

Fall 10-19-2012

# A New Resource for Educational Researchers: Pruebas Publicadas en Español (Spanish Tests in Print)

Janet F. Carlson

*Buros Center for Testing at the University of Nebraska – Lincoln, jcarlson6@unl.edu*

Follow this and additional works at: [https://opencommons.uconn.edu/nera\\_2012](https://opencommons.uconn.edu/nera_2012)

 Part of the [Education Commons](#)

---

## Recommended Citation

Carlson, Janet F., "A New Resource for Educational Researchers: Pruebas Publicadas en Español (Spanish Tests in Print)" (2012).  
*NERA Conference Proceedings 2012*. 3.  
[https://opencommons.uconn.edu/nera\\_2012/3](https://opencommons.uconn.edu/nera_2012/3)

Running head: PRUEBAS PUBLICADAS

A New Resource for Educational Researchers:  
*Pruebas Publicadas en Español (Spanish Tests in Print)*

Janet F. Carlson  
Buros Center for Testing  
University of Nebraska – Lincoln

Paper presented October 18, 2012, at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

Correspondence concerning this paper should be directed to Janet F. Carlson, Associate Director & Research Professor, Buros Center for Testing, 21 Teachers College Hall, University of Nebraska – Lincoln, Lincoln, NE 68588-0348; 402-472-5146; [jcarlson6@unl.edu](mailto:jcarlson6@unl.edu)

*Abstract*

Increases in Hispanic populations prompt a need for additional information about tests in the Spanish language available for use in educational research. This paper describes the development of a new resource for educational researchers, *Pruebas Publicadas en Español* (*PPE*, a Spanish edition of *Tests in Print*) by the Buros Center for Testing. *PPE* provides descriptive information about educational and psychological measures available in Spanish, in whole or in part. The paper reviews initial challenges and resolutions, survey results, expected challenges, and current status, including tests requested, received, and entered in the database from which this reference volume will be created.

A New Resource for Educational Researchers: *Pruebas Publicadas en Español*  
(Spanish *Tests in Print*)

The development of a new reference volume that will serve as a new resource for educational researchers was predicated on two observations:

- a) Dramatic population increases among Hispanic groups over the last several decades in the U.S. is well established. Figure 1 provides a graphical illustration of major Hispanic group population percentages by state. As Hispanic populations continue to expand, it becomes crucial for new resources to be developed that assist educational researchers in identifying and selecting appropriate measures to use with members of these groups. Specifically, more information is needed concerning tests in the Spanish language that can be used appropriately and effectively in educational research ventures.
- b) For decades, Buros publications – specifically, the *Mental Measurements Yearbook* and *Tests in Print* series – have served as vital resources for educational researchers as well as researchers from other disciplines. These major reference works provide critical reviews and descriptions of educational and psychological tests in 18 major test categories (see Table 1). Researchers regularly use these resources to help them identify, evaluate, and select measures most suitable to their research. Both *MMY* and *TIP* provide test information about commercially available (i.e., published), English-language tests, although Buros staff members recognized that more and more tests that we indexed or reviewed were published – in whole or in part – in Spanish.

In light of the foregoing premises, the Buros Center for Testing considered how its publications might be modified, adapted, or expanded to better meet the needs of test users in

research practice settings who work with Spanish-speaking populations. The development of a Spanish edition of *Tests in Print* appeared to be a logical and feasible starting point. For nearly three years now, Buros has engaged in the development of this resource, called *Pruebas Publicadas en Español (PPE)*. *PPE* represents an initial effort to compile and describe available Spanish measures by building on the established traditions of the Buros Center for Testing and its long-standing publication series - *The Mental Measurements Yearbooks (MMY)*, currently in its eighteenth volume) and *Tests in Print (TIP)*, currently in its eighth edition (*TIP VIII*).

