Today’s handout slides and participant forms can be found at:

www.speechandlanguage.com/participant-forms_span

The webinar will be starting shortly!
Using Dual Language Scoring to Assess Spanish-Speaking Children

Webinar
September 5, 2012

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Marie Sepulveda, M.S., CCC-SLP, Pearson Assessment
Agenda

Overview: Assessing bilingual children

Dual language approach to language assessment

Data collection

Research results

PLS-5 Spanish Review and Discussion

Q&A
Overview:
Assessing Bilingual Children

IDEIA Statute:
Reduce the inappropriate over-identification of children, especially minority and limited English-proficient children, as having a disability.
Statute: Title 1.D.664.b.2.D.vii
Normal bilingual phenomena can look similar to a disorder to those unfamiliar with 2nd language acquisition.

Some typical characteristics of bilingual speakers in the U.S.

- **Arrest**: The level of proficiency in the language does not change.
- **Attrition**: Language loss and language forgetting.
- **Avoidance**: Specific element of a language is not used.
- **Language non use (silent period)**: A language is not used for communication purposes.
- **Overgeneralization**: A language rule is applied in an unrestricted fashion.
- **Language transfer**: Phonological, morphological, syntactic, semantic and/or pragmatic characteristic is used in another language.
- **Fossilization**: An inaccurate rule stabilizes to the point of continual usage.

(Region 4 Educational Service Center, 2005)

Result: Bilingual children often misdiagnosed

- Low test scores in both Spanish and English.
Conceptual Scoring

“Conceptual scoring” is scoring the meaning of a response regardless of the language in which it is produced.

B. Pearson, S. Fernandez, & D.K. Oller, 1993

Bilingual children benefit from conceptual scoring, especially when tested in Spanish

L. Bedore, E. Peña, M. Garcia, & C. Cortez, 2005

Different ways of combining test scores across languages were tested—combining scores across two languages in a composite or selecting combinations of better task or language performance to use as a basis for decision-making...Classification can be more accurate when scores in both language are used systematically for decision-making.

E. Peña and L. Bedore, 2011
“Conceptual scoring” is based on literature examining semantic language development (vocabulary and other semantic skills).

PLS-5 Spanish targets oral language (semantic and morphosyntactic skills) and early academic skills.
Does the dual language assessment approach provide a more valid representation of a bilingual child’s language skills?

Studies Examining a Dual Language Assessment Approach for PLS-5 Spanish

- PLS–4 Spanish bilingual pilot study
- PLS–5 Spanish
  - bilingual tryout study
  - bilingual standardization study
Development of a dual-language assessment procedure
  • Bilingual expert panel
    – Hortencia Kayser, Ph.D.
    – Henriette Langdon, Ph.D.
    – Elizabeth Peña, Ph.D.

  • Developed *PLS–4 Spanish* English Record Form supplement

  • Administered *PLS–4 Spanish* to participants

  • After administration of the *PLS-4 Spanish*, items the child missed in Spanish were re-administered in English
PLS–4 Spanish Bilingual Pilot Study

Participants  \( n=28 \)

Ages  3:7-6:10

Countries of origin
  – Mexico
  – Caribbean
  – Central & South America

Caregiver education level
  – 11\textsuperscript{th} grade or less  37%
  – High school graduate or GED  22%
  – 1–3 years of college or technical school  22%
  – 4 or more years of college  19%
PLS–4 Spanish Bilingual Pilot Study

Fluency in Spanish

Exposure to Spanish
- Primary caregiver speaks Spanish to child
- Child is Spanish-English bilingual
- Child may be enrolled in bilingual classes

Language comprehension
- Understands Spanish and a little English  OR
- Understands both Spanish and English  OR
- Understands some concepts only in Spanish and some only in English

Language expression
- Speaks Spanish, a little English OR
- Speaks both Spanish and English
Results

• 93% received additional points in AC
  Score difference range: 0 to 6 points (mean = 2.9)

