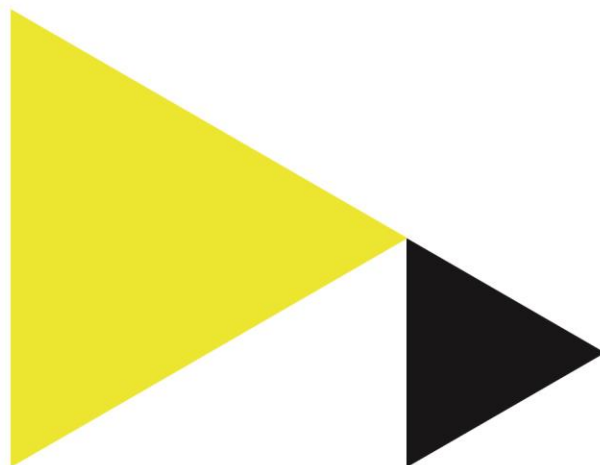# Translation and cultural adaptation of the Writing Readiness Inventory Tool In Context (WRITIC-assessment)

For use in research and practice

Amsterdam University of Applied Sciences / Centre of Expertise Urban Vitality / Faculty of Health / School of Occupational Therapy
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Creating Tomorrow

Translation and cultural adaptation of the Writing Readiness Inventory Tool In Context (WRITIC-assessment)

For use in research and practice

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[versie]

Content

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1. Translation and cultural adaptationn of the Writing Readiness Inventory Tool In Context (WRITIC-assessment) for use in research and practice

Margo van Hartingsveldt en Liesbeth de Vries

Based on the publication of Lenz, A Stephen, Inmaculada Gómez Soler, Julia Dell'Aquilla, and Patricia Martinez Uribe. 2017. "Translation and cross-cultural adaptation of assessments for use in counseling research." Measurement and Evaluation in Counseling and Development 50 (4):224-231. (Lenz et al. 2017)

1.1 Introduction

In this document we describe the process of translation and cultural adaptation of the WRITIC-assessment. Our aim is to support the process for translation and adaptation of WRITIC-assessment for use in a manner that promotes cross-cultural representativeness, comparability of scores and reliability and precision, also minimizing confounds such as construct irrelevance. We describe two distinct phases: the first phase contains of preliminary activities such as contacting the author of WRITIC-assessment and forming a translation team; and the second phase is the procedure of translating and back-translating occurring across six stages.

1.2 Preliminary activities

1.2.1 Contacting the original author

Start with contacting the original authors: Margo van Hartingsveldt and/or Liesbeth de Vries. We are going for a good relationship with each other so we can provide the translators with knowledge about the construct and copyright issues.

1.2.2 Forming a translation team

Start with forming a translation team. We ask for one contact person (an occupational therapist) working at a University, a University hospital or a policy-member of the national occupational therapy association. Among the team-members, we recommend that at least one member has working experience regarding the construct of WRITIC-assessment: handwriting readiness in kindergarten children.

For a good translation it is important to include individuals who are proficient in the English language, as well as native or heritage bilingual speakers of the target language. We recommend having the translations done by a translation agency.

The type of professionals that you include will also affect the nature of a translated assessment, so it is important to include individuals whose identities are related to your target language, context, and population.

1.3 The Procedure of translating

We distinguish six stages in the procedure of translating as shown in Figure 1 consisting of: 1) forward translation; 2) translation review, decentering, and reconciliation of content; 3) back translation; 4) