



The Importance of Equity in Assessments:

The Development of *Logramos*® *TERCERA EDICIÓN*,
a Comprehensive Assessment of Achievement in Spanish

A White Paper

Abstract

This white paper explores the importance of equity in group-administered assessments in Spanish through the development of *Logramos*® *TERCERA EDICIÓN* (Third Edition). It discusses the factors, such as cultural relevance and sensitivity, and the methodology that informed development of *Logramos* as an instrument to fully assess the achievement of Spanish-speaking students who are acquiring English.

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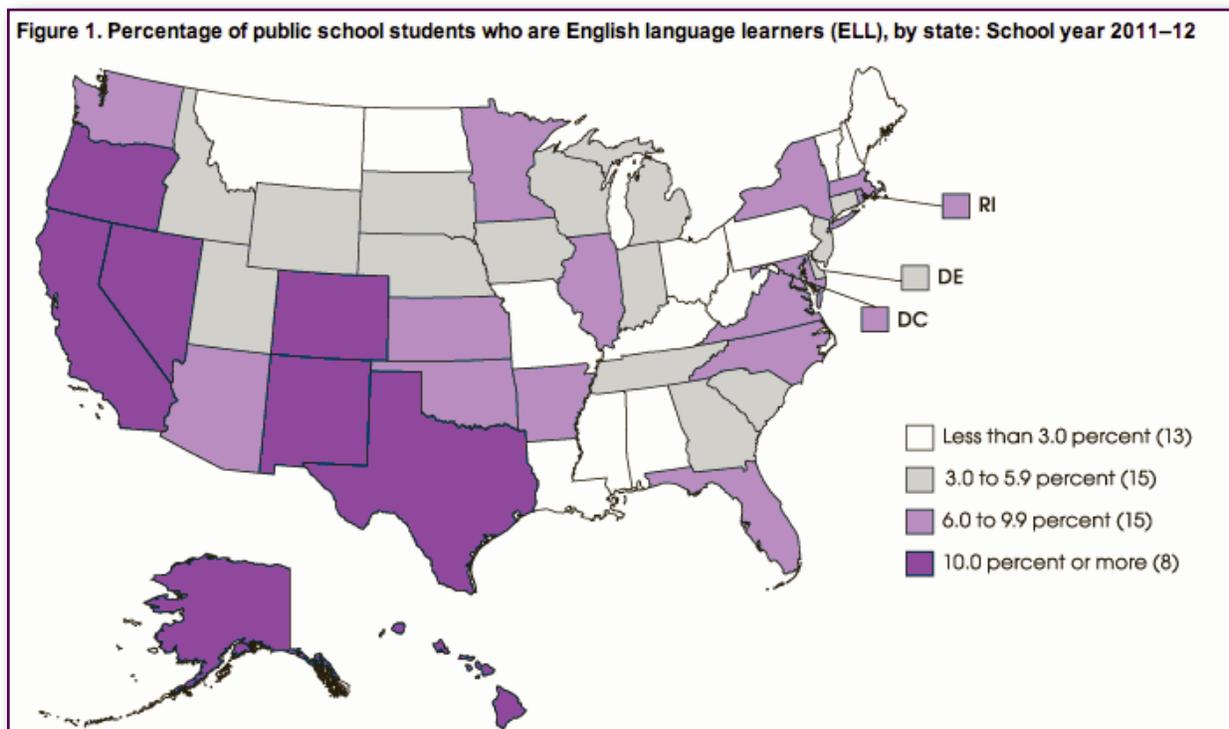
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Executive Summary

Logramos TERCERA EDICIÓN is a standardized, norm-referenced assessment of achievement in Spanish that measures the academic progress of Spanish-speaking students. Tests in the battery include Reading, Language (Vocabulary, Spelling, Capitalization, and Punctuation), Written Expression, Mathematics, Computation, Science, and Social Studies. Items in **Logramos** follow the scope and sequence of Form E of the **Iowa Assessments** and have been adapted or translated when appropriate.

As we know, today’s classrooms are changing—as are the methods of instructing and assessing students in 21st-century skills and concepts. According to the National Clearinghouse for English Language Acquisition, the population of English language learners (ELLs) in Grades K through 12 in the United States today numbers more than 5 million, an increase of more than 60 percent in the past 20 years—making it the fastest-growing segment of the United States public school population.* Of that growing ELL population, about 80% cite Spanish as their native language.



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2011–12.

An essential goal of federal testing guidelines is to ensure that students who are not yet proficient in English receive a quality education and the opportunity to achieve the same academic proficiency as their English-speaking peers. To meet this goal and ensure that Spanish-speaking students remain on target academically, states provide instruction and assessment in Spanish to students who are acquiring English, until such time that they attain proficiency and receive all instruction in English. **Logramos** assesses the achievement of Spanish-speaking students as they build toward fluency in English.

*including Puerto Rico

In the development of **Logramos**, certain items were translated when appropriate from the original English items in Form E of the **Iowa Assessments**, while others were adapted or replaced entirely with new items.

A primary goal of this report is to illustrate the philosophy and methodology of development as it relates to equitable assessment in English and Spanish. There are differences, as well as similarities, in the sound system, the writing conventions, and the grammar of both languages. There also are differences and similarities in the reading and writing behaviors of Spanish-speaking students, compared to those of their English counterparts. Some of these similarities and differences are:

- Alphabet and Sound Systems
- Spanish-English Cognates
- Verb Conjugations
- Gender and Number Agreement
- Capitalization and Punctuation

This report provides examples that compare and contrast the two languages, with specific illustrations of these differences from sample test items in **Logramos**. Although both Spanish and English speakers learn phonics as a precursor to reading and writing, Spanish speakers learn vowels first because there are only five vowel sounds in Spanish with direct sound-to-symbol correspondence. In addition, the key phonological structure in Spanish is the syllable unit and words are sounded out by syllables, which follow a predominant consonant-vowel pattern. Equitable assessment between English and Spanish therefore requires that test items in early literacy *not* be identical in the two languages.

Items and passages directly translated from English support the assessment of the similarities between English and Spanish. Carefully adapted and newly written items, driven by the need to effectively target linguistic and cultural differences, support the assessment of the differences between the two languages.

This paper comprises four sections:

- **Section I, Overview of Logramos TERCERA EDICIÓN Development Process.** This section describes the methodology used in the development of Spanish items and passages in **Logramos** to enable equity between the English and Spanish assessments.
- **Section II, Alignment to English and Spanish Next Generation Academic Standards.** This section explains how the **Iowa Assessments** and **Logramos** address the same academic standards and the importance of shared standards to ensure equitable assessments in English and Spanish.
- **Section III, Why Translate, Adapt, or Replace Items from English?** This section details the philosophy for translating or adapting items and reading passages and provides illustrative examples, driven by linguistic differences.
- **Section IV, Why Use Authentic Spanish Texts?** This section provides the rationale for the inclusion of authentic literature passages from the Spanish literary canon.

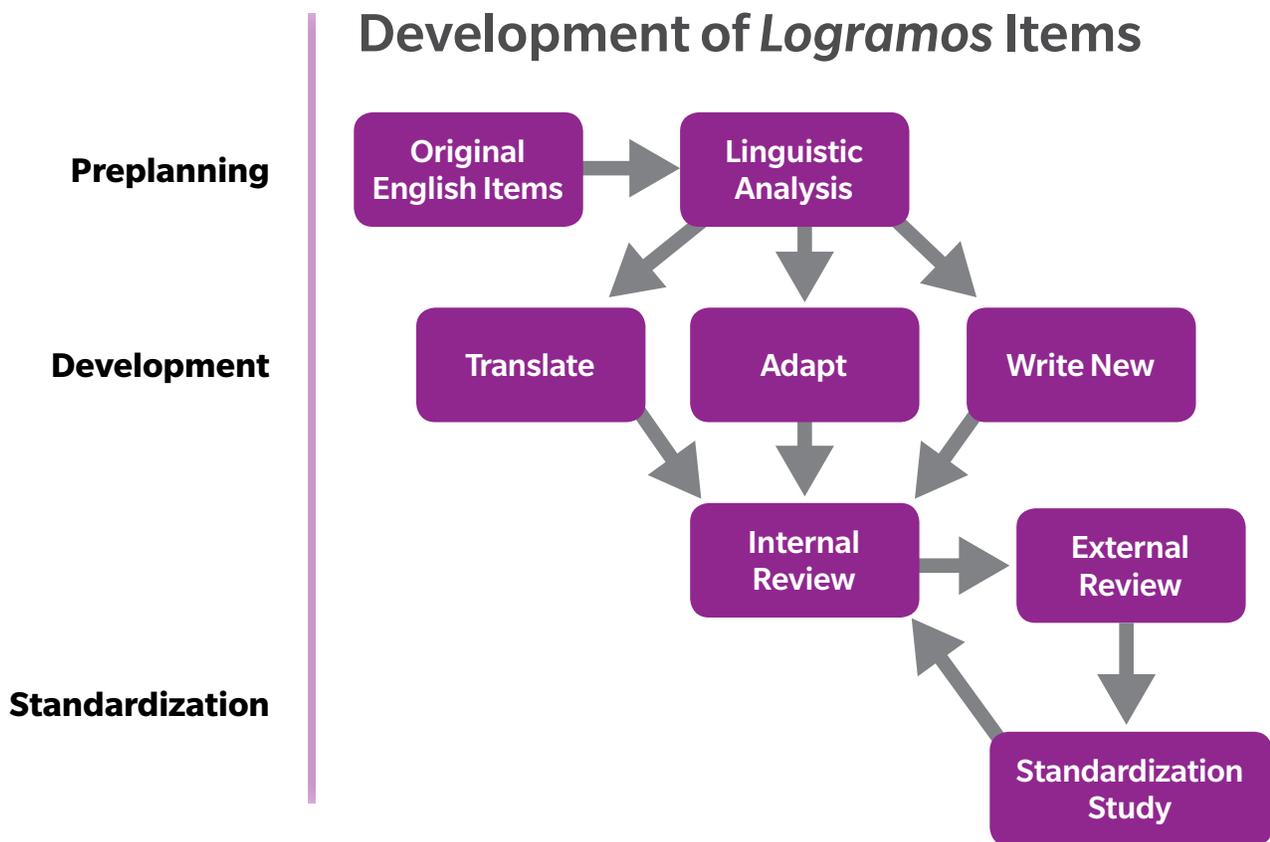
Logramos assesses critical thinking skills of Spanish-speaking students across various grade levels in the content areas of Reading, Language, Mathematics, Science, and Social Studies; measures skills specific to the Spanish language that Spanish-speaking students need to master; and aligns to next generation academic standards. A combination of newly written items, authentic Spanish passages, and carefully constructed, culturally sensitive, and linguistically relevant items and passages adapted or translated from English supports these benefits.

I. Overview of **Logramos TERCERA EDICIÓN** Development Process

Logramos measures academic achievement and progress of Spanish-speaking students in Kindergarten through Grade 8. Based upon and closely mirroring the scope and sequence of Form E of the **Iowa Assessments** in content, style, and structure, **Logramos** assesses the same academic skills and includes items aligned to the same Depth of Knowledge (DoK) levels.

The content and process specifications of **Logramos** reflect the content specifications of the **Iowa Assessments** in the subject areas of Reading, Mathematics, Science, Social Studies, and portions of the Language tests. In this manner, **Logramos** benefits from the legacy of innovation associated with its sister test, the **Iowa Assessments**.

The team that developed **Logramos** was comprised entirely of native Spanish speakers, representing a range of geographical origins—including Mexico, Puerto Rico, and Argentina—and reflecting the diversity of English language learners in the United States. The development of **Logramos** involved three phases: Preplanning, Development, and Standardization.



Preplanning

An initial preplanning stage preceded development of **Logramos**. During this time, the development team of native Spanish-speaking writers and editors reviewed all grade levels of Form E of the **Iowa Assessments**. This review involved an initial translatability evaluation of the English forms. A review for linguistic bias was performed to determine whether any stimuli (including passages), stems, or options could not be readily translated. Items determined to not be translatable either were adapted or replaced with authentic or commissioned material.

Development

The development phase involved two creative processes based on the results of the initial translatability evaluation from the preplanning stage: Translation/Adaptation and New Item Development.

Translation/Adaptation Methodology. To ensure the equivalency of the English and Spanish versions of the assessments, a two-tiered, iterative process of review and revision was utilized. Reviews and revisions focused on appropriate register for the grade level of the examinee, accuracy of the translation, and whether the wording of an item or passage could be improved to make it more accessible while remaining faithful to the original. Translations then were carefully reviewed to ensure that multiple-choice items followed appropriate item-writing guidelines and that formulaic expressions and content-related terminology were translated consistently throughout the documents and across tests. In cases in which there existed the possibility of competing Spanish terms based on regional diversity, reviewers verified the use of universally understandable terms. In other cases, such as when a specific term came into question, suggestions for alternate wordings were provided. Art also was replaced as needed in the Spanish version, particularly at the lower levels, to target appropriate skills in Spanish. The following questions, among others, were addressed during the translation process:

- Are the stimuli and the items translated accurately?
- Is there any wording that is not comprehensible to speakers of a particular dialect of Spanish? (If so, the translation was revised with alternate wording.)
- Are any options less or more appropriate than those in the English version? (If so, alternate wording was provided.)
- Is the content or the wording of any item culturally insensitive or offensive? (If so, a substitute item was provided.)
- Is the language of the translation at the same register as the original?
- Is the language of the translation at an appropriate register for the grade level of the examinee?
- Does the Spanish translation maintain the intended reading level and difficulty level of the original English item by ensuring that the item is neither simplified nor clarified?

Table 1: Approximate Distribution of Translated Items by Subtest

Grade:	K.8–1.9	1.7–2.5	2.5–3.5	3	4	5	6	7	8
Test Level:	5/6	7	8	9	10	11	12	13	14
Vocabulary	100%	95%	95%	10%	10%	10%	10%	10%	10%
		5%	5%	90%	90%	90%	90%	90%	90%
Word Analysis	100%	100%	100%	100%					
Listening	100%	100%	100%	100%					
Language	100%	100%	100%						
Math	100%	100%	100%	100%	100%	100%	100%	100%	100%
Reading	15%	90%	10%	85%	60%	60%	80%	80%	90%
	85%	10%	90%	15%	40%	40%	20%	20%	10%
Computation		100%	100%	100%	100%	100%	100%	100%	100%
Social Studies		100%	100%	100%	100%	100%	100%	100%	100%
Science		100%	100%	100%	100%	100%	100%	100%	100%
Written Expression				10%	10%	100%	100%	10%	10%
				90%	90%			90%	90%
Spelling				100%	100%	100%	100%	100%	100%
Capitalization				100%	100%	100%	100%	100%	100%
Punctuation				100%	100%	100%	100%	100%	100%

Key: **Translated** **New Development**

New Item Development Methodology. The process of developing new content began with the examination of test specifications for the English versions of the subtests. Equivalent test specifications were drafted for Spanish versions of the subtests, adapting the English specifications to account for the specifics of the Spanish language. After new items were developed, they underwent an iterative process of review and revision. This process involved examining the newly created items to ensure that they reflected appropriate content and aligned to the specifications. During this process, reviewers used the following criteria to evaluate the quality of new items:

- The content of each item aligns with the test specifications for the corresponding subtest and level.
- New items work by themselves, and within a given subtest.
- Topics chosen are appropriate for social and/or academic purposes.
- Texts reflect authentic examples of materials that students are likely to read or listen to in an academic or social setting.
- New items do not contain any controversial or provocative material that might produce a negative emotional response.
- Items do not include words or references that are clearly more familiar to members of a particular gender, ethnic group, social class, nationality, or geographic group.

- Items are free of bias (e.g., culture, politics, race, gender, theological orientation, regionalism).
- The level of knowledge and skill required to answer the item is appropriate to the difficulty level for the grade level.
- New items do not contain any inaccuracies or ambiguities that could render them unclear or misleading.
- Distractors show parallelism and are neither ambiguous nor misleading.
- Content is accurate and no factual errors exist in any new items or in supporting materials (e.g., listening or reading passages).

Overall, certain grades were more affected than others by the need for adapted content. For example, more passages were affected at the intermediate and middle grades while more artwork was affected at the younger grades. Tests that required the greatest amount of new items were those with a language focus: Vocabulary, Word Analysis, Language, Reading, Written Expression, Spelling, Capitalization, and Punctuation. Tests that required little or no item replacement and were mostly or completely translated were those with a content-area focus: Mathematics, Computation, Science, and Social Studies.

Standardization

The normative data collected at the time of standardization are what distinguish norm-referenced tests from other assessments. It is through this extensive process that the scores and scales are developed, as well as the norms themselves. The procedures used in the standardization of **Logramos** have been designed to make the norming sample as representative as possible of the Spanish-speaking students in bilingual/ELL classes during the 2013–2014 and 2014–2015 school years.

Proven principles and conditions guided the selection of participating schools and students in the standardization and normative update process. These include that:

- The sample should be carefully selected to represent the national Spanish-speaking bilingual/ELL student population with respect to ability and achievement.
- The sample should be large enough to represent the many diverse characteristics of the population, but a carefully selected sample of reasonable size would be preferred over a much larger and less carefully selected sample.