• 75% received additional points in EC
  Score difference range: 0 to 13 (mean = 3 points)

• 32% of sample earned scores that moved from language-disordered range of performance to typically developing range
PLS–5 Spanish Bilingual Tryout Study

Participants  \( n = 200 \)

Ages  2:0 through 7:11

Diagnosis  TD:  \( n = 166 \)

NonTD:  \( n = 34 \)
Criteria for Language Disorder

Inclusionary Criteria

- Diagnosed with a moderate to severe language disorder (≤ 77 on standardized test) in either receptive language, expressive language or both

  OR

- Diagnosis based on non-standardized tests results; plus statement provided by clinician indicating a moderate to severe language disorder

- Must be enrolled in language therapy
# PLS-5 Spanish Bilingual Tryout Study: Sample Demographics

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<tr>
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<td>Mean</td>
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<td><strong>SD</strong></td>
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<td><strong>NTD group:</strong></td>
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<tr>
<td>Expressive language</td>
<td>19%</td>
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<tr>
<td>Receptive language</td>
<td>4%</td>
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<tr>
<td>Both</td>
<td>77%</td>
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PLS–5 Spanish Bilingual Tryout Study

Method

- *PLS-5 Spanish Tryout* edition
  - Items were administered in Spanish first
  - Any items missed in Spanish were re-administered in English

- Items were scored based on:
  - Spanish performance
  - Spanish-English performance (dual language scoring)

- Data analysis compared Spanish-only scores and Spanish-English scores
Gain from dual language scoring

- Beneficial for children ages 4:0-7:11
  - Strongly related to rated proficiency in English (Children with “little English” show little gain)
  - No relationship to caregiver education level
  - No relationship to whether or not the child is typically developing

- For children 2:0-3:11
  - Children still in the early language acquisition process
  - There was not the same pattern of gains with dual language scoring as with older children
PLS–5 Spanish Bilingual Tryout Study

Findings (continued)

- Children with typical language development showed equal gains in academic and non-academic language.

- Children with a language disorder showed greater gains in non-academic language.
PLS-5 Spanish Standardization: Dual Language Study

Bilingual Children’s Levels of Fluency in Spanish and English

- Primarily Spanish speaker with some English abilities
- Bilingual Spanish-English speaker
Dual Language STDZ Study: Length of Time Residing in the U.S.

- 0-11 Months
- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5 or more Years
- Born in the U.S.

83% of the children living in the U.S. were born in the U.S. or have lived in the U.S. for more than 5 years

* 17% did not report length of time in the U.S.
PLS–5 Spanish Dual Language STDZ Study

Normative Sample

(includes a representative number of clinical cases)
PLS–5 Spanish Dual Language STDZ Study

Standard Score by Administration Method and Fluency Group (Norm Sample)

Ages 0-2

Auditory Comprehension

Expressive Communication

Total Language

Bilingual
Primarily Spanish
Monolingual
PLS–5 Spanish Dual Language STDZ Study

Standard Score by Administration Method and Fluency Group (Norm Sample)

Ages 3-5

**Auditory Comprehension**

<table>
<thead>
<tr>
<th>Score</th>
<th>Bilingual</th>
<th>Primarily Spanish</th>
<th>Monolingual</th>
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<td>110</td>
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**Expressive Communication**

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<th>Primarily Spanish</th>
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**Total Language**

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<tr>
<th>Score</th>
<th>Bilingual</th>
<th>Primarily Spanish</th>
<th>Monolingual</th>
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PLS–5 Spanish Dual Language STDZ Study

Standard Score by Administration Method and Fluency Group (Norm Sample)

Ages 6-7

**Auditory Comprehension**

- Bilingual
- Primarily Spanish
- Monolingual

**Expressive Communication**

- Bilingual
- Primarily Spanish
- Monolingual

**Total Language**

- Bilingual
- Primarily Spanish
- Monolingual

[Graphs showing data for Auditory Comprehension, Expressive Communication, and Total Language]
Matched Bilingual and Monolingual Samples
PLS–5 Spanish Dual Language STDZ Study

Standard Score by Administration Method: Matched Monolingual and Bilingual Samples

Ages 0–2

Auditory Comprehension

Expressive Communication

Total Language

Monolingual

Bilingual

Spanish

Dual-Language

Spanish

Dual-Language

Spanish

Dual-Language

PEARSON
PLS–5 Spanish Dual Language STDZ Study

Standard Score by Administration Method: Matched Monolingual and Bilingual Samples

Ages 3-5

Auditory Comprehension

Expressive Communication

Total Language

Monolingual
Bilingual

Spanish
Dual-Language

Spanish
Dual-Language

Spanish
Dual-Language

Pearson
PLS–5 Spanish Dual Language STDZ Study

Standard Score by Administration Method: Matched Monolingual and Bilingual Samples

Ages 6-7

Auditory Comprehension

Expressive Communication

Total Language
PLS–5 Spanish Dual Language STDZ Study

Clinical Samples
PLS–5 Spanish Dual Language STDZ Study

Standard Score by Administration Method: Matched Clinical and Nonclinical Samples

Receptive Language Disorder

- Auditory Comprehension
- Expressive Communication
- Total Language

Comparison of Nonclinical and Clinical samples in Spanish and Dual-Language.
PLS–5 Spanish Dual Language STDZ Study

Standard Score by Administration Method: Matched Clinical and Nonclinical Samples

Expressive Language Disorder

Auditory Comprehension

Expressive Communication

Total Language

Spanish | Dual-Language
---|---
Nonclinical | Clinical

Spanish | Dual-Language
---|---
Nonclinical | Clinical

Spanish | Dual-Language
---|---
Nonclinical | Clinical

Pearson
PLS–5 Spanish Dual Language STDZ Study

Standard Score by Administration Method: Matched Clinical and Nonclinical Samples

Receptive & Expressive Language Disorder

Auditory Comprehension

Expressive Communication

Total Language

Spanish Dual-Language

Nonclinical Clinical

Spanish Dual-Language

Nonclinical Clinical

Spanish Dual-Language

Nonclinical Clinical
PLS–5 Spanish Dual Language STDZ Study

1. Little effect of dual-language scoring below age 3.
1. Little effect of dual-language scoring below age 3.

2. Nevertheless, dual-language scoring significantly raised the average standard scores of bilingual children. Children who primarily speak Spanish but know some English had a smaller increase than children who are more fully bilingual.
1. Little effect of dual-language scoring below age 3.
2. Nevertheless, dual-language scoring significantly raised the average standard scores of bilingual children. Children who primarily speak Spanish but know some English had a smaller increase than children who are more fully bilingual.
3. Dual-language scoring did not appreciably affect the scores of children with language disorders, but you should still assess English to get the full picture of the child’s skills.
Dual Language Administration and Scoring
## Auditory Comprehension

14. Responds to an inhibitory word (e.g., No) without the use of gestures
   
   Materials: toys or objects that the caregiver thinks the child knows words for (e.g., wind-up toy, duck, teddy bear, bottle, cup)
   
   Note: Refer to the Manual de administración y puntuación for complete administration and scoring directions.

   Say, *Vamos a jugar. (Let's play.)*

   Score for Spanish administration or across Spanish and English administration: 1 = Stops, withdraws, or pauses briefly before reaching for object

### Developmental Tasks for Ages 1:0–1:5

15. Looks at objects or people the caregiver points to and names
   
   Materials: toys or objects that the child has previously shown an interest in (e.g., rattle, squeaky toy)
   
   Note: Refer to the Manual de administración y puntuación for complete administration and scoring directions.

   Ask the caregiver to point to each object or family member and say, *Mira a _____* (name of the object or person).

