Test is not available for use by researchers outside the Center for Applied Linguistics.

Developmental Contrastive Spelling Test

Author and Date

Elizabeth Howard, Julie Sugarman, Igone Artegoitia, and Silvia Caglarcan, Center for Applied Linguistics. 2002.

Purpose

The Spanish and English versions of the Developmental Contrastive Spelling Test were developed to investigate the Spanish and English spelling development of Spanish-English bilingual children with a particular emphasis on potential cross-linguistic influences. The test was developed for the research study Spelling as an Indicator of English Literacy Development, subproject 3 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees

The assessments were developed to be used with students in grades 2 through 5.

Description

Each test consists of two types of tasks. The first section follows a traditional spelling test format. In this section, a series of real words are dictated to the children both in isolation and embedded in sentences, and the children are asked to spell these words in their entirety. The second section follows a cloze format. In this section, a series of pseudowords are dictated to the children, and children are asked to fill in the missing letters of the partially written pseudoword.

Example from Section 1 (English)

Researcher Sheet			
No.	Word	Sentence	Word
A	kid	A new kid visited the school this morning.	kid
B	cats	In America most cats are indoor animals.	cats
C	ride	This year I will ride a horse at the fair	ride
D	soap	Washing your hands with soap kills the germs.	soap

Student Answer Sheet

First Name _____ Last Name _____
Grade _____ School _____ Date _____

Spelling Activity A

Practice

A. _____ C. _____

B. _____ D. _____

Example from Section 2 (English)

No.	Researcher says...	Child sees...
A.	lat	l _____
B.	framp	fr _____
C.	prishing	pr _____ ing
D.	flacket	_____ cket

Example from Section 1 (Spanish)

Researcher Sheet			
No.	Palabra	Oración	Palabra
A	amigo	Mi amigo vive en California.	amigo
B	mesa	Mi mamá pone flores sobre la mesa.	mesa
C	leo	Yo leo cuentos de niños.	leo
D	gato	Mi gato come pescado.	gato

Student Response Sheet	
Nombre _____	Apellido _____
Grado _____	Escuela _____ Fecha _____
Actividad de Ortografía A	
Práctica	
A. _____	C. _____
B. _____	D. _____

Example from Section 2 (Spanish)

No.	Researcher says...	Child sees...
A.	tamo	ta_____
B.	lacha	_____cha
C.	relinta	re_____ta
D.	feponi	_____poni

Administration

The test is group administered by trained native speakers of Spanish and English, respectively. The assessment takes approximately 45 minutes to administer.

Scoring and Interpretation

Items are scored both at the whole-word level and at the feature level. In some cases, partial credit is awarded for items that are spelled incorrectly but constitute a logical phonological representation of the target word (i.e., ‘legal errors’), as in, for example, *sead* for *seed* or *sevoja* for *cebolla* (‘onion’). Otherwise, words and features are scored as either entirely correct or entirely incorrect.

Reliability and Validity

For the English version of the test, a reliability of .94 was obtained for the pilot version of the real words section while a reliability of .99 was obtained for the pseudowords section. Both reliability coefficients were obtained through a Rasch analysis.

For the Spanish version of the test, a reliability of .93 was obtained for the pilot version of the real words section while a reliability of .98 was obtained for the pseudowords section. Both reliability coefficients were obtained through a Rasch analysis.

Validation data are pending.

Sources

The researchers consulted the following resources in the development of the English and Spanish versions of the test:

- Bruck, M., Treiman, R., Caravolas, M., Genesee, F., & Cassar, M. (1998). Spelling skills of children in whole language and phonics classrooms. *Applied Psycholinguistics*, 19 (4), 669-84.
- Fashola, O. S., Drum, P. A., Mayer, R. E., & Kang, S. (1996). A cognitive theory of orthographic transition: Predictable errors in how Spanish-speaking children spell English words. *American Educational Research Journal*, 33(4), 825-43.

Availability

The Developmental Contrastive Spelling Test is available from the Center for Applied Linguistics. To request a copy, complete and submit the Test User's Application Form at the end of this appendix.

Citation

Researchers using the Developmental Contrastive Spelling Test should cite it as follows:

Center for Applied Linguistics. (2002). *Developmental Contrastive Spelling Test—English*. Washington, DC: Author.

Center for Applied Linguistics. (2002). *Developmental Contrastive Spelling Test—Spanish*. Washington, DC: Author.

Diagnostic Assessment of Reading Comprehension (DARC)

Authors and Date

Diane August, Center for Applied Linguistics; David Francis, University of Houston; and Margarita Calderón, Johns Hopkins University. 2002.