The standardization study for **Logramos** occurred in Spring 2014 at school sites that had a fast growing—or an already established large—population of English language learners. (See Appendix for a complete listing of participating study sites.) These sites were selected at random and invited by representatives of the publisher to participate. If a district declined to participate, the next district of choice was contacted. This procedure was designed to produce a national probability sample representative of Spanish-speaking students in the nation’s schools.

A supplemental research study was conducted in Fall 2014 at Grades K–5 to collect data from a different sample of students in order to provide supportive evidence of, or cross-validate, the results of the Spring 2014 standardization of **Logramos** Third Edition. Overall, the results of the supplemental research study compare favorably to and are consistent with those of the Spring 2014 standardization.

II. Alignment to English and Spanish Next Generation Academic Standards

Just as the **Iowa Assessments** align to next generation academic standards, including the Common Core State Standards, so does **Logramos** align to next generation academic standards, including the Spanish Common Core. These standards served as a guide and source of reference during development of **Logramos**.

The goal of the alignment of **Logramos** to next generation academic standards is to better match expectations and assessment. **Logramos** represents a continuum of achievement that measures student progress from Kindergarten through Grade 8. **Logramos** measures achievement in key academic areas important to academic success, including Reading, Language, Mathematics, Science, and Social Studies. These assessments have been carefully designed using next generation academic standards, individual state standards, surveys of classroom teachers, and responses from students.

Data from **Logramos** give families and educators the information they need to determine whether their students are on track and where additional instruction may be necessary. It enables families and educators to monitor the progress of, and determine the appropriate improvement and support strategies for, students acquiring English in Grades K through 8. Information from **Logramos** should be combined with other available information to help students develop realistic goals and plan relevant educational interventions. Items in **Logramos** address domains associated with next generation academic standards, such as the Common Core State Standards. For example, the domain alignment of **Logramos** to the Common Core State Standards for Mathematics and Language Arts is summarized below.

National Common Core Standards: Mathematics									
Domain	Grades								
	K	1	2	3	4	5	6	7	8
Counting and Cardinality	✓								
Operations and Algebraic Thinking	✓	✓	✓	✓	✓	✓			
Number and Operations Base 10		✓	✓	✓	✓	✓			
Number and Operations—Fractions				✓	✓	✓			
Measurement and Data	✓	✓	✓	✓	✓	✓			
Geometry	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ratios and Proportional Relationships							✓	✓	
The Number System							✓	✓	✓
Expressions and Equations							✓	✓	✓
Statistics and Probability							✓	✓	✓
Functions									✓

National Common Core Standards: English Language Arts									
Domain	Grades								
	K	1	2	3	4	5	6	7	8
READING									
Key Ideas and Details	✓	✓	✓	✓	✓	✓	✓	✓	✓
Craft and Structure	✓	✓	✓	✓	✓	✓	✓	✓	✓
Integration of Knowledge and Skills		✓	✓	✓	✓	✓	✓	✓	✓
FOUNDATION SKILLS									
Phonological Awareness	✓	✓	✓	✓					
Phonics and Word Recognition	✓	✓	✓	✓					
SPEAKING AND LISTENING									
Comprehension and Collaboration	✓	✓	✓	✓					
LANGUAGE & WRITING									
*Conventions of Standard Spanish	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary Acquisition and Use	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge of Language				✓	✓	✓	✓	✓	✓
Production and Distribution of Writing				✓	✓	✓	✓	✓	✓
Research to Build and Present Knowledge					✓	✓	✓	✓	✓

*Adaptation of the Common Core State Standards

III. Why Translate, Adapt, or Replace Items from English?

Items from the *Iowa Assessments*, which form the basis for items in *Logramos*, were carefully developed to support large-scale assessment, provide information to support standards-based instructional decisions, report progress and growth, and provide relative comparisons for interpretation of assessment results.

Items translated from English to Spanish provide those same benefits when assessing Spanish-speaking students. However, because of linguistic and cultural differences, Spanish items cannot always be a direct translation from English; some require a careful adaptation to meet the linguistic needs of Spanish-speaking students in the United States, while others require a replacement item in Spanish. Replacement can take the form of a new item or replacing distractors or pictures in an otherwise adapted item from English.

The main criterion for translating items from English to Spanish, rather than adapting them or replacing them, is based on language similarities. For example, the two languages share cognates, or words that have similar spellings and carry the same meanings. This is true of both academic language across all domains, as well as content words in specific areas, given that these cognates in Spanish and English have a common Latin or Greek origin. Items that focus on understanding such terms were generally translated.