   Score for Spanish administration or across Spanish and English administration: 1 = Looks at the toys, objects, or people the caregiver indicates

### Start: Ages 2:0–2:5

**Items 16–18** Administer simultaneously, using the same procedure.

Materials: 2 cups, spoon, car, 6 blocks, comb, ball

Note: Refer to the Manual de administración y puntuación for complete administration and scoring directions.

Place the objects in front of the child. Say, *¡Mira todos estos juguetes! Voy a jugar con los bloques.* (Alternate: cubos)

Stack three blocks. Gesture and say, *Juega tú también.* If necessary, demonstrate playing with the car.

16. Demonstrates functional play

   Score for Spanish administration or across Spanish and English administration: 1 = One example of using objects appropriately

17. Demonstrates relational play

   Score for Spanish administration or across Spanish and English administration: 1 = One example of using two objects together in play
Are the English items on PLS-5 Spanish items that are from the PLS-5 English edition?
## Auditory Comprehension

### 29. Identifies basic body parts
- **Materials:** teddy bear
- **Score:** 10
- **Administer in English**
- **Using the wording the child is most comfortable with, say,**
- **¿Dónde está el/la de Don Osito?**
  - a. nariz
  - b. ojo(s)
  - c. mano(s)
  - d. oído(s) (Alternate: oreja[s])
  - e. cabeza

### 10. Identifies things you wear
- **Materials:** none
- **Score:** 10
- **Administer in English**
- **Using the wording the child is most comfortable with, say,**
- **¿Dónde están ____?**
  - a. tus/los zapatos
  - b. tu/la camisa/blusa
  - c. tus/los pantalones/shorts
  - d. tu/la falda/traje/vestido
  - e. other (e.g., sombrero [Alternate: gorra, cachucha], abrigo [Alternate: saco, chaqueta, chamarra]):

### 51. Recognizes action in pictures
- **Materials:** Manual de dibujos pp. 4-5
- **Score:** 10
- **Administer in English**
- **Now look at all these children. Show me the one who is...**
  - a. duerme
  - b. come
  - c. juega
  - d. bebe (Alternate: toma)
  - e. corre
  - f. se baña

---

**Score for Spanish administration or across Spanish and English administration:**
- 1 = Four correct
- 0 = Three correct
### Start: Ages 3:6–3:11 and 4:0–4:5

27. **Names objects in photographs**  
   **Materials:** Manual de dibujos pp. 50–52  
   Point to each picture and say, *Mira esta foto. ¿Qué es esto?*  
   a. pelota (Alternate: bola, balón)  
   b. bebé  
   c. pájaro  
   d. zapato (Alternate: tenis)  
   e. perro/perrito  
   f. globo (Alternate: bomba)  
   g. cucharita  
   h. manzana  
   i. gato/gatito  

<table>
<thead>
<tr>
<th>Score</th>
<th>1 0</th>
<th>Administer in English</th>
<th>Look at this picture. What is this?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>a. ball</td>
<td>b. baby</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. bird</td>
<td>d. shoe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. dog/doggie/puppy/puppy-dog</td>
<td>f. balloon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. spoon</td>
<td>h. apple</td>
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<tr>
<td></td>
<td></td>
<td>i. cat/kitten/kitty/kitty-cat</td>
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Score for Spanish administration or across Spanish and English administration: 1 = Five correct

### Developmental Tasks for Ages 3:0–3:5

28. **Uses different word combinations**  
   **Materials:** toys or objects the child has previously shown an interest in  
   Word combinations the child produced:  
   a. verb + noun/pronoun:  
   b. noun/pronoun + verb:  
   c. noun/pronoun + verb + noun/pronoun:  
   d. phrases with possessives:  
   e. other (noun/pronoun + adjective, etc):  

<table>
<thead>
<tr>
<th>Score</th>
<th>1 0</th>
<th>Administer in English</th>
<th>Word combinations the child produced:</th>
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<tr>
<td></td>
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<td>a. noun/pronoun + verb:</td>
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<td>b. verb + noun/pronoun:</td>
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<td>c. noun/pronoun + verb + location:</td>
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<td>d. noun/pronoun + verb + adjective (+ optional noun):</td>
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<td></td>
<td></td>
<td>e. other (noun + noun, possessive + noun, etc):</td>
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Score for Spanish administration or across Spanish and English administration: 1 = Verbalizes three different types of word combinations

29. **Combines 3 or 4 words in spontaneous speech**  
   **Materials:** toys and objects the child has previously shown an interest in  
   *Note: Refer to the Manual de administración y puntuación for complete administration directions.*  
   Three- or four-word combination the child produced in Spanish or English:  

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<td></td>
<td>Produce one three- or four-word combination in Spanish and/or English</td>
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</table>
54. Uses subjunctive mood

Materials: Manual de dibujos pp. 73–77

(practice) Say, Ahora vamos a hablar de estos dibujos. Yo empiezo y tú terminas. El niño no quiere comer. Su mamá quiere que él ...
(coma)

Cue as needed for practice only.

Hagamos más.

a. Ella no tiene ganas de saltar. No creo que... (salte/brinque) (Alternate: brincar)

b. El niño alto alcanza la manzana. No creo que este niño... (alcance)

c. Este niño está dibujando. Este niño no tiene papel. No creo que él... (dibuje)

d. Esta niña necesita ayuda. Quiere que su mamá... (le ayude, corte)

Score: 1 – Three correct

Note. If the child’s response includes a different verb, but uses the subjunctive mood correctly and makes sense within the context, consider it correct.

Note. There is no English administration for this item.
58. Deletes sounds (elision)

Materials: none

Score

- **Administer in English**
  - (practice 1) Now I want you to say some words. Say the word *clap*. If I take away the [k] in *clap*, what word is left? (lap)
  - (practice 2) Now say the word *plate*. If I take away the [t] in *plate*, what word is left? (play)
  - Let’s do some more.

- **Beat**. If I take away the [b] in *beat*, what word is left? (eat)
- **Flat**. If I take away the [t] in *flat*, what word is left? (fat)
- **Lamp**. If I take away the [m] in *lamp*, what word is left? (lap)

- **Vamos a hacer más.**
  - a. *Cosa*. Si le quito la [k] a *casa*, ¿qué palabra queda? (osa)
  - b. *Plan*. Si le quito la [l] a *plan*, ¿qué palabra queda? (pan)
  - c. *Esta*. Si le quito la [t] a *esta*, ¿qué palabra queda? (osa)

- **Score for Spanish administration or across Spanish and English administration: 1 = Two correct**

59. Rhymes words

Materials: none

Score

- **Administer in English**
  - (practice) Now we’re going to think of words that rhyme. Think of a word that rhymes with *rock*.
  - If the child’s response is correct, say, That’s right! (Child’s response) rhymes with *rock*.
  - If the child’s response is incorrect, say, *Sock*, *lock*, and *clock* rhyme with *rock*.

- **Now think of a word that rhymes with…**
  - a. *lata*
  - b. *toma*
  - c. *bola*

- **Score for Spanish administration or across Spanish and English administration: 1 = Two correct**

*Note: Only real words and names are acceptable.*
A monolingual Spanish speaker just takes the Spanish test items. How do I administer and score PLS-5 Spanish as a dual language assessment for a child who is a bilingual (Spanish-English) speaker?
**Auditory Comprehension**

**Start: Ages 3:0–3:5**

29. Identifies basic body parts  
   Materials: teddy bear  
   **Score:** 10  
   ![Image of a teddy bear]
   **Administer in English**
   Using the wording the child is most comfortable with, say,  
   **Show me your**  
   **Point to my**  
   **Where's the bear's**
   
   a. nose
   b. eye(s)
   c. hand(s)
   d. ear(s)
   e. head

30. Identifies things you wear  
   Materials: none  
   **Score:** 10  
   ![Image of a person wearing clothes]
   **Administer in English**
   Using the wording the child is most comfortable with, say,  
   **Show me**  
   **Where are**
   
   a. your/the shoes
   b. your/the shirt
   c. your/the pants/shorts
   d. your/the skirt/dress
   e. other (e.g., sombrero [Alternate: gorra, cachucha], abrigo [Alternate: saco, chaqueta, chamarra]):  
      **abrigo**

