

## Frequently Asked Questions - PALS español 1-3

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### 1. General Information about PALS español 1-3

#### **Are there any major differences between administering PALS 1-3 and PALS español 1-3?**

There are, indeed, a few differences in the administration of PALS español 1-3. It is highly recommended that only a fluent speaker of Spanish administer PALS español, as the Administration and Scoring Guide has sections written in Spanish. PALS español 1-3 is not a translation of the English version of PALS 1-3.

#### **Does it matter if a student speaks Spanish, English, or a combination of both during assessment?**

Students should speak Spanish for all tasks during testing, whether they are repeating a word after the assessor, or they are reading words on their own.

### 2. Entry Level Tasks: Spelling and Word Recognition

#### **When administering the Spelling task, what do I do if my student cannot write in Spanish?**

If a child says s/he is unable to write in Spanish, encourage the child to do his/her best. If there are no correct words or features, score each word and letter feature as zero. If the child writes words in English and Spanish interchangeably, score only the correct features and/or words that are written in Spanish.

#### **Orthographic knowledge develops slightly differently in Spanish than in English. What are the spelling features addressed in the PALS español developmental spelling inventory?**

The PALS español 1-3 Spelling task is designed to assess students' understanding of nine distinct Spanish spelling features that represent a continuum from easiest to most difficult: open syllables, closed syllables, blends, nasals, diphthongs, inconsistent consonants, rule-based consonants, silent H, and affixes/roots.

#### **How does the PALS español 1-3 Spelling task differ from that of the English version?**

The PALS español 1-3 spelling words are divided into three sets. Set 1 (spelling words #1-20) is administered to all students. Set 2 is administered to students who spell ten or more words from Set 1 correctly. Students who spell at least six words correctly from Set 2 go on to Set 3. In the English version, students are initially administered spelling words according to their grade level

and current assessment window, and additional words may be administered according to teacher discretion.

Scoring of the Spelling task also varies slightly between the Spanish and English versions of PALS. With PALS español, kinetic reversals in the student's spelling are not eligible for spelling feature points, as they are in the English version. Also, scores for all words administered are included in the Total Spelling Score calculation, whereas in the English version of PALS, additional words administered are analyzed for diagnostic information, but not included in the Total Spelling Score.

**My school uses a developmental word study program or model for spelling (such as *Words Their Way for English Learners*). Is it necessary to do an initial spelling assessment beyond what is in PALS?**

The information obtained in the Spelling Inventory in PALS provides information about a student's spelling stage. This information can be used to begin developmental spelling/word study instruction without further assessment. Therefore, the spelling assessment included in PALS is the only spelling assessment needed before beginning developmental word study.

**How were the words on the word lists chosen for the Word Recognition in Isolation task?**

Words were chosen from sets of grade-level words harvested from Spanish-language texts and were assigned to lists based on the relative difficulty of the syllable and word patterns they represented, as well as the frequency with which that word is expected to occur in Spanish.

### **3. Oral Reading in Context Task (reading passages)**

**What is the range of instructional oral reading levels diagnosed through the Oral Reading in Context task?**

PALS español 1-3 includes nine reading passages in each form, ranging from Readiness level through fourth grade. Expository passages are used in grades 1-4 to avoid cultural bias in narrative expectations.

**How were these texts leveled, and how do I compare these reading levels with those of other texts?**

Please see the PALS español 1-3 Technical reference, available at [www.ioeducation.com](http://www.ioeducation.com), for details regarding the development of the reading passages. You can find a chart showing Lexile Measures of PALS español Oral Reading in Context Passages on page 9 of this document.

**How does the PALS español 1-3 Oral Reading in Context task differ from that of the English version?**

For PALS español 1-3 reading passages, administering the comprehension questions is a required task for all levels. For the English version, the comprehension questions are recommended, but are required only for fourth through eighth grade level reading passages.

#### **4. Level B Tasks: Alphabets and Concept of Word**

##### **Why are the digraphs “ch” and “ll” included in these tasks?**

While these digraphs are not officially considered part of the Spanish alphabet, they are typically an important part of beginning reading instruction in Spanish.

##### **Early reading instruction in Spanish typically uses an approach that emphasizes syllables rather than individual phonemes (letter sounds). How does the PALS español Letter Sounds task address this difference?**

In the Letter Sounds task, children are given credit for either a single phoneme response (e.g., /d/ for the letter *D*) or a syllabic response (e.g., /da/, /de/, /di/, /do/, or /du/ for the letter *D*).

##### **What do I do if my student calls English and Spanish letters interchangeably on the Lower-Case Alphabet Recognition task?**

Remind the student to answer in Spanish one time. If the student continues to answer in English, the answer is scored as incorrect.

##### **How were the rhymes chosen for the Concept of Word task?**

The rhymes used in PALS español are traditional nursery rhymes approved by an advisory board of native Spanish speakers and literacy specialists.

#### **5. Level C Tasks: Phonemic Awareness**

##### **Why is the scoring on PALS español 1-3 different for the Sound-to-Letter task than it is for PALS 1-3?**

In Spanish, many letter sounds and names are the same, so it does not make sense to discriminate between them when scoring.