In the remainder of this paper and on behalf of the Buros team – Jennifer Schlueter (Assistant Editor for *PPE*), Sara Gonzalez (Lead Research Assistant), Kurt Geisinger (Director of the Buros Center), and Linda Murphy (Editor of *Tests in Print*), I describe the development of *PPE* in terms of the initial challenges we faced and how we resolved them, survey results and how we used them, and challenges we either continue or expect to face. In the course of this discussion, a progress report on the status of this resource emerges.

### *Initial Challenges*

Until this project was undertaken, Buros had no native or fluent Spanish-speakers among its staff members. Our geographic location (refer to Figure 1) made a remedy somewhat challenging. We searched for an Assistant Editor with Spanish fluency or near fluency and were very fortunate to find one with excellent editorial skills. A few months later, we searched for a Graduate Assistant with Spanish fluency to write and translate test descriptions. Not only did we find one, we found a native speaker with interest and experience in testing who is now matriculated UNL's doctoral program in School Psychology.

In planning the content of *PPE*, one of the first challenges was to establish our test inclusion criteria. Entire tests developed and normed in Spanish were obvious candidates. Less

clear were tests with only a modicum of components available in Spanish. In the end we favored inclusion over exclusion, as we believe that the availability of even a single test component in Spanish may well influence test selection. For example, a school psychologist or other educational researcher conducting research in a large U.S. city like Los Angeles likely would favor a test with a Spanish version of its parent rating scale over one without it. Thus, tests with any portion available in Spanish were targeted for acquisition. The relative scarcity of tests in Spanish (Puente, 2011) and the importation and subsequent wide use of tests originally developed in the U.S. (in English) in European countries, including Spain, where English is not the first language (Elosua & Iliescu, 2012; Evers et al., in press) seem to support this decision.

By this point, Buros had the resources and enough of a plan in place to launch the *PPE* initiative. But there were still a number of questions and uncertainties to address. We sought to engage the wider community of scholars and practitioners. We accessed their perspectives through a survey.

### *Survey*

During the summer of 2011 we developed an email list of testing professionals whom we believed would have an interest in *PPE*'s success. The names were culled primarily from various professional contacts of the Buros staff coupled with our collective knowledge of relevant literature. We built a 10-item survey that used a combination of forced-choice and open-ended questions to ask respondents about the development of this resource. Some questions were quite general; others were quite specific. Respondents were asked to share their views about potential markets, ideal format, need for such a resource, essential test information, and so forth. Two questions addressed utility in terms of (a) how helpful would *PPE* be as a resource for test users, and (b) how large was the need for such a resource. Responses to these

questions were keyed to a 5-point Likert scale with higher values denoting greater helpfulness and need, respectively.

The survey was emailed to 33 individual addresses and 3 organizations including the National Latino/a Psychological Association. Recipients were encouraged to respond to the survey themselves and to forward it to others whom they believed would have an interest in the development of this resource. In all, 57 responses were received and tallied.

### *Results*

Respondents indicated that *PPE* would be a highly helpful resource ( $M = 4.70$ ,  $SD = .50$ ;  $n = 56$ ), the need for which is considerable ( $M = 4.78$ ,  $SD = .53$ ;  $n = 56$ ). Results also suggested that the best format would be to have Spanish and English versions of the same content on the same or adjoining pages, rather than creating two sections in the book – one for Spanish and one for English. We plan to use a two-column layout on each page displaying test entries. On each page, the left column will be in Spanish and the right column in English.

In addition, respondents indicated that differences in dialects among prospective users would not be critical but should be addressed somewhere in the volume, most likely via a declarative statement in the preface. Some respondents seemed completely unperturbed by this issue (e.g., “Not an issue. When dealing with Spanish this issue is almost non-existent. Could you take a science test developed in the UK?” and “Not really a problem . . . Users of such a resource will be fairly well educated”). Others provided specific advice (e.g., “Use standard Castilian Spanish,” or “Choose one dialect, perhaps Castilian”). Still others offered important perspectives, some linking to research (e.g., “Perhaps compile a list of the assessments by the region where the sample was collected or the population sampled”) and some to personal experience or practice (e.g., “My experience has been that . . . most people who speak Spanish

understand each other and make the appropriate accommodation when needed, like asking what a word means if you are not sure”). Ultimately, we decided to use Castilian Spanish, reputedly the language standard most often used in formal contexts.