31. Recognizes action in pictures  
   Materials: Manual de dibujos pp. 4–5  
   **Score:** 10  
   ![Image of children in different activities]
   **Administer in English**
   Now look at all these children. Show me the one who is...
   
   a. sleeping
   b. eating
   c. playing
   d. drinking
   e. running
   f. bathing

Score for Spanish administration or dual language administration: 1 = Three correct
**Auditory Comprehension**

**Start: Ages 3:0–3:5**

29. Identifies basic body parts
   Materials: teddy bear
   Note. Refer to the Manual de administración y puntuación for complete administration and scoring directions.
   Using the wording the child is most comfortable with, say,
   Enseñame tu ____, Apunta hacia mi ____, ¿Dónde está el/la ____ de Don Osito?
   a. nariz
   b. ojo(s)
   c. mano(s)
   d. oído(s) (Alternate: oreja[s])
   e. cabeza

   Score: 1/10
   No administer in English

   Using the wording the child is most comfortable with, say,
   Show me your ____, Point to my ____, Where’s the bear’s ____?
   a. __________ nose
   b. __________ eye(s)
   c. __________ hand(s)
   d. __________ ear(s)
   e. __________ head

   Score for Spanish administration or dual language administration: 1 = Four correct

30. Identifies things you wear
   Materials: none
   Using the wording the child is most comfortable with, say,
   Enseñame ____, ¿Dónde están ____?
   a. tus/los zapatos
   b. tu/la camisa/blusa
   c. tus/los pantalones/shorts (Alternate: pantalonzillos, pantalones cortos)
   d. tu/la falda/traje/vestido
   e. other (e.g., sombrero [Alternate: gorra, cachucha], abrigo [Alternate: saco, chaqueta, chaquira]):

   Score: 1/10
   No administer in English

   Using the wording the child is most comfortable with, say,
   Show me ____, Where are ____?
   a. __________ your/the shoes
   b. __________ your/the shirt
   c. __________ your/the pants/shorts
   d. __________ your/the skirt/dress
   e. __________ other (e.g., hat, coat):

   Score for Spanish administration or dual language administration: 1 = Three correct

31. Recognizes action in pictures
   Materials: Manual de dibujos pp. 4–5
   Ahora mira a todos estos niños. Enseñame al que...
   a. duerme
   b. come
   c. juega
   d. bebe (Alternate: toma)
   e. corre
   f. se baña

   Score: 1/10
   No administer in English

   How look at all these children. Show me the one who is...
   a. __________ sleeping
   b. __________ eating
   c. __________ playing
   d. __________ drinking
   e. __________ running
   f. __________ bathing

   Score for Spanish administration or dual language administration: 1 = Three correct
What happens if I don’t get a basal in Spanish? Do I try to establish a basal using the English items?
What if I am administering the test item in Spanish and the child answers in English? Where do I write the child’s response—on the Spanish side or the English side of the Record Form?
Expressive Communication

38. Uses past tense forms
Materials: Manual de dibujos pp. 66–69
(score 1)

Point to the first picture and say, Mira estos dibujos. Esta niña se está lavando el pelo.
Point to the second picture and say, Ya terminó. Dime lo que hizo la niña. Ella...
(se lavó el pelo, se lo lavó). If the child repeats "terminó" say, Sí, pero ¿qué hizo?