Examples of Spanish/English Cognates			
Academic Language	Science	Math	Social Studies
<i>académico/academic</i>	<i>ciencias/science</i>	<i>división/division</i>	<i>mapa/map</i>
<i>análisis/analysis</i>	<i>oxígeno/oxygen</i>	<i>multiplicación/multiplication</i>	<i>gobierno/government</i>
<i>describir/describe</i>	<i>esqueleto/skeleton</i>	<i>triángulo/triangle</i>	<i>constitución/constitution</i>

Assessing comprehension of these academic and content words by English language learners is equally valid in Spanish as in English and translating those items supports equity in the two assessments. The criteria for adapting or replacing items in Spanish fell into two main categories:

Bias/Sensitivity. Some items must be adapted or replaced for cultural appropriateness, ensuring the context is understandable to students and avoiding items that might make sense to English-speaking students but not to Spanish-speaking students.

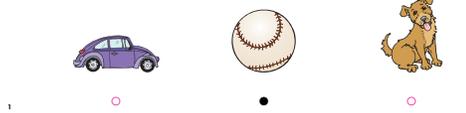
An example of adapting or replacing items for bias/sensitivity is illustrated in a sample item from the practice test from the Written Expression subtest at levels 9–11. The passage in the **Iowa Assessments** Form E Practice Test contains several references with which Spanish-speaking students might be unfamiliar, such as “Labor Day.” The text and associated items were replaced in **Logramos** with a new, commissioned text in Spanish. If the original English passage and related items had been simply translated, the reading and the questions would have been much easier for English-speaking students to answer based simply on prior knowledge and familiarity with the topic, since Labor Day is a United States holiday.

Linguistic Needs Specific to Spanish. This category had the largest number of items that were adapted or replaced. Because of linguistic differences inherent in the two languages, assessment between English and Spanish requires that test items not be identical in the two languages. Some of those similarities and differences involve the following: Alphabet and Sound Systems, Verb Conjugations, Gender and Number Agreement, and Capitalization and Punctuation. Examples comparing and contrasting the two languages in each of these linguistic categories are provided below:

- **Alphabet and Sound Systems.** English and Spanish both use the Latin alphabet. However, not all letters represent the same sound. For example, the letter *h* is silent in Spanish. In Spanish, the letter *ñ* is a phoneme with no equivalent in English, though it approximates the sound of */ny/* in *canyon*. Spanish also uses *r* and *rr* to represent distinctive phonemes that produce minimal pairs such as *pero* (*but*) vs. *perro* (*dog*); and *caro* (*expensive*) vs. *carro* (*car*). In addition, Spanish uses accent marks to indicate emphasis shifts in word families or to differentiate words that would otherwise be identical homographs, such as *papa* (*potato*) versus *papá* (*dad*). Effective Spanish assessment therefore must include items that target knowledge of these conventions by native Spanish speakers.

Below is a sample question from Form E of the **Iowa Assessments** and its adapted version in **Logramos** that illustrates the adaptation from English to Spanish using the above criteria.

Sample question from Level 5/6. The original English item below and on the left shows a car, a baseball, and a dog, and asks students to select the picture whose name begins with the same sound as *basket*. The correct answer is *baseball*. At first glance, one may wonder why the picture of a *dog* was replaced with a *horse* in the Spanish version.

English Item/ <i>Iowa Assessments</i> [™]	Adapted Spanish Item/ <i>Logramos</i>
	
	

The Spanish version required adapting several elements. The Spanish equivalent for the English model word *basket* (Spanish *cesta*) does not begin with the same sound as *pelota* (*baseball*). In addition, the Spanish word for the last distractor (*dog*) is *perro*, which also begins with the same sound as *pelota*, namely /p/. An equitable Spanish adaptation required using a different model word to match the beginning sound of *pelota*, and replacing the last picture with a new, age-appropriate distractor. In the Spanish version of this item in **Logramos**, the model word is *perro*, and the last distractor was replaced with a picture whose name does not begin with the /p/ sound: *caballo* (*horse*). The end result is an adapted item in the Spanish version that involved replacing the model word and one of the images, while keeping other changes to a minimum for equity, targeting the exact same skill in both languages (identifying initial sound), and preserving the overall economy and effectiveness of the original English item.

In the sample question below, also from Level 5/6, the student is asked to find the word to match the picture. In English, the word is *mitten* and the distractors (*mask*, *mother*, *more*) all start with the same letter as *mitten*, which makes the distractors efficient and valid. In Spanish, the word is *guante* but the distractors could not be translations of the English ones, as the Spanish words for *mask*, *mother*, and *more* (*máscara*, *madre*, *más*) do not start with the same sound as *guante*. The Spanish distractors required an adaptation, so that they all have the same initial sound as *guante*. The adaptation involved replacing all distractors in Spanish with the words *gorra*, *globo*, and *gato*, which start with the same sound as *guante*. This kind of adaptation allows for the same skill to be tested with the same common object familiar to children—a *mitten*—while the distractors, though different in the two languages, are equally efficient and valid in both English and Spanish.

English Item/ <i>Iowa Assessments</i>	Adapted Spanish Item/ <i>Logramos</i>
	
	

- **Verb Conjugations.** For all English verbs except *to be*, English subject-verb agreement in the present tense affects only the third person singular (e.g., *she reads*), while verb forms remain the same for all other persons (e.g., *I read, you read, they read*). However, Spanish requires different verb endings for each person and the subject pronoun can often be elided, as the ending alone may be sufficient to indicate who is doing the action (e.g., [*yo*] *leo*, [*tú*] *lees*, [*ella*] *lee*). As a result, Spanish readers must pay closer attention to all verb endings for meaning.

In the practice question below, from the Written Expression subtest for Levels 9–11, the new Spanish item was written to specifically target verb conjugations. In this case, the student is asked to identify an error. The student will need to recognize that *me gustan* is wrong and that the correct verb form in this paragraph is *me gusta* in option A. The student needs to recognize that *me gusta* must be in the singular to agree with the action of *going* (Spanish *ir*) and not with the prepositional phrase *Los fines de semana*, which means *On weekends*. This plural expression in distractor A as well as the plural noun *gansos* (*geese*) in distractor C makes them appropriate distractors. The student has to demonstrate understanding of the correct verb ending in the singular, namely *me gusta*, and identify *me gustan* as an error.

- A **Los fines de semana me gustan**
- B **ir al parque y observar los**
- C **gansos que nadan en el estanque.**
- D **(Sin errores)**

- **Gender and Number Agreement.** Unlike English, all nouns in Spanish are marked for gender: They are either masculine or feminine. Determinants and adjectives must agree in number and gender with the corresponding noun (e.g., *el gato negro, la gata negra; los gatos negros, las gatas negras*). Equitable assessment in Spanish consider these morphological variations of the Spanish language when presenting students with distractors in written expression items that require selecting the form with the correct agreement.

Gender and Number Agreement is illustrated in the sample item below from the Written Expression subtest in Levels 9–11 of the **Logramos** Practice Test. The Spanish item was written to target the number agreement between the possessive adjective *su* and *casa* in distractor K. Students must recognize that *sus* is incorrect and identify this as an error.

- J **La escuela de Manuel está**
- K **muy cerca de sus casa. Él**
- L **nunca toma el autobús.**
- M **(Sin errores)**

- **Capitalization.** While both Spanish and English capitalize proper names and place names, Spanish, unlike English, does not capitalize the days of the week or months of the year (e.g., *lunes, martes, miércoles; octubre, noviembre, diciembre*). Equitable assessment in English and Spanish reflects these differences.

Below is an example of the similarities and differences for capitalization between Spanish and English. The sample item is from the Capitalization subtest at Levels 12–14. In the Spanish language, the names of the months are not capitalized, and this skill is assessed in this item. The student has to identify that the month of *noviembre* should not be capitalized in distractor C. Distractors A and B in both English and Spanish contain words that are correctly capitalized. Distractor A starts with initial capitalization in both languages because it is the beginning of the sentence. For distractor B, the term *General Time Convention* was not translated into Spanish as it would not be very meaningful in Spanish and it would make the Spanish overly long.

Instead, in both the English and the Spanish the student will need to recognize that *United States* (*Estados Unidos*) requires initial capitalization and there is no error in distractor B in English or Spanish. The only capitalization error is in distractor C.

English Item/Iowa Assessments

- A **Standard time zones, created by the**
- B **General Time Convention, began in**
- C **United States in november 1883.**
- D **(No mistakes)**

Adapted Spanish Item/Logramos

- A **Las zonas horarias empezaron a**
- B **observarse en los Estados**
- C **Unidos en Noviembre de 1883.**
- D **(Sin errores)**

In summary, this English item from Form E of the **Iowa Assessments** was translated with some adaptation to account for the capitalization rules in the Spanish language that are both similar from English capitalization rules (initial capitalization to start a sentence and for place names) and different (no capitalization for names of the months in Spanish), while keeping the complexity of these two items equitable in English and Spanish.

IV. Why Use Authentic Spanish Texts?

Authentic texts are real-life texts written for native speakers that contain “real” language and are not constructed for pedagogical purposes (*Berardo, 2006*). Because next generation academic standards require the use of authentic texts in reading instruction in the classroom, a comprehensive assessment of student reading achievement aligned to these standards must include the use of authentic texts.

The **Iowa Assessments** feature a number of authentic texts in the assessment of Reading. Likewise, **Logramos** includes a number of authentic texts taken from the Spanish literary canon. Authentic Spanish literary texts in **Logramos** cover a range of styles, literary periods, and geographic regions. These include texts by Francisco X. Alarcón, an educator, award-winning poet, and acclaimed children’s author who writes his books in both English and Spanish; a passage about iconic Mexican writer Sor Juana Inés de la Cruz; and a poem from classic Spanish writer Lope de Vega.

Conclusion

Equitable assessment in English and Spanish involves more than just translation of an English test into Spanish. It requires adaptation and replacement of English items in the Spanish version in order to target the same skills and maintain the underlying psychometrics of the test items.

Logramos follows the same scope and sequence as the **Iowa Assessments**, meaning its content and process specifications mirror that of the **Iowa Assessments** in the subject areas of Reading, Mathematics, Science, Social Studies, and in portions of Language.

Given the similarities and differences across the two assessments, some test items only needed to be translated, while others required adaptation or replacement of passages and items. Items and passages directly translated from English support the assessment of the similarities between English and Spanish. Carefully adapted and newly written items, driven by the need to effectively target linguistic and cultural differences, support the assessment of the differences between the two languages.

The team that developed **Logramos** was comprised of native Spanish speakers. Because the Spanish-speaking student population in the United States is very diverse in its geographical origin, so, too, was the development team also diverse, representing Mexico, Puerto Rico, and Argentina. This team composition, itself reflective of the diversity of the Spanish-speaking student population in the United States, ensured that standard Latin American Spanish, comprehensible to all Spanish-speaking students, regardless of their origin, was used in all passages and test items.

The creation of **Logramos** involved three distinct phases: Preplanning, Development, and Standardization. To ensure the equivalency of the English and Spanish versions of the assessments, a two-tiered, iterative process of review and revision occurred. The standardization study for **Logramos** occurred in 2014 at school sites with a fast growing or an already established large population of English language learners. This procedure was designed to produce a national probability sample representative of Spanish-speaking students in our nation's schools.

Combining the benefits of authentic texts plus those of culturally sensitive and linguistically appropriate translation of English texts, as in **Logramos**, leads to an optimal, effective, equitable assessment for Spanish-speaking students.

Appendix

Participating Schools in the <i>Logramos TERCERA EDICIÓN</i> Standardization Study*		
Owl Creek School	Fayetteville	Arkansas
Holiday Park Elementary	Phoenix	Arizona
Foster Elementary	Baldwin Park	California
John Muir Middle School	Corcoran	California
Oak Street Elementary School	Inglewood	California
Pioneer Middle School	Porterville	California
Sycamore Junior High	Anaheim	California
West Shores High School	Salton City	California
Sea Breeze Elementary	Bradenton	Florida
Eastlawn Elementary	Rantoul	Illinois
Wauconda Grade School	Wauconda	Illinois
Mary Daly Elementary	Elkhart	Indiana
Round Lake/Brewster School Dist. 2907	Brewster	Minnesota
St. Pauls Middle	St. Pauls	North Carolina
Lexington Middle School	Lexington	Nebraska
Saint Francis School	Carolina	Puerto Rico
East Side Elementary	Shelbyville	Tennessee
Alarcon Elementary	San Elizario	Texas
Birdville Elementary	Haltom	Texas
Coronado Village Elementary	Universal City	Texas
Fabens Elementary	Fabens	Texas
Nocona Elementary	Nocona	Texas
Sam Houston Elementary	Eagle Pass	Texas

*A supplemental standardization was conducted in Fall 2014 at Grades K-5.

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