Another open-ended survey question asked what respondents were most looking for, when seeking a test in Spanish. Several respondents emphasized the importance of test development and technical features that would support the use of the test with Spanish-speaking clients (e.g., “Whether a Spanish version exists and is available for purchase, and how it was developed, tested for validity, etc.,” “reliability of the test and validation to the Latino population;” and “The population that was used to norm the assessment as well as if the Spanish version was a direct translation or adapted. I read the tables of where the sample was collected to ensure [representativeness]”). These and other responses helped us develop the test description fields (highlighted in the next section) to make them more useful to *PPE*’s audience.

#### *Status of Pruebas Publicadas en Español*

Although *PPE* has much in common with *TIP*, there are several important differences between the two volumes – most notably, the language of the tests for which entries were developed as well as the languages of the volume itself – Spanish and English throughout. As suggested previously, our original inclination was to publish a single volume with all of its content in both languages based on a belief that some users of *PPE* would be English-speakers who work with Spanish-speaking populations. We wanted to make the resource useful to speakers of either language and have continued in this vein.

*PPE* consists of a set of comprehensive, descriptive listings of commercially available tests, with some or all components published as separates for use with Spanish-speaking individuals, followed by a series of indexes that facilitate use. For example, the Score Index lists



all scores generated by tests listed in *PPE*. So even if one cannot find a test that measures a particular construct, one may use the Score Index to seek a score that measures the construct. Test entries are ordered alphabetically by title. Thus, if the title of a test is known, the reader can locate the test description immediately without having to consult the Index of Titles.

To date, more than 500 tests have been requested from domestic and foreign publishers, including publishers based in Spain (two in Madrid, one in Barcelona), Argentina, and the U.S. We obtained complementary copies of 422 tests, thereby confirming the in-print status of the tests. As with *TIP*, test descriptions are written using actual test materials rather than test catalogs or publishers' websites. As of this writing, the *PPE* database contains 356 test entries, with additional entries being added daily. As shown in Table 2, *PPE* content roughly parallels that of *TIP VIII*, in that the Personality and Vocational test categories have the greatest number of tests in them. Most other test categories follow a similar pattern across the two publications.

By and large, *PPE* data fields mirror those of *TIP*, with four deletions and several vital additions. The test entries include descriptive information for 22 test features, ordered as shown in Table 3. The development of *PPE* over the last two and one-half years has shown that it is more than a Spanish “version” of *TIP*; it is a Spanish “edition” of *TIP*. Features unique to *PPE* include the information it provides about the origin of the tests, as far as where and in what language the tests were originally developed. It also includes information about the availability of Spanish norms. Two fields were added to indicate what test components are available in Spanish, and what test components are available in English. These additions represent our effort to not merely translate a good reference work, but to adapt it. In developing this volume, we routinely asked ourselves, “What information will users need to get the most and best use of the resource?”

### *Ongoing Challenges*

Although we believe the production of *PPE* is moving well, we have several issues that need to be addressed relatively soon. We consider them all surmountable. Among the challenges that are with us now or that lay ahead:

- In *TIP*, we provide cross-references to *MMY* reviews. For *PPE*, we have agreed that it would be inappropriate to provide cross-references to reviews of the English versions of tests indexed in *PPE*. However, if an *MMY* review exists for a Spanish test, we plan to provide a cross-reference to it in *PPE*. Although there will be very few such instances, we believe more good information is preferable to less.
- We are also considering whether (and how) to reference a work by Barrueco, López, Ong, and Lozano (2012) that provides *MMY*-like reviews of 37 tests that may be used to assess bilingual children in the preschool age range. Their work, while commendable, is narrow in focus and presented entirely in English.
- We are working to develop a way to synthesize information about test translation and adaptation and to combine this information with information about what test components are available in Spanish. We may work up a checklist to provide a visual summary that specifies whether a test was: (a) developed in Spanish and, if so, where; (b) developed in English and fully adapted; (c) developed in English and translated with some effort to adapt it; or (d) developed in English and translated. To designate Spanish test components we may develop a set of icons to indicate when the test's documentation (e.g., test/administration/technical/user's manual), forms (e.g., record forms, test protocols, rating forms, response sheets), and materials used by test takers (e.g., stimulus cards) are available in Spanish.

- Conversations are underway with EBSCO and Ovid, electronic subscriptions services that currently offer our *MMY* and *TIP* databases. Both of these electronic publishers are making headway on their Spanish language portals. We hope they will be eager to add our new product to their current offerings.
- Although we have secured cooperation from several publishers, we were unable to enlist the participation of a major test publisher in Mexico. We hope to include this publisher's tests in the next edition.
- We also face a variety of challenges involving the publication process that are unique to the manner in which we plan to publish *PPE*. Several of these issues stem from our decision to publish one volume in both Spanish and English.

### *Summary*

*PPE* represents a continuation of Buros' efforts to provide resources for professionals who develop, evaluate, study, purchase and/or use tests. Its development is entirely consistent with the objectives of our founder, Oscar K. Buros – to improve the science and practice of testing by offering information about commercial products to informed consumers. Similar to its English counterpart, *PPE* will provide extensive and vital information about tests published in the Spanish language. Its information will help to acquaint test users with available measures and to facilitate appropriate selection of tests. *PPE* shares many features with *TIP*, in that it is a comprehensive volume that describes commercially available tests currently in print. It has been both exciting and daunting to guide its development. We look forward to its publication in the early part of 2013.

## References

- Barrueco, S., López, M., Ong, C., & Lozano, P. (2012). Assessing Spanish-English bilingual preschoolers. Baltimore, MD: Paul H. Brookes.
- Elosua, P., & Iliescu, D. (2012). Tests in Europe: Where we are and where we should go. *International Journal of Testing, 12*, 157-175.
- Evers, A., Muñiz, J., Bartram, D., Boben, D., Egeland, J., Fernández-Hermida, J. R., Frans, O., . . . & Urbánek, T. (in press). Testing practices in the 21st century: Developments and European psychologists' opinions. *European Psychologist*.
- Murphy, L. M., Geisinger, K. F., Carlson, J. F., & Spies, R. A. (Eds.) (2011). *Tests in print VIII*. Lincoln, NE: Buros Institute of Mental Measurements.
- Puente, A. E. (2011, August). Testing Spanish speaking individuals: Challenges, practices, and ethical concerns. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Spies, R. A., Carlson, J. F., & Geisinger, K. F. (Eds.) (2010). *The eighteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

Table 1. Mental Measurements by Category

Category	18 <sup>th</sup> <i>MMY</i> <sup>a</sup>	<i>TIP VIII</i> <sup>b</sup>
Personality	17.7%	21.4%
Vocations	16.5%	19.8%
Behavior Assessment	12.0%	5.2%
Intelligence & General Aptitude	8.9%	7.1%
Developmental	7.6%	4.8%
English & Language	6.3%	5.5%
Miscellaneous	5.7%	8.9%
Achievement	4.4%	2.7%
Speech & Hearing	4.4%	3.1%
Neuropsychological	3.8%	4.3%
Reading	3.2%	4.3%
Sensory Motor	3.2%	2.0%
Mathematics	2.5%	2.4%
Education	1.9%	3.9%
Foreign Languages	0.6%	1.6%
Science	0.6%	1.5%
Social Studies	0.6%	1.0%
Fine Arts	0.0%	0.6%

<sup>a</sup>Percentages reflect proportions in *The Eighteenth Mental Measurements Yearbook* (Spies, Carlson, & Geisinger, 2010);  $n = 158$ .

<sup>b</sup>Percentages reflect proportions in *Tests in Print VIII* (Murphy, Geisinger, Carlson, & Spies, 2011);  $n = 3,003$ .

Table 2. Test Entries in *Pruebas Publicadas en Español (PPE)* and *Tests in Print VIII (TIP VIII)* by Category

Category	Number (Percent) of Test Entries	
	<i>PPE</i> (n = 356)	<i>TIP VIII</i> (n = 3,003)
Personality	110 (30.9%)	644 (21.4%)
Vocations	55 (15.4%)	594 (19.8%)
Intelligence and General Aptitude	43 (12.1%)	212 (7.1%)
Developmental	34 (9.6%)	145 (4.8%)
Behavior Assessment	21 (5.9%)	155 (5.2%)
Neuropsychological	19 (5.3%)	128 (4.3%)
Miscellaneous	16 (4.5%)	267 (8.9%)
Reading	12 (3.4%)	128 (4.3%)
Language	11 (3.1%)	164 (5.5%)
Education	8 (2.2%)	118 (3.9%)
Sensory-Motor	8 (2.2%)	60 (2.0%)
Mathematics	6 (1.7%)	73 (2.4%)
Fine Arts	5 (1.4%)	18 (0.6%)
Speech and Hearing	4 (1.1%)	92 (3.1%)
Achievement	2 (0.6%)	81 (2.7%)
Foreign Language	2 (0.6%)	47 (1.6%)
Science	0 (0.0%)	46 (1.5%)
Social Studies	0 (0.0%)	31 (1.0%)

Table 3. Descriptive fields in *Pruebas Publicadas en Español*<sup>a</sup>**Nombre de Prueba/Test Name**

**\*Nombre Original/Original Name<sup>b</sup>** Spanish titles are included only if publisher has translated the title.

**Descripción General/Purpose**

**\*Procedencia/Origin** Publisher; City, State, Country (year)/language. If the publisher of the adapted/translated version is the same as the original, we list only the country and language of origin (e.g., United States/English)

**\*Traducción/Adaptación/Translation/Adaptation** Often includes method of translation or adaptation.

**Población/Population** If the Spanish version lists grade level (Primaria, ESO, Bachillerato), these are translated to the corresponding ages.

2° Primaria=7 years	1°ESO=12
3° Primaria=8	2°ESO=13
4° Primaria=9	3°ESO=14
5° Primaria =10	4°ESO=15
6° Primaria =11	1°Bachillerato=16
	2°Bachillerato=17

**\*Norma/Muestra/Norms** Generally, one of two statements is made:

Separate norms are not provided for the Spanish [version, translation, adaptation].

*No se han provisto normas para la [versión en, traducción al, adaptación al] español.*

OR

Separate norms are provided for the Spanish [version, translation, adaptation]. Norms were developed using a sample of [insert total number] participants, grouped by [list applicable characteristics: age, grade, gender, race/ethnicity, geographic region, educational level, parental education, income, socioeconomic status].

*Se han provisto normas para la [versión en, traducción al, adaptación al] español. Las normas se desarrollaron utilizando una muestra con [#] de sujetos, agrupados por [enumerar las características que apliquen: edad, grado de instrucción, sexo, nacionalidad, nivel educativo de los padres, ingreso, estatus socioeconómico].*

**Fecha de Publicación/Publication Date****Acrónimo/Acronym****Puntuación/Scores****Subpruebas/Subtests****Administración/Administration****Niveles, Ediciones, Partes y/o Formas/Levels, Editions, Parts, Forms****Precios, [year]/Prices, [year]****Duración/Time****Comentarios/Comments****Autores/Authors**

**\*Traductor(a)/Adaptora(a)/Translators/Adaptors** May also include the name of the department at the publisher that handled the adaptation/translation.