Ahora mira estos dibujos.

a. La niña se está comiendo un sándwich. (Alternate: emparedado, torta, sandwich)
Ya terminó. Dime lo que hizo la niña. Ella...
(see it, comió, limpió el plato)
If the child repeats "terminó" say, Sí, pero ¿qué hizo?

b. La niña está durmiendo. Ya terminó. Dime lo que hizo la niña. La niña...
(dormíó, se despertó) If the child repeats "terminó" say, Sí, pero ¿qué hizo?

c. El niño se va a caer de la bicicleta. Dime lo que pasó al niño. El niño...
(se cayó, se lastimó)

Score for Spanish administration or dual language administration: 1 = Two correct

39. Completes analogies
Materials: none
(score 1)

Wait for the child to do so, then put your hand next to the child's. Say, Mi mano es grande. Tu mano es (pequeña, chiquita).

Hagamos más.

a. Me siento en una silla; me duermo en una... (cama)

b. El pan es para comer; la leche es para... (tomar/beber)

c. Una hormiga es pequeña; un elefante es... (grande) (Alternate: chiquita)

d. El hielo es frío; el fuego es... (caliente) (Alternate for hielo: nieve; for fuego: llama, candela)

Score for Spanish administration or dual language administration: 1 = Three correct
On AC 31 Recognizes Action in Pictures, the verb tense used in Spanish is present tense ("Enseñame al que duerme"), but the English version of that item uses the present progressive form of the verb ("Show me the one who is sleeping.")

Why did the verb tense change on the English version of the test item?
### Auditory Comprehension

#### Start: Ages 3:0–3:5

29. Identifies basic body parts
   - Materials: teddy bear
   - Using the wording the child is most comfortable with, say,
     - Enseña tu ____. Apunta hacia mi ____. ¿Dónde está el/la ____ de Don Osito?
   - Score:
     - a. nariz
     - b. ojo(s)
     - c. mano(s)
     - d. oreja(s) (Alternate: oreja[s])
     - e. cabeza
   - Score for Spanish administration or across Spanish and English administration: 1 = Four correct

30. Identifies things you wear
   - Materials: none
   - Using the wording the child is most comfortable with, say,
     - Enseña _____. ¿Dónde están ____?
   - Score:
     - a. tus/los zapatos
     - b. tu/la camisa/blusa
     - c. tus/los pantalones/shorts
     - d. tu/la falda/raje/vestido
     - e. other (e.g., sombrero [Alternate: gorra, cachucha], abrigo [Alternate: saco, chaqueta, chamarras]):
   - Score for Spanish administration or across Spanish and English administration: 1 = Three correct

31. Recognizes action in pictures
   - Materials: Manual de dibujos pp. 4-5
   - Ahora mira a todos estos niños. Enseña al que...
   - Score:
     - a. duerme
     - b. come
     - c. juega
     - d. bebe (Alternate: toma)
     - e. corre
     - f. se baña
   - Score for Spanish administration or across Spanish and English administration: 1 = Three correct
Questions re: administering items in Spanish, English, or Both

Do I administer English items if the child is a monolingual Spanish speaker?

How do I find out if the child is a bilingual Spanish-English speaker?

What if the child’s records indicate he or she primarily speaks Spanish at home, but I find that the child mostly speaks English when I am testing?
Questions re: administering items in Spanish, English, or Both

Do I administer the test in one or two sessions?

In our district, one therapist administers the Spanish tests and another administers the tests in English. Do we still have to do with PLS-5 Spanish?
Reporting Test Results

How do I report the scores? Do I report “Spanish only” scores and “dual language scores?”
Additional Questions

How do I score code switching for the item "combining words"?

If a child is not in a bilingual classroom, does he or she learn elision in Spanish?

My district wants to know if I need to purchase both the PLS-5 English and PLS-5 Spanish since the Spanish version is a dual language test?
References


Region 4 Educational Service Center (2005). Houston, TX (Author).
For more information

www.psychcorp.com/PLS5Spanish
www.psychcorp.com/PLS5SpanishScreening

www.PLS-5.com

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• Download the forms
• Forms must be submitted to the address provided by Wednesday, September 19, 2012
• No forms will be accepted after that date

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