



Acadience[®] Reading Español Guidance

The Purpose of Acadience Reading Español

The primary purpose of Acadience Reading Español is for benchmark screening assessment for students who are learning to read in English whose first or dominant language is Spanish. Acadience Reading Español can also be used as a:

- Benchmark screening assessment for students who are learning to read in Spanish whose first language is Spanish,
- Benchmark screening assessment for students who are learning to read in Spanish whose first language is English, or
- Survey-level assessment to identify a student's instructional level for reading in Spanish.

Introduction to Acadience Reading Español

The overarching goal of the Acadience Reading measures is to inform educator decisions to improve student reading outcomes. The Outcomes-Driven Model (ODM) provides a framework for educational decision making. The ODM is prevention oriented, the purpose of which is to provide early intervention and support to prevent later difficulties.

The ODM consists of five steps in which data are used to inform decisions:

- (1) Identify need for support
- (2) Validate need for support
- (3) Plan and implement support
- (4) Evaluate and modify support
- (5) Review outcomes

In the Identify and Validate Need for Support step of the ODM, universal screening provides data that helps educators to (a) identify students who are likely to need support to meet grade-level benchmarks, (b) know the amount of support the student is likely to need (i.e., strategic or intensive support), and (c) know on which essential early literacy and reading skills the student is experiencing difficulty. For example, early screening may provide data that identifies a student who is likely to need intensive support in the alphabetic principle and basic phonics to meet first-grade expectations.

Essentially, screening provides information on whether a student is on track or needs support to meet their grade-level expectations. The Planning and Implementing Support step of the ODM uses data to identify a student's instruction and mastery levels for learning the essential early literacy and reading skills in Spanish. Acadience Reading Español may be used to provide survey-level information for students with very low skills about the grade level at which they are meeting expectations, and the grade level and skill area that would be a good instructional target. For example, testing back using survey assessment procedures we might find a third-grade student with very low reading skills has mastered the phonemic awareness skills typically taught in kindergarten but has difficulty with the alphabetic principle and basic phonics typically taught in first grade. Remediation might then target the alphabetic principle and basic phonics to begin reducing the gap between the student's skills and grade-level expectations.

Feedback From the Field

Acadience Reading Español was developed in response to feedback from the field that an assessment in Spanish was desired for Spanish-speaking learners who are experiencing difficulty learning to read in English. Students who have established early literacy and reading skills in their first language (Spanish) and who are having difficulty with those same skills in English face a different instructional challenge from students who are having difficulty with the skills in both Spanish and English.

Students who have established essential early literacy and reading skills in Spanish but who have not yet demonstrated those skills in English have the basic understanding of the skill. They still need to extend their knowledge and skills to English, but they can readily be shown the parallels and extensions, and the skills can be modeled and explained in Spanish to help them make the connection and be able to demonstrate the skills in English.

In contrast, students who do not have the essential early literacy or reading skills in either Spanish or English are likely to need more instructional support. A first

decision will be whether the goal is to develop reading skills in both Spanish and English or whether one language will be emphasized. We recommend, where possible, establishing the literacy and reading goals in consultation and with respect to the student's and their family's desires and federal, state, and local policy.

Implementation

Use of Acadience Reading Español depends on two factors: (a) the student's primary or dominant language which may be either English or Spanish and (b) the language of instruction or the language that represents the instructional goal. For example, the goal may be for the student to read proficiently in English, in Spanish, or to be biliterate with proficiency in both English and Spanish.

Dominant language: Spanish

Instructional goal: proficient English reading

The primary purpose of Acadience Reading Español is to provide screening and instructional information for students whose first or dominant language is Spanish and who are learning to read in English. We recommend the first step for these students is to complete the standard Acadience Reading K-6 benchmark assessment in English.

- If the student scores At or Above Benchmark on the Reading Composite Score and on all component measures, further assessment with Acadience Reading Español is optional.
- If the student scores At or Above Benchmark on the Reading Composite Score, but Below or Well Below Benchmark on one or more of the component measures, we recommend assessment with Acadience Reading Español to determine whether the student has the essential early literacy or reading skills in Spanish or whether their difficulty is in both languages.
- If the student scores Below or Well Below Benchmark on the Reading Composite Score, we also recommend that the student be assessed with the complete Acadience Reading Español benchmark assessment.

Dominant language: Spanish

Instructional goal: proficient English and Spanish reading

This use is very similar to the previous use. Here biliteracy is the instructional goal where the student is a proficient reader in both English and Spanish. For these students we recommend that the student be administered the benchmark assessment using both Acadience Reading K–6 in English and Acadience Reading Español.

- If the student scores At or Above Benchmark on the Reading Composite Score in both English and Spanish and on all component measures, further assessment is unnecessary.
- If the student scores At or Above Benchmark on the Reading Composite Score in English and Spanish, but Below or Well Below Benchmark on one or more of the component measures, we recommend instructional support addressing the corresponding early literacy and reading skill in the language of difficulty while reviewing and maintaining the skill in the other language. This support may be in the form of differentiated instruction within the core.

For example, if a student scores Below Benchmark on *Fluidez en las Palabras sin Sentido* (Nonsense Word Fluency) we recommend providing instructional support addressing the alphabetic principle and basic phonics in Spanish, and also reviewing and practicing those skills in English.

- If the student scores Below or Well Below Benchmark on the Reading Composite Score in either English or Spanish, we recommend instructional support in the language of difficulty and also reviewing and practicing in the other language.
- If the student scores Below or Well Below Benchmark on the Reading Composite Score in both English and Spanish, we recommend intensive instructional support in essential early literacy and reading skills where the student is experiencing difficulty.

Dominant language: English

Instructional goal: proficient English and Spanish reading

This use is essentially identical to the previous use where the instructional goal is biliteracy. We recommend that the student be administered the benchmark assessment using both Acadience Reading K–6 in English and Acadience Reading Español, with educational decisions as detailed above.

Dominant language: Spanish

Instructional goal: proficient Spanish reading

For this use, we recommend that the student be administered Acadience Reading Español as a screening assessment to identify students who are likely to need additional instructional support in Spanish. Because English reading proficiency is not an instructional goal, administration of Acadience Reading K–6 in English is optional.

Dominant language: English

Instructional goal: proficient Spanish reading

This use would correspond to a Spanish-immersion instructional setting where students are first taught to read exclusively in Spanish. Often the intent is to include English reading instruction later with the eventual goal of the student being a proficient reader in both Spanish and English. Similar to the case where the dominant language is Spanish and the instructional goal is English reading proficiency, administration of Acadience Reading K–6 in English is recommended to provide additional information regarding any area of difficulty. In addition, tracking the student’s skills in English, while not the language of instruction, may be desired to monitor the student’s progress toward the long term goal.

Construction and Design Specifications

Acadience Reading Español includes forms that correspond to Acadience Reading K–6 First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, and Maze as shown in *Table 1*. These forms are constructed to meet design specifications similar to the English forms in Acadience Reading K–6. For each essential early literacy skill, items were characterized into levels of difficulty. A stratified random sampling procedure was used to improve the equivalence of forms. With stratified random sampling, items of similar difficulty appear in the same places on every form. For example, on *Fluidez en las Palabras sin Sentido* (Nonsense Word Fluency) there were 6 difficulty/word-type categories that were distributed by design identically on each form (e.g., the first item on each form is always a CVCV word where both consonants are easier).

In developing *Fluidez en la Lectura Oral* (Oral Reading Fluency), authors created passages that met design specifications using the Acadience Passage Difficulty Index Español (PDI). The PDI considers three components of passage difficulty: (a) decoding

difficulty, (b) syntactic difficulty, and (c) semantic difficulty. Each component is converted to a z-score across grades and averaged to produce the PDI. Passages must meet design specifications for each component and for the overall PDI. Passages were arranged in triads incorporating two narrative and one expository passage such that the first passage is trivially easier, the second passage trivially medium, and the third passage trivially harder.

The authors and editors of the passages carefully considered the major dialects of Spanish in the Latin American region, including Mexican, Central American, and Caribbean dialects. The authors and editors were careful to avoid any words or phrases which may have different meanings for different Spanish-speaking communities. This preparation helps ensure students reading the Spanish passages have similar accessibility and can be evaluated on common ground.

Our hand-selected group of authors and editors all consider Spanish their home language. On average, team members have worked in education for more than 20 years. The passage authors, skilled with both fiction and expository writing, diligently followed the design specifications while writing. The editors then checked that every passage meets the necessary requirements for engaging, authentic, and highly usable texts for assessment prior to finalizing the passage text. In addition, each text has a unique topic and was created in Spanish. While the Spanish passages complement the English themes and topics, they are new creations and not translations.

All measures in Acadience Reading Español were reviewed by educators who are native Spanish speakers and have backgrounds in general education, ESL instruction, district leadership, higher education, and research. Ultimately, the craft and collaboration woven into Acadience Reading Español from the outset ensures that students will be evaluated on their essential early literacy and reading skills in Spanish.

Use and Interpretation

Both Acadience Reading K–6 and Acadience Reading Español are designed to assess students' essential early literacy and reading skills of phonemic awareness, the alphabetic principle and basic phonics, advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension. Use and interpretation of the Acadience Reading measures focus on those essential early literacy and reading skills.

Table 1. Essential Early Literacy and Reading Skill and Corresponding Measure from Acadience Reading K–6 and Acadience Reading Español

Essential Early Literacy & Reading Skill	Acadience Reading K–6 Measure	Acadience Reading Español Measure
<p>Phonemic Awareness</p>	<p>FSF First Sound Fluency</p> <p>PSF Phoneme Segmentation Fluency</p>	<ul style="list-style-type: none"> ● Fluidez en los Sonido Iniciales (FSI) ● Fluidez en la Segmentación de Fonemas (FSF)
<p>Alphabetic Principle and Basic Phonics</p>	<p>NWF - CLS Nonsense Word Fluency - Correct Letter Sounds</p> <p>NWF - WWR Nonsense Word Fluency - Whole Words Read</p>	<ul style="list-style-type: none"> ● Acadience Fluidez en las Palabras sin Sentido (FPS) - Total de Sonidos de Letras correctos (TSL) ● Acadience Fluidez en las Palabras sin Sentido - Número de Palabras correctas y Completas leídas (NPC)
<p>Advanced Phonics, Word Attack Skills</p>	<p>ORF - Accuracy Oral Reading Fluency - Accuracy</p>	<ul style="list-style-type: none"> ● Fluidez en la Lectura Oral (FLO) - Precisión
<p>Accurate and Fluent Reading of Connected Text</p>	<p>ORF - WC Oral Reading Fluency - Words Correct</p>	<ul style="list-style-type: none"> ● Fluidez en la Lectura Oral (FLO) - Palabras Correctas
<p>Reading Comprehension</p>	<p>RCS Reading Composite Score</p> <p>ORF - WC Oral Reading Fluency - Words Correct</p> <p>ORF - RETELL Oral Reading Fluency - Retell</p> <p>MAZE Maze</p>	<ul style="list-style-type: none"> ● Puntuación de Lectura Compuesta ● Fluidez en la Lectura Oral - Palabras Correctas ● Fluidez en la Lectura Oral - Narración Oral ● Lectura de Comprensión

Thus, difficulty on any of the component measures of Acadience Reading Español would be interpreted as likely difficulty with the corresponding essential early literacy and reading skill. For example, scores Below or Well Below Benchmark on Acadience Fluidez en las Palabras sin Sentido (Nonsense Word Fluency) would be an indicator of difficulty with the alphabetic principle and basic phonics in Spanish.

Logistics

Print copies of Acadience Reading Español are available for free download and unlimited photocopying for educational purposes from Acadience Learning Inc. at www.acadiencelearning.org. The assessment is available for digital administration in ALO.

Acadience Reading Español will be made available to digital scoring users of Acadience Reading K–6 for digital scoring in ALO at no additional cost. Beginning with the 2024–2025 school year, digital scoring and data management through ALO for Acadience Reading Español will be available as an optional add-on for an additional fee.