ATP Innovations in Testing 2013 Ft. Lauderdale, Florida

# Examining the Validity of Assessments Administered in Multiple Languages and Translation for Global Certifications

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Part 1

Examining the Validity of Assessments Administered in Multiple Languages

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Validity Framework

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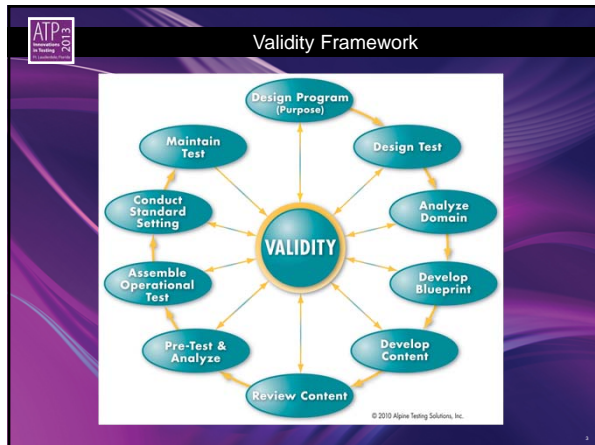
Design Program (Purpose)

- Regions of use/administration
  - Consider language versions/dialects
- Necessity of common language
  - Are there technical terms that should not be translated?
- Availability/appropriateness of multiple languages
  - Incremental rollout for multiple languages
    - Demand, partnership programs, training materials, etc.
  - Exam maintenance costs and cycles for multiple languages
- Should mastery be demonstrated in one language over another?

Design Test

- Incorporate all relevant languages
- Availability of translated software applications, tools, etc.
- Does assessment in one language have an impact on understanding of material?
- Is it pragmatic to develop a translated test and calibrate it for a particular language?
  - How widely with the test be taken?
- Is it fair to have tests where all language versions are available to all candidates?

Analyze Domain

- Is there a single language for product implementation?
- Does the candidate need to be proficient in the initial language in order to be a qualified professional in the use of the technology?
- Do all candidates need to be proficient in all languages?
- Does language have an effect on candidate's ability to demonstrate proficiency?

Develop Blueprint

- Is there different content required for different languages?
  - For example, the interface could be different if the product is in a double-byte language.
- Does competency in the primary language need to be assessed/evaluated?
- Should surveys be published in multiple languages to be more inclusive of all demographics?

Develop Content

- Ensure that content is appropriate across all languages
- Be mindful that direct translations are not always completely appropriate (separate development by language?)
- Is there content that is language/culture specific?
- Should translators have test development expertise?
  - Engage SMEs with language skills or professional translators?
- Should translators have technology/content expertise?
- Incorporate cultural as well as language factors
  - Engaging immersed translators or expats

Review Content

- Does the blueprint vary by language?
  - This should have been previously addressed.
- Strategies for translation review
  - Reverse translation, independent translation/review, number of reviews, process to resolve translation disputes, etc.
- Has everything translated equivalently?
- Is more content needed following reviews?
- Are there any areas where content is under-represented due to language?

Pre-Test & Analyze

- Review effects of language in Beta testing
- Review Item Analysis by language and overall
  - Significant differences by language
  - Differences in distractor behavior by language
- Are there overall performance differences?
  - Was it possible for the same candidate to take the test in two different languages?
  - How do cultural differences around test preparation and test taking effect performance?

Assemble Operational Test

- Considerations for different languages
  - Differing reading loads
  - Differing time limits/restrictions
- Blueprint representation across languages
- Assembly in dominant language with translations following, or separate assembly for each language

Conduct Standard Setting

- Language considerations including stakeholders
  - # of representatives needed per language
- Ability of standard setting panel to read/review assembled assessment in all languages
- Should cuts be made on primary language or include all languages?
- Should there be multiple cuts?
- Should there be multiple panels?

Maintain Test

- Maintenance scheduling decisions (candidate volume by language)
- Multiple technical reports
- Analyses by language of assessment
- Reports in differing languages for differing stakeholders

Part 2

Translation for Global Certifications

William Cordes, CMA, CFM, CPA, CAE
Director, Exam Administration
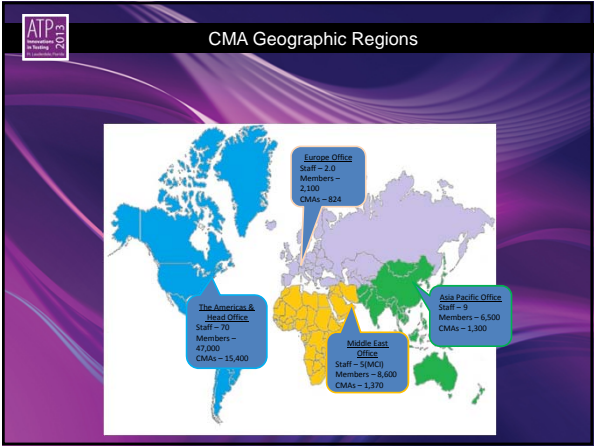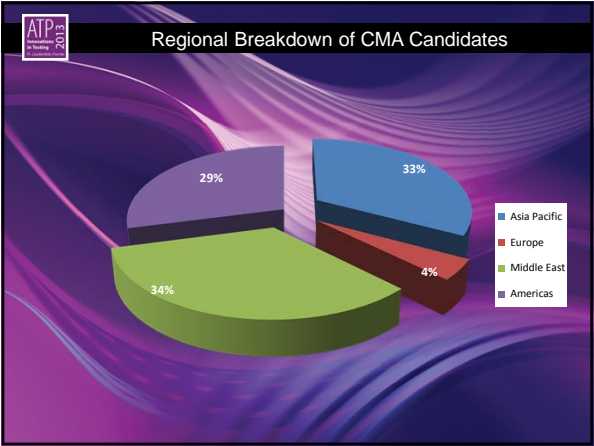Institute of Certified Management Accountants

Global Opportunities

Why?
Fit the mission?
What do we offer?

The Certified Management Accountant (CMA) Program

- Professional certification for accounting and finance professionals working inside organizations
- Validates mastery of planning, analysis, budgeting, performance measurement, cost management internal controls, corporate finance, and decision support
- Approximately 15,000 exams administered annually
- More than 17,000 active CMA candidates
- Traditionally United States based
- Experiencing rapid international growth

Regional Breakdown of CMA Candidates

- 33% Asia Pacific
- 4% Europe
- 34% Middle East
- 29% Americas

CMA Geographic Regions

Europe Office
Staff – 2.0
Members – 2,100
CMAs – 824

Asia Pacific Office
Staff – 9
Members – 6,500
CMAs – 1,300

The Americas &
Head Office
Staff – 70
Members – 47,000
CMAs – 15,400

Middle East
Office
Staff – 5(MCI)
Members – 8,600
CMAs – 1,370

Decision to Translate into Portuguese

- Without research
- Without data
- Without strategy
- Without success
- Lesson learned

Identified Three Potential Markets
China, Russia, Middle East

- Strategic Market Assessment
- Market Research
- Environmental Scan
- Surveys

Case Studies – Different Outcomes

Case Study # 1 – China
- Issue
- Potential/Opportunity
- Risk/Challenge
- Strategy
- Status

Case Study #2 – Russia
- Issue
- Potential/Opportunity
- Risk/Challenge
- Strategy
- Status

Case Study # 3 – Middle East
- Issue
- Potential/Opportunity
- Risk/Challenge
- Strategy
- Status

POP QUIZ!

And the winner is:

China

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Time to Translate

English Exam ➡ Chinese Exam

and more………..!

Translation Involves

- Exam
- Glossary
- Content Specification
- Learning Outcomes
- Candidate Instructions
- Website
- Learning Materials/Review Courses
- Score reporting
- Customer Service

Translation Requires

- Approvals
- Funding
- Staff Resources
- Translation Services
- Bilingual Staff/SME Consultant
- Regional Office/Local Representative
- Vendor capability

It is important for a translation to convey the correct meaning... .

Poor translation leads to an inferior exam and an unintended result!

Translating the Exam

- Requires lead time
- Develop a bilingual glossary of key terms
- Identify qualified translator
- Identify qualified SME to review the translation
- Engage bilingual staff/SME consultants
- Prepare a project schedule identifying key deliverables and due dates

The Results of Bad Translations

- On an Athi River highway:
  TAKE NOTICE: When this sign is under water, this road is impassable.
- Hotel elevator, Paris:
  Please leave your values at the front desk.
- Airline ticket office, Copenhagen:
  We take your bags and send them in all directions.
- Athens hotel:
  Visitors are expected to complain at the office between the hours of 9 and 11 A.M. daily.

More Bad Translations

At the Great Wall

Wangfujing Street, Beijing

How to Avoid Bad Translations

- Review by subject matter experts
- Ensure adequate time for final review
- Consult the bilingual glossary to ensure consistency
- Be aware of cultural differences

Delivering the Exam

- Exam vendor's ability to deliver the exam in the local language
- Paper based testing vs. computer based testing

Grading the Exam

- Multiple Choice items machine graded
- Constructive response/Essay type questions
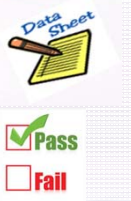
  Require:
  - Solutions in the local language
  - Grading guides in the local language
  - Fluent SME's to grade

After the Exam

- Examine item statistics
- Identify "bad" questions
- Review the cut score
- Provide score reports
- Review the pass rate

Conclusion

- Market demand
- Does translation makes sense from a business perspective?
- Translation involves more than translating your exam
- Quality is key
- Delivery options
- Grading

Thank You!

Please Complete Your Evaluation and Hand it to the Session Coordinator.