

Trends in Translation Transadaptations of English Assessments

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By current definition, what is transadaptation?

- **Transadaptation** is a relatively new concept in assessment designed to provide tests in languages other than English. The term itself is derivative of translation, as it is indeed one, but with the sole difference that transadaptation focuses on adjusting a translation to address not only language, but also cultural requirements.

Additional note

Although this presentation uses examples in transadapting assessments from English into Spanish, the processes can be used to translate assessments from English into any target language such as Russian and Arabic. Today I will discuss the transadaptation of English assessments into Spanish.

Definitions

Translate

1. To render in another language
2. To express in different, often simpler words: translated the technical jargon into ordinary language.
3. To forward or retransmit (a telegraphic message).

Translation

- a. The act or process of translating, especially from one language into another.
- b. The state of being translated.

Definitions

Transadaptation

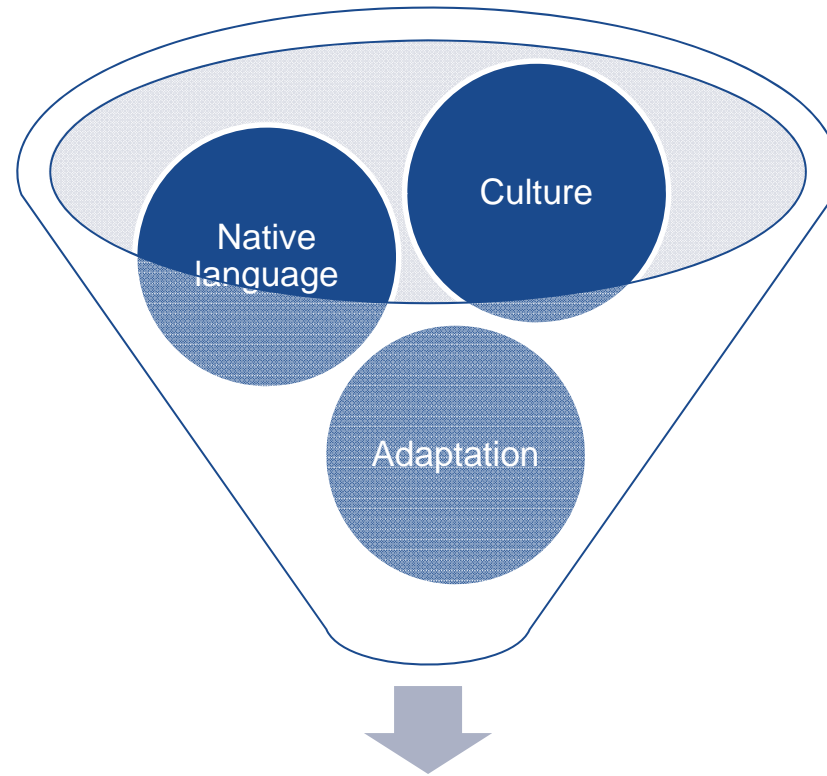
The process whereby text created in one language and culture is prepared for use in a second language and culture.

Test transadaptation involves both the translation and adaptation of items, originally written in the source language and the replacement of items unfit for translation/transadaptation with items written in the target language.

Translation vs. Transadaptation

- Translation = Literal word by word expression in the target language.
- Transadaptation = a translation adapted to fit the need and or cultural and linguistic requirements of the target language.

The transadaptation considerations



TRANSADAPTATION

ELA Sample Item

English Language Arts Original Item

Describe Kayla's feelings about mountain climbing. Use details from the passage to support your answer.

ELA Transadaptation Sample

Spanish Target Language

Describe lo que piensa Karla acerca de ir de excursión.

Apoya tu contestación con detalles de la lectura.

ELA Sample Item

According to the passage, how did variety shows get their name?

- A. They were named after performers who held other jobs.
- B. They were named after comedians who told many jokes.
- C. They were named after performers who acted in front of many people.
- D. They were named after comedians who performed with different kinds of entertainers.