Purpose

The parallel English and Spanish versions of the Diagnostic Assessment of Reading Comprehension (DARC) are designed to measure individual differences in reading comprehension. Each test assesses four components of comprehension:

- Text memory: ability to access prior knowledge from long-term memory
- Text inferencing: ability to make inferences based on information provided in the text
- Knowledge access: ability to recall new text information from memory
- Knowledge integration: ability to integrate accessed prior knowledge with new text information

The tests are designed to measure central comprehension processes while minimizing the need for high levels of English oral proficiency or decoding ability. The tests were developed for the research study Transfer of Reading Skills in Bilingual Children, subproject 2 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees

The DARC is based on a task that was originally developed by Hannon & Daneman (2001) for university students. The Spanish and English DARC tests were developed for use with students in grades 2 through 5. Adaptation of the original task to create a test suitable for elementary school children involved using second-grade level vocabulary; embedding target sentences in a narrative (story) to provide context; and presenting only one relational feature in each of the three sections of the story to make the test easier for children to comprehend.

Description

The DARC has listening and reading sections. A child takes just the listening or just the reading section depending on his or her reading ability. To determine the child's reading ability, the assessor first asks the child to read a practice story aloud. The assessor keeps track of the number of words the child reads incorrectly or skips. If the child makes an error on 8 or more of the real words in the story, the child takes the listening section of the test. Otherwise, the child takes the reading section.

Next, the child is asked to listen to or read each section in the story one section at a time. The child then answers "Yes" or "No" to questions about each section. The assessor also asks the child to explain why he/she chose his/her answers after each question. After completing each section, the assessor reads or asks the child to read the previous section(s) again, along with the next section. At the end of the listening or reading, the assessor gives the paper copy of the story to the child to read again and asks him/her to circle the words that are not real and then to underline any words he/she does not know the meaning of.

Example story (English):

Nan has four pets. One pet is a cat. Nan's cat is fast. Nan has a pet culp. Nan's pet culp is like her cat. But Nan's pet culp is faster than her cat.

Nan has a pet turtle. Nan's turtle is slow. Nan also has a pet tarf. Nan's pet tarf is like her turtle. But Nan's pet tarf is slower than her turtle.

One day, Nan got a pet snerf. Now Nan has five pets. Nan's snerf is like her tarf. But Nan's snerp is slower than her tarf. All of Nan's pets like to play. The pets like to play in her backyard.

Example questions (English):

Component of reading comprehension	Question
Text Memory	Nan's pet culp is faster than her pet cat.
Text Inferencing	The turtle is slower than the snerp.
Knowledge Access	A turtle is slower than a cat.
Knowledge Integration	Nan's tarf is slower than her snerp.

Example story (Spanish):

Tomás y René son amigos. A ellos les gusta manejar. A René le gusta manejar su petibo. Un petibo es como una patineta, pero es más pequeño.

A Tomás también le gusta manejar. A Tomás le gusta manejar su bópela. Una bópela es como una bicicleta pero es más grande.

María es la hermana de Tomás. María maneja un terpo. Un terpo es como una bópela pero es más grande. A René, Tomás, y María les gusta salir a manejar. En el verano, a ellos les gusta salir a manejar todo el día.

Example questions (Spanish):

Component of reading comprehension	Question
Text Memory	Tomás y René son hermanos.
Text Inferencing	A René le gusta andar en patineta.
Knowledge Access	Las bicicletas tienen dos pedales.
Knowledge Integration	Es necesario pararse sobre un petibo.

Administration

Each test is individually administered by a trained assessor. The English DARC is administered by a native English speaker, and the Spanish DARC by a native Spanish speaker. The entire test is tape recorded. The assessment generally takes 45 minutes to administer.

Scoring and Interpretation

The test is scored dichotomously, “1” for each correct response and “0” for each incorrect response. In addition, children’s responses and reasons for their responses are tape recorded; a method for scoring these think-aloud protocols is pending.

Reliability and Validity

Pilot studies were conducted to assess the DARC’s feasibility, reliability, comparability across Spanish and English, developmental sensitivity, and relation to standardized measures. The first study, carried out with 16 second-through sixth-grade English language learners, showed that the DARC items were at the appropriate reading level. The second study, with 28 native Spanish-speaking fourth graders who had scored poorly on the Reading Passages subtest of the Woodcock-Johnson Language Proficiency Battery-Revised (WLPB-R), demonstrated that yes-no answers were valid indicators of respondents’ thinking and that the Spanish and English versions of the DARC were comparable. The third study, carried out with 521 Spanish-speaking students in kindergarten through grade 3, confirmed that the four comprehension components assessed by the DARC could be measured independently. The data from the 192 third graders in the study showed that the DARC and the WLPB-R Passage Comprehension subtest were related ($r=.61$) but distinct, and influenced by different factors. In particular, DARC scores were less strongly related to word reading than Woodcock-Johnson comprehension scores.

Additional reliability and validation data are pending.

Source

The DARC is based on a task that was originally developed by Hannon & Daneman.

Hannon, B. & Daneman, M. (2001). A new tool for measuring and understanding individual differences in the component process of reading comprehension. *Journal of Educational Psychology*, 93 (1), 103-28.

Availability

The DARC (English and Spanish) is not available for use by researchers outside the Center for Applied Linguistics.