**Editor(a)/Publisher**

**\*Componentes en Español/Spanish Components** For some tests, "All test materials are available in Spanish/*Todos los componentes están disponibles en español.*" If the test offers only certain parts in Spanish, we list those parts. For example, "The instructions and answer sheets are available in Spanish/*Las instrucciones y los formularios de respuesta están disponibles en español.*"

**\*Componentes en Inglés/English Components** For some tests, "There are no materials available in English/*No hay materiales disponibles en inglés.*" Tests that have been fully adapted into Spanish or that are translations often offer some or all test materials in English. In these cases, the English components are specified.

**Sublistings**

**Cross References** In development.

---

<sup>a</sup>Fields without explanations are populated in the same manner as in *Tests in Print (TIP)*.

<sup>b</sup>Fields with explanations are either new fields(\*) in *Pruebas Publicadas en Español (PPE)* or *TIP* fields that underwent substantial modification.

*Note.* The following four *TIP* fields were collapsed into other fields in *PPE*: **Manual, Restricted Distribution, Foreign Language and Other Special Editions, and Foreign Adaptations.**



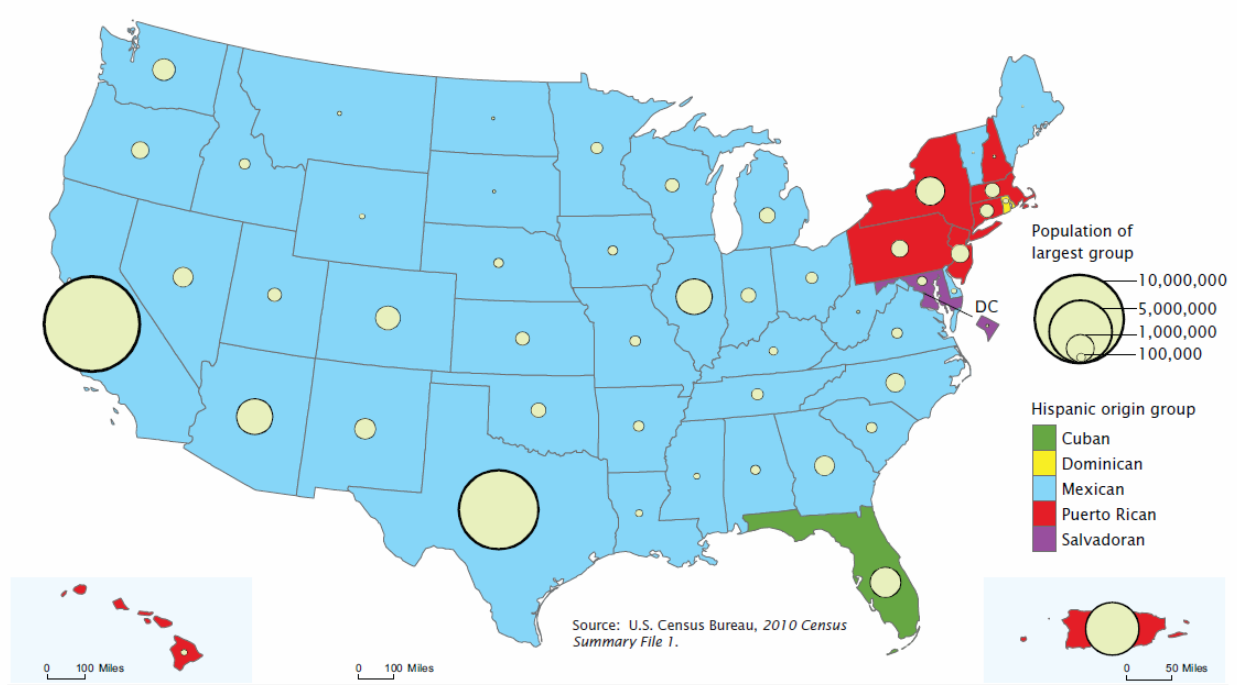


Figure 1. Largest Hispanic Origin Group by State (Source: U.S. Census Bureau 2010)