ELA Transadaptation Sample Item

Spanish Target Language

De acuerdo con la lectura, ¿cómo obtuvieron su nombre los programas de variedad de la televisión?

- A. Se les llama así porque los que en ellos actuaban, tenían otros empleos.
- B. Se les llama así por los comediantes que aparecían contando muchos chistes.
- C. Se les llama así porque los que en ellos actuaban, lo hacían delante de mucha gente.
- D. Se les llama así por los comediantes que aparecían con otros interpretes.

Math Transadaptation Sample Item

To go on a roller coaster at the Fun Park, you must be at least 3 feet 6 inches tall.

- Kevin is 44 inches tall.
- Mark is 4 inches shorter than Kevin.
- Sam is 8 inches taller than Mark.

What are the names of all the boys who are tall enough to go on the roller coaster?

Show all your work on this page and on the next page. Explain in words how you found your answer. Write why you took the steps you did to solve the problem.

Math Transadaptation Sample Item

Spanish Target Language

Para montar en una montaña rusa en el parque de diversiones, debes medir por lo menos 3 pies 6 pulgadas de alto.

- Kevin mide 44 pulgadas de alto.
- Marcos es 4 pulgadas más bajo que Kevin.
- Samuel es 8 pulgadas más alto que Marcos.

¿Cuáles son los nombres de los chicos suficientemente altos para montar en la montaña rusa?

Muestra todo tu trabajo. Explica en palabras cómo llegaste a la respuesta. Escribe por qué tomaste estos pasos para resolver el problema.

Science Transadaptation Sample Item

Photosynthesis uses water, carbon dioxide and sunlight to produce glucose and oxygen. Cellular respiration uses glucose and oxygen to produce water, carbon dioxide, and ATP.

Which statement best explains why the products of photosynthesis are higher energy molecules than the products of cellular respiration?

- A) The number of ATP molecules used to produce glucose during photosynthesis is greater than the number of ATP molecules derived from its oxidation during cellular respiration.
- B) There are more biochemical pathways that produce water or carbon dioxide than glucose
- C) Glucose produced in photosynthesis is a larger molecule than either water or carbon dioxide molecules produced during cellular respiration.
- D) The bond energies in the molecules of glucose are higher than in the bond energies of carbon dioxide or water because of the carbon-hydrogen bonds.

Science Transadaptation Sample Item

La fotosíntesis usa agua, dióxido de carbono y luz solar, para producir glucosa y oxígeno. La respiración celular usa glucosa y oxígeno para producir agua, dióxido de carbono y el trifosfato de adenosina (ATP).

- ¿Cuál oración explica mejor por qué los productos de la fotosíntesis son de moléculas con mayor energía que los productos de respiración celular?
- A) El número de moléculas ATP utilizadas para producir glucosa durante la fotosíntesis, es mayor al número de moléculas de ATP derivadas de su oxidación durante la respiración celular.
 - B) Hay más senderos bioquímicos que producen agua o dióxido de carbono que los de glucosa.
 - C) La glucosa producida en la fotosíntesis es una molécula más grande que cualquiera de las moléculas de agua o dióxido de carbono producidas durante la respiración celular.
 - D) Los vínculos de energía en las moléculas de la glucosa son mayores a las que están dentro de los vínculos de energía del dióxido de carbono o agua debido al vínculo hidrógeno-carbono.

Reading passage and items Transadaptation

Reading



DIRECTIONS

Read the story and each question. Fill in the correct circle on your answer sheet.

Chirp!

by Sue Bradford Edwards

"What are you doing on your hands and knees?" Anthony asked his sister. Pamela was staring down at the back porch.

"It chirped!" she squealed.

On the floor was a sparrow, too tired to struggle when Anthony scooped it up.

"Let's take it out in the grass."

"Don't leave it on the ground," Pamela protested as he set it down. "It's too weak to escape Mrs. Anderson's cat."

Anthony knew she was right. He went inside and brought out a cracker. The sparrow didn't try to eat.

"What do birds eat?" Pamela asked.

Anthony looked around the yard. His teacher had told them that birds eat many insects.

Anthony dug in the earth. He found a tiny worm that he gave to the bird.

The sparrow swallowed it.

After two worms, the sparrow pumped its wings and, with a jump, whistled and flew away.

Pamela and Anthony stood together on the back steps and looked up into the tree.

They smiled at their sparrow sitting on the branch.





INSTRUCCIONES

Lee el cuento y cada pregunta. Luego llena el círculo correcto en tu hoja de respuestas.

¡Pío, pío!

Por Sue Bradford Edwards

—¿Qué haces agachada de rodillas? —Le pregunta Antonio a su hermanita.

Patricia estaba afuera en el patio de atrás.

—¡Hizo pío, pío!— dijo la niña con un chillido.

En el piso estaba un gorrión. Se veía muy cansado como para tratar de soltarse cuando Antonio lo levantó.

—Vamos a ponerlo allá en el pasto.

—No, déjalo en el suelo —protestó Patricia mientras Antonio lo dejaba en el piso—. Está muy débil, no podría escaparse del gato de la señora Andrade.

Antonio sabía que Patricia tenía razón. El niño se metió a la casa y trajo una galleta salada. El gorrión no trató de comérsela.

—¿Qué comen los pájaros? —preguntó Patricia.

Antonio miró alrededor del patio. Su maestra les había dicho en la clase que los pájaros comen muchos insectos.

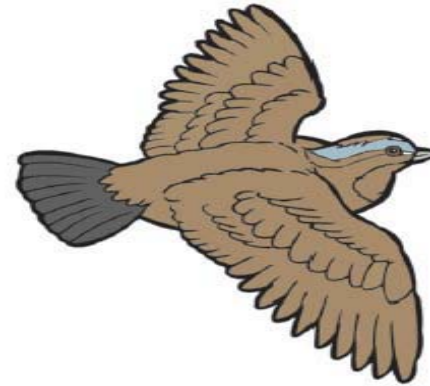
Antonio escarbó la tierra del jardín. Encontró una lombriz pequeña y se la dio al pájaro.

El gorrión se la tragó rapidito.

Después de dos lombrices, el gorrión aleteó sus alas y, con un brinco, silbó y se fue volando.

Patricia y Antonio se quedaron juntos en los escalones del patio mirando hacia lo alto del árbol.

Sonrieron al ver a su gorrión parado en la rama.





1

Where did the children find the bird?

- A** In a tree
- B** In the grass
- C** On their back porch
- D** On the back steps of their house

3

In line 9, what does the underlined word protested mean?

- A** Tried out
- B** Hoped for
- C** Pulled forward
- D** Argued against

2

Why was Pamela worried?

- A** Mrs. Anderson might find them in her yard.
- B** Anthony wouldn't feed the bird.
- C** A cat might catch the bird.
- D** The bird might fly away.



1

¿Dónde encontraron los niños al pájaro?

- A En un árbol
- B En el pasto
- C En el patio de atrás
- D En los escalones de atrás de su casa

2

¿Por qué estaba preocupada Patricia?

- A Temía que la señora Andrade los encontrara en su patio.
- B Creía que Antonio no quería darle de comer al pájaro.
- C Temía que un gato atrapara al pájaro.
- D Creía que el pájaro se podía ir volando.

3

¿En la línea 9, qué quiere decir la palabra subrayada protestó?

- A Probó
- B Esperó
- C Empujó
- D Reclamó

When do transadaptations fall short?

- When they are exact literal translations
- When they don't take into account any of the aspects discussed today.
- When they completely miss the target audience.

Limitations of transadaptations

It should be noted that transadaptation is not always possible in assessment. The first step in maintaining the integrity and the equity of the test for non-English speaking students is determining whether any item should be omitted. The decision to drop items from a test must be made by experts in the content area who are native speakers of the target language from varied countries of origin. A similar process is followed to create special editions of tests in Braille for the visually impaired. Once the experts determine that the concepts in the test will yield the expected results in the target language, transadaptation may begin.

Transadaptation art exercise





Questions and or comments

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