Extract the Base Test

Authors and Date

Diane August, Dorry Kenyon, Valerie Malabonga, Mohammed Louguit and Silvia Caglarcan, Center for Applied Linguistics; Maria Carlo, University of Miami. 2001.

Purpose

The English version of the Extract the Base Test assesses Spanish-speaking children's knowledge of the rules that govern the way in which words change from one part of speech to another in English. The Spanish version assesses their knowledge of analogous rules in Spanish. The tests were developed for the research study Transfer of Reading Skills in Bilingual Children, subproject 2 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees

The pilot version was tested on third, fourth, and fifth graders. The revised version was used with fourth and fifth graders.

Description

The tests require the student to extract the base from a derived word (for example, *farm* from *farmer* [English]; *mejor* from *mejorar* [Spanish]). Students are presented with a series of sentences, and the tester supplies the derived form orally and visually. For example, on the English test, students see the word *farmer* and the sentence: "My uncle works on a ____." The researcher says the word *farmer*, then reads the sentence and asks the students to write the appropriate word (*farm*) in the blank.

The words in the English version represent four kinds of morphological transformations: phonological change, orthographic change, both changes, and no change. In phonological change, the pronunciation of the word changes but the spelling does not. In orthographic change, the spelling of the word changes but the pronunciation does not. In both changes, the pronunciation and spelling of the word change. In no change, neither the pronunciation nor the spelling of the word changes.

Examples:

Transformation Type	Derived Form	Sentence
Phonological change	publicity	The _____ was happy with the show.
Orthographic change	happiness	My pet dog makes me very _____.
Both changes	assumption	I _____ you did your homework.
No change	careful	Handle those glasses with _____.

In the Spanish version, each word represents either both changes (phonological and orthographic) or no change.

Examples:

Transformation Type	Derived Form	Sentence
Both changes	responsabilidad	Mi tío es muy _____ .
No change	cuidadoso	Ten _____ con esos anteojos.

Administration

The test is group administered and usually takes about 30 minutes.

Scoring and Interpretation

On the English Extract the Base Test, the children's responses were coded as follows:

Code	Description
2	Correct: Correct base, correct spelling
1	Partial Credit: Correct base, incorrect spelling (e.g., spelling according to pronunciation of word or regional or dialectical differences and Spanish influence) and/or other inflectional morphology errors (e.g., incorrect use of gender, tense & plural)
0	Incorrect: Incorrect base, regardless of spelling and/or other morphological problems

Reliability and Validity

For the English version, a reliability of .98 was obtained through a Rasch analysis. Validation data are pending.

Sources

The Extract the Base Test was adapted from tasks described by Carlisle (1989) and Anglin (1993).

- Anglin, J. M. (1993). Vocabulary development: A morphological analysis. *Monographs of the Society for Research in Child Development*, 58(10), 1-166.
- Carlisle, J. F. (1988). Knowledge of derivational morphology and spelling ability in fourth, sixth, and eighth graders. *Applied Psycholinguistics*, 9(3), 247-266.

Availability

The Extract the Base Test in English is available from the Center for Applied Linguistics. To request a copy, complete and submit the Test User's Application Form at the end of this appendix.

The Extract the Base Test in Spanish is not available for use by researchers outside the Center for Applied Linguistics.

Citation

Researchers using the Extract the Base Test—English should cite it as follows:

August, D., Kenyon, D., Malabonga, V., Louguit, M., Caglarcan, S., & Carlo, M. (2001).
Extract the Base Test—English. Washington, DC: Center for Applied Linguistics.

Narrative Production Task

Author and Date

Patton Tabors and Mariela Pérez, formerly of the Harvard Graduate School of Education, and Center for Applied Linguistics. 2002.

Purpose

The English and Spanish versions of the Narrative Production Task were designed to assess children's oral proficiency in English and Spanish, respectively. The tests were developed for the research study Early Childhood Study of Language and Literacy Development of Spanish-speaking Children, subproject 1 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees

The assessments were developed to be used with children ages 3-8.

Description

The Narrative Production Task is an oral elicitation assessment based on three pictures of the adventures of a family having a picnic in a park. Children's oral responses are recorded, transcribed, and coded.

Administration

English: A native English-speaking researcher shows the three pictures to the child and says: "I want you to look at the pictures as long as you want and then I am going to take them away. After I take them away, I want you to tell me a story of what happened in the pictures." The researcher then encourages the child to tell a story about the pictures he/she just saw.

Spanish: A native Spanish-speaking researcher shows the three pictures to the child and says: "Quiero que los mires por el tiempo que quieras y luego los voy a guardar. Cuando los guarde, quiero que me digas una historia de lo que pasó en los dibujos." The researcher then encourages the child to tell a story about the pictures he/she just saw.

In both cases, the task is finished when the child declares that the story is finished. The researcher records the child's response and trained coders listen to and count the number of words in the child's response.

Scoring and Interpretation

The child's score is the number of words that he/she uses in telling the family picnic story. Previous research has shown that the number of words in children's stories is related to the complexity of children's language. In turn, language complexity is related to later school success (Snow & Tabors, 1993).

Reliability and Validity

Reliability and validation data pending.

Sources

The Narrative Production Task (Spanish and English) was based on research conducted by Snow, Tabors, and others.

Snow, C. E., & Tabors, P. O. (1993). Language skills that relate to literacy development. In Spodek, B. & Saracho, O. (Eds.), *Yearbook in Early Childhood Education*, 4. New York, NY: Teachers College Press.

Snow, C., Tabors, P., Nicholson, P., & Kurland, B. (1995). SHELL: A method for assessing oral language and early literacy skills in kindergarten and first grade children. *Journal of Research in Childhood Education*, 10 (1), 37-48.

Availability

The Narrative Production Task materials are available from the Center for Applied Linguistics. To request a copy, complete and submit the Test User's Application Form at the end of this appendix.

Citation

Researchers using the Narrative Production Task should cite it as follows:

Harvard Graduate School of Education and Center for Applied Linguistics. (2002). *Narrative Production Task—English*. Washington, DC: Center for Applied Linguistics.

Harvard Graduate School of Education and Center for Applied Linguistics. (2002). *Narrative Production Task—Spanish*. Washington, DC: Center for Applied Linguistics.

Phonological Awareness Test / Habilidad Fonológica

Author and Date

Lisa M. Lopez, Patton Tabors, and Mariela Pérez, formerly of the Harvard Graduate School of Education, and Center for Applied Linguistics. 2002.

Purpose

The Phonological Awareness Test and Habilidad Fonológica are parallel instruments designed to investigate children's phonological awareness in English and Spanish, respectively. The tests were developed for the research study Early Childhood Study of Language and Literacy Development of Spanish-speaking Children, subproject 1 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees

The instruments were developed to be used with students in pre-school through second grade.

Description

Each instrument consists of five subtests.

1. *Rhyme Recognition/Rimas*: Each of these consists of two practice items followed by six test items. The child is shown a prompt picture and choice pictures and given the name of each item depicted. The child is then asked to choose the picture whose name rhymes with the name of the item in the prompt picture. The child chooses between two pictures for test items 1 through 3, and among four pictures for test items 4 through 6.

Examples:

Test	Child Sees	Prompt	Target
<i>Phonological Awareness</i>	pictures of box (prompt), cup, socks (choices)	box	socks
<i>Habilidad Fonológica</i>	pictures of strawberry [fresa] (prompt), hand [mano], table [mesa] (choices)	fresa	mesa

2. *Rhyme Production/ Producción de Rimas*: Each of these consists of two practice items and four test items. The child is asked to produce a rhyme for a given word. Credit is given if the word the child provides is a rhyme, regardless of whether it is a real word or not.

Examples:

Test	Child Sees	Prompt	Target
<i>Phonological Awareness</i>	N/A	ball	any word that rhymes with "ball"

Habilidad Fonológica	N/A	silla	any word that rhymes with “silla”
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3. *Initial Phonemes/Fonema Inicial*: In these tasks, the child is asked to match pictures of words with the appropriate initial sound.

Examples:

Test	Child Sees	Prompt	Target
Phonological Awareness	pictures of key (prompt), kite, map (choices)	key	kite
Habilidad Fonológica	Pictures of book [libro] (prompt), pencil [lápiz], envelope [sobre] (choices)	libro	lápiz

4. *Sentence Segmenting/Segmentación de Oraciones*: Each of these consists of two practice items and five test items. The child is provided with a set of colorful tiles to use in this task. The researcher reads a sentence, and the child is asked to move one tile for each word in that sentence.

Examples:

Test	Child Sees	Prompt	Target
Phonological Awareness	N/A	I eat.	two tiles moved
Habilidad Fonológica	N/A	Ella juega.	two tiles moved

5. *Syllable Segmenting/Segmentación de Sílabas*: In these tasks, the researcher says a word and the child is asked to move one tile for each syllable in that word.

Examples:

Test	Child Sees	Prompt	Target
Phonological Awareness	N/A	summer	two tiles moved
Habilidad Fonológica	N/A	mono	two tiles moved

Administration

Each test is individually administered by a trained native speaker of the appropriate language. Each instrument takes approximately 10-15 minutes to administer.

Scoring and Interpretation

The tests are scored dichotomously, “1” for a correct response and “0” for an incorrect response. Only the test items are scored; the practice items are not.

Reliability and Validity

Phonological Awareness Test: Rasch analysis yielded a reliability coefficient of .68 for the full test.

Habilidad Fonológica: Rasch analysis yielded a reliability coefficient of .59 for the full test.

Validation data are pending.

Sources

The Phonological Awareness Test and Habilidad Fonológica were based on previous (unpublished) work by Lisa M. López, when she was at the University of Miami; David K. Dickinson, when he was at the Education Development Center; Andrea Rolla San Francisco, at the Harvard Graduate School of Education; and Adele Miccio, at Pennsylvania State University.

Availability

The Phonological Awareness Test and Habilidad Fonológica are available from the Center for Applied Linguistics. To request a copy, complete and submit the Test User’s Application Form at the end of this appendix.

Citation

Researchers using the Phonological Awareness Test and Habilidad Fonológica should cite them as follows:

Harvard University and Center for Applied Linguistics. (2002). *Phonological Awareness Test*. Washington, DC: Center for Applied Linguistics.

Harvard University and Center for Applied Linguistics. (2002). *Habilidad Fonológica*. Washington, DC: Center for Applied Linguistics.

Phonological Transfer Test

Authors and Date

Andrea Rolla San Francisco, formerly of the Harvard Graduate School of Education, and Diane August, Center for Applied Linguistics. 2002.

Purpose

The Phonological Transfer Test was designed to assess negative phonological transfer in Spanish-English bilingual children.

The test was developed for the research study Transfer of Reading Skills in Bilingual Children, subproject 2 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees

The assessment was developed to be used for students in kindergarten and first grade.

Description

The test requires students to separate words into phonemic segments. The administrator says a pseudoword, and asks the child to repeat the word and then to say it one sound at a time. There is a line of counters (e.g., pennies) in front of the child, who is asked to push one counter out for each sound in the pseudoword.

Example

<i>Administrator Says...</i>	<i>Target Response</i>	<i>Number of Counters Pushed Out</i>
fide	f-i-de	3
shull	sh-u-ll	3
chibe	ch-i-be	3

Administration

The test is individually administered by a trained native English speaker, and the entire task is tape recorded. The assessment generally takes 20 minutes to administer.

Scoring and Interpretation

The items are scored dichotomously as correct or incorrect, based on the number of counters the child pushes forward.

Reliability and Validity

Cronbach's alpha was separately calculated for the monolingual and bilingual children's dichotomously-scored responses in the pilot study. Cronbach's alpha was .98 for both the monolingual and bilingual children.

Validation data are pending.

Sources

The development of the Phonology Transfer Test was informed by the work of Durgunoglu, Nagy, and Hancin-Bhatt and the work of Yopp.

Durgunoglu, A.Y., Nagy, W.E. & Hancin-Bhatt, B.J. (1993). Cross-language transfer of phonological awareness. *Journal of Educational Psychology*, 85(3), 453-465.

Yopp, H.K. (1995). A test of phonemic awareness in young children. *The Reading Teacher*, 49, 20-29.

Availability

The Phonology Transfer Test is available from the Center for Applied Linguistics. To request a copy, complete and submit the Test User's Application Form at the end of this appendix.

Citation

Researchers using the Phonological Transfer Test should cite it as follows:

Harvard Graduate School of Education and Center for Applied Linguistics. (2002).

Phonological Transfer Test. Washington, DC: Center for Applied Linguistics.

Spelling Transfer Test

Author and Date

Andrea Rolla San Francisco, formerly of the Harvard Graduate School of Education, and Diane August, Center for Applied Linguistics. 2002.

Purpose

The Spelling Transfer Test was developed to investigate the English spelling development of Spanish-English bilingual children with a particular emphasis on potential cross-linguistic influences.

The test was developed for the research study Transfer of Reading Skills in Bilingual Children, subproject 2 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees

The assessment was developed to be used with students in first grade.

Description

The test follows a cloze format. Children are provided with the first letters of a series of pseudowords. The administrator dictates the pseudowords to the children and then asks them to fill in the missing letters on their answer sheets.

Example

No.	Researcher says...	Child sees...
A.	kep	k_____
B.	hine	h_____
C.	buv	b_____
D.	dake	d_____

Administration

The test is group administered, either by an English/Spanish bilingual administrator or by a pair of administrators consisting of a native English speaker and a native Spanish speaker. The assessment takes approximately 20 minutes to administer.

Reliability and Validity

Reliability and validation data are pending.

Scoring and Interpretation

Responses are coded 0 for unacceptable spelling, 1 for correct spelling in English, and 2 for a correct spelling in Spanish but not in English. Any differences in the coding are discussed further among the three coders until an agreement is reached. The differences among the coders generated criteria for further coding; for example, in order for a spelling pattern to be considered correct, there must be a minimum of three words that use that pattern in the language for which it is being examined.

Source

The development of the Spelling Transfer Test was informed by the work of Fashola and colleagues.

Fashola, O. S., Drum, P. A., Mayer, R. E., & Kang, S. (1996). A cognitive theory of orthographic transition: Predictable errors in how Spanish-speaking children spell English words. *American Educational Research Journal*, 33(4), 825-843.

Availability

The Spelling Transfer Test is available from the Center for Applied Linguistics. To request a copy, complete and submit the Test User's Application Form at the end of this appendix.

Citation

Researchers using the Spelling Transfer Test should cite it as follows:

Harvard Graduate School of Education and Center for Applied Linguistics. (2002). *Spelling Transfer Test*. Washington, DC: Center for Applied Linguistics.

Test of Phonological Processing in Spanish (TOPPS)

Authors and Date

David Francis, University of Houston; Maria Carlo, University of Miami.; and Diane August, Dorry Kenyon, Valerie Malabonga, Silvia Caglarcan, and Mohammed Louguit, Center for Applied Linguistics. 2001.

Purpose

The Test of Phonological Processing in Spanish (TOPPS) was developed to assess the components of phonological awareness in native-Spanish-speaking children. The test was developed for the research study Transfer of Reading Skills in Bilingual Children, subproject 2 of Acquiring Literacy in English: Crosslinguistic, Intralinguistic, and Developmental Factors.

Age or Grade of Examinees

The assessment was developed to be used with students from kindergarten age through adult.

Description

The TOPPS consists of 9 subtests.

1. *Sound Matching*: Children identify the word that has the same first or last sound as the prompt word.

Examples:

Test	Child Sees	Tester Asks	Target
<i>First sound</i>	pictures of piano (prompt), hourglass, field, feet (choices)	¿Qué palabra empieza con el sonido /p/ como <i>piano</i> ? <i>¿hora, suelo, o pies?</i>	pies
<i>Last sound</i>	pictures of honey (prompt), salt, calendar, bread (choices)	¿Qué palabra termina con el sonido /l/ como <i>miel</i> ? <i>¿sal, mes, o pan?</i>	sal

2. *Rapid Letter Naming*: Children see a letter and provide its name.

Examples:

Child Sees	Target
o	/o/
t	/te/
u	/u/

3. *Blending Words*
4. *Blending Nonwords*

In these two subtests, children combine sounds into a real or invented word.

Examples:

Test	Child Sees	Target
<i>Blending words</i>	pié-sas	piezas
<i>Blending nonwords</i>	mo-tár	motar

5. *Elision*: Children say what is left of a word after dropping certain sounds.

Example:

Researcher Question	Target
“Di <i>tocadiscos</i> . Ahora di <i>tocadiscos</i> sin decir <i>discos</i> .”	toca

6. *Memory for Digits*: Children repeat a series of numbers.

Examples:

Child Sees	Target
16	dieciséis
72	setenta y dos
836	ochocientos treinta y seis

7. *Segmenting Words*
8. *Segmenting Nonwords*

In these two subtests, children separate the sounds in a word or a nonword.

Examples:

Test	Child Sees	Target
<i>Segmenting words</i>	mi	m-i
<i>Segmenting nonwords</i>	pa	p-a

9. *Nonword Repetition*: Children repeat nonwords.

Example:

Child Sees	Target
vípodre	bípodre

Administration

The test is individually administered by a trained native Spanish speaker. The assessment takes approximately 40-45 minutes to administer.

Scoring and Interpretation

The test is scored dichotomously, “1” for Correct and “0” for Incorrect.

Reliability and Validity

Rasch analysis yielded a reliability coefficient of .83 (N=100) for the entire test. Validation data are pending.

Source

The TOPPS was developed as the Spanish version of the Comprehensive Test of Phonological Processing (CTOPP), a standardized test of English phonological awareness that was originally developed by Wagner, Torgesen, and Rashotte.

Wagner, R. K., Torgesen, J. K., & Rashotte, C. A. (1999). *CTOPP: Comprehensive test of phonological processing*. Austin, TX: Pro-Ed.

Availability

The TOPPS is available from the Center for Applied Linguistics. To request a copy, complete and submit the Test User’s Application Form at the end of this appendix.

Citation

Researchers using the Test of Phonological Processing in Spanish should cite it as follows:

Francis, D., Carlo, M., August, D., Kenyon, D., Malabonga, V., Caglarcan, S., & Louguit, M. (2001). *Test of Phonological Processing in Spanish*. Washington, DC: Center for Applied Linguistics.

Guidelines for Researchers

Steps for Obtaining Researcher-Developed Tests

CAL makes the tests developed for the Acquiring Literacy in English research projects available at no cost to qualified researchers in the field. In exchange for use of the tests, researchers agree to provide a report on their use of the tests and share their data with CAL.

To obtain one or more tests:

1. Identify the test(s) you wish to obtain.
2. Review the procedure for using the ALE tests on the next page.
3. Review the Standards for Educational and Psychological Testing.
4. Fill out and sign the User's Application Form.
5. Mail or fax the completed form to Dr. Carolyn Fidelman at the Center for Applied Linguistics. Address and fax number are on the form. Emailed forms cannot be accepted.
6. After administering the test, please fill out and return the Report of Test Usage and other required materials.

Procedure for Using the ALE Tests

Researchers and practitioners who use the ALE researcher-developed tests are asked to adhere to the following procedure. It is crucial that users abide by this procedure in using these tests, in order to express respect for the work that the investigators in the ALE studies have put into developing them.

1. Familiarize yourself with the tests and testing procedures. Carefully read the description of the test that you are interested in, and make sure that you and other test users have sufficient training in using tests. Training in assessment provides test users with a basic understanding of test statistics, and of general procedures governing test administration, scoring, interpretation and sharing test results. Such training is usually obtained through a university degree, state certification process or from special workshops or seminars. Likewise, make sure that your purpose for using the test and the ages and populations which you will use it with are in line with or similar to the intended purpose, age and population for the original test, as stated in the specific test descriptions.
2. Read the AERA/APA/NCME Standards for test users on sound testing practices. The ALE investigators subscribe to the general principles of test use as set forth in the Standards for Educational and Psychological Testing (1999) by the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. Relevant quotations from the Standards for Educational and Psychological Testing are provided in the next section.
3. Based on the AERA/APA/NCME Standards, you must
 - Have the facilities to provide for the security of the testing materials
 - Protect the privacy of testing information
 - Have procedures in place to protect the rights of the test-takers
 - Have a clear understanding of the objectives of the testing and its possible consequences
 - Use the tests only if you have the training, professional credentials, and the experience necessary to handle such a responsibility
 - Be aware of potential misinterpretations of test scores
4. Apply to use the test. Use the attached application form. Once your application has been approved, you can register to be a user of the test.
5. Include information about colleagues. If other persons in your institution will be administering and/or working with the tests and/or data, you will need to provide their names. They will need to fill out their own application forms as well.
6. Cite the tests you use. Researchers who publish articles based on these tests must include citations of these tests in their publications. The specific citations are listed at the end of the description of each test.

7. Report on test usage. Complete and submit the attached “Report on Test Usage” form. Also submit your data (Excel, Access, or SPSS), any reliability and validity information, and any written documentation (such as theses, dissertations, institutional reports or published articles) involving the use of ALE tests. Submit materials to

Dr. Carolyn Fidelman
Center for Applied Linguistics
4646 40th Street NW, Suite 200
Washington DC 20016-1859

You may also submit materials via email: cfidelman@cal.org

Relevant Quotations for Test Users ***from the Standards for Educational and Psychological Testing***

We draw your attention to the following statements with which you, as a potential user of an ALE test, must agree to comply:

In selecting a test and interpreting a test score, the test user is expected to have a clear understanding of the purposes of the testing and its probable consequences. The knowledgeable user has definite ideas on how to achieve these purposes and how to avoid bias, unfairness, and undesirable consequences. In subscribing to these Standards, test publishers and agencies mandating test use agree to provide information on the strengths and weaknesses of their instruments. They accept the responsibility to warn against likely misinterpretations by unsophisticated interpreters of individual scores or aggregated data. However, the ultimate responsibility for appropriate test use and interpretation lies predominantly with the test user. In assuming this responsibility, the user must become knowledgeable about a test's appropriate uses and the populations for which it is suitable. The user must also become adept, particularly in statewide and community-wide assessment programs, in communicating the implications of test results to those entitled to receive them. (p.112)

5.7 Test users have the responsibility of protecting the security of test materials at all times. (p. 64)

5.10 When test score information is released to students, parents, legal representatives, teachers, clients, or the media, those responsible for testing programs should provide appropriate interpretations. The interpretations should describe in simple language what the test covers, what scores mean, the precision of the scores, common misinterpretations of test scores, and how scores will be used. (p. 65)

8.6 Test data maintained in data files should be adequately protected from improper disclosure. Use of facsimile transmission, computer networks, data banks, and other electronic data processing or transmittal systems should be restricted to situations in which confidentiality can be reasonably assured. (p. 88)

11.1 Prior to the adoption and use of a published test, the test user should study and evaluate the materials provided by the test developer. Of particular importance are those that summarize the test's purposes, specify the procedures for test administration, define the intended populations of test takers, and discuss the score interpretations for which validity and reliability data are available. (p. 113)

11.2 When a test is to be used for a purpose for which little or no documentation is available, the user is responsible for obtaining evidence of the test's validity and reliability for this purpose. (p. 113)

11.3 Responsibility for test use should be assumed by or delegated only to those individuals who have the training, professional credentials, and the experience necessary to handle the responsibility. Any special qualifications for test administration or interpretation specified in the test manual should be met. (p. 114)

11.15 Test users should be alert to potential misinterpretations of test scores and to possible unintended consequences of test use; users should take steps to minimize or avoid foreseeable misinterpretation and unintended negative consequences. (p. 116)

Reference

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

Test User's Application Form

Name _____

Position _____

Email Address _____

Employer _____

Type of Organization ☐ University ☐ Research Institution

☐ Elementary School ☐ Other

Employer's Address _____

City _____ State _____ Zip _____

Phone Number _____ Fax Number _____

Membership in Professional Organizations ☐ ACA ☐ AERA ☐ APA

☐ ALSHA ☐ NASP

☐ Other _____

Are there other persons in your institution who will use and/or administer the tests that you are applying for?

☐ Yes ☐ No

If you answered "Yes," please list their names below. **Note:** They will also need to fill out separate application forms themselves.

_____	_____
_____	_____
_____	_____

I. Test(s) interested in using:

- ☐ Cognate Awareness Test (English)
- ☐ Developmental Contrastive Spelling Test (English)
- ☐ Developmental Contrastive Spelling Test (Spanish)
- ☐ Extract the Base Test (English)
- ☐ Narrative Production Task (English)
- ☐ Narrative Production Task (Spanish)
- ☐ Phonological Awareness Test (English)
- ☐ Phonological Awareness Test (Spanish)
- ☐ Phonological Transfer Test
- ☐ Spelling Transfer Test
- ☐ Test of Phonological Processing in Spanish (TOPPS)

II. Purpose(s) for using the test(s) (please mark all that apply).

- ☐ A. Research (please attach a 500-word abstract of your study)
- ☐ B. Other Use (please attach an explanation of how and why you will use the test[s])

III. Security

- A. Please indicate what steps you will take to keep testing materials secure and protect the privacy of testing information:

- B. Please indicate what steps you will take to protect the rights and privacy of the test-takers:

IV. Ages or grades of children that the test(s) will be used on:

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Preschool | <input type="checkbox"/> Kindergarten | <input type="checkbox"/> First Grade |
| <input type="checkbox"/> Second Grade | <input type="checkbox"/> Third Grade | <input type="checkbox"/> Fourth Grade |
| <input type="checkbox"/> Fifth Grade | <input type="checkbox"/> Other _____ | |

V. Native language(s) of children that the test(s) will be used on:

- ☐ Native Spanish-speaking children
- ☐ Native English-speaking children
- ☐ Bilingual English-Spanish children
- ☐ English Language Learners (from various language groups)
- ☐ Other _____

By signing this form, I certify and agree that:

- I have a general knowledge of measurement principles and of the limitations of test interpretations. I am qualified to use and interpret the results of these tests as recommended in the *Standards for Educational and Psychological Testing*.
- I will follow the requirements/principles stated in the *Guidelines for Using ALE Tests* and those of the *Standards*.
- I will use the tests only for the purposes, ages and populations that I have stated above.
- I will maintain the security of ALE test materials and will keep them in a secure place at all times, except as necessary and appropriate to administer or score a test. I will communicate the need for security to all appropriate persons within my organization and other organizations involved in using these tests.
- I will observe the confidential nature of the tests and test results.
- I will not photocopy or otherwise reproduce these test materials without the permission of the ALE investigators (this includes entry into any computer memory or other storage medium).
- I will not use the tests for commercial purposes nor will I profit monetarily from their use.
- I will notify the ALE investigators of any suspected breach of these conditions that I am aware of.
- I will report to the ALE investigators on the usage of these tests, both by filling out and returning the Report on Test Usage form and by making my data available to the ALE contact person, Dr. Carolyn Fidelman, for reliability and validity purposes.

Signature of Applicant

Date

Send this form by mail, email or fax to
Dr. Carolyn Fidelman
Center for Applied Linguistics
4646 40th Street, NW, Suite 200
Washington, DC 20016-1859
Email: cfidelman@cal.org
Fax: 202-362-3740

Report of Test Usage

(Please attach your written documentation of test usage to this form.)

Name _____

Position _____

Email Address _____

Employer _____

Type of Organization ☐ University ☐ Research Institution
 ☐ Elementary School ☐ Other

Employer's Address _____

City _____ State _____ Zip _____

Phone Number _____ Fax Number _____

I. I used the following ALE test(s):

- ☐ Cognate Awareness Test (English only)
- ☐ Developmental Contrastive Spelling Test (English)
- ☐ Developmental Contrastive Spelling Test (Spanish)
- ☐ Extract the Base (English)
- ☐ Narrative Production Task (English)
- ☐ Narrative Production Task (Spanish)
- ☐ Phonological Awareness Test (English)
- ☐ Phonological Awareness Test (Spanish)
- ☐ Phonological Transfer Test
- ☐ Spelling Transfer Test
- ☐ Test of Phonological Processing in Spanish (TOPPS)

Note: Please complete a separate copy of sections II through VI for each test used.

II. Purpose

A. My purpose for using the test was (mark all that apply):

☐ Research

☐ Other _____

B. I feel that the test was appropriate for the purpose that I intended:

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

Please explain:

C. I feel that the test could also be useful for these purposes (List any purposes not given in II.A.):

Please explain:

III. Ages of subjects

A. I feel that the test was appropriate for the ages or grades of children that I used it with:

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

Please explain:

B. I feel that the test could also be useful for these ages/grades:

Please explain:

IV. Language backgrounds

A. I feel that the test was appropriate for the language background of the children that I used it with.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Please explain:

B. I feel that the test could also be useful for children from these language backgrounds:

Please explain:

V. I will use the test again.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Please explain:

VI. Any other comments about the test?

Mail or email your completed form, with your raw data, any reliability and validity information, and any other documentation of your use of the ALE tests, to:

Dr. Carolyn Fidelman
Center for Applied Linguistics
4646 40th Street, NW, Suite 200
Washington, DC 20016-1859

Email: cfidelman@cal.org

THANK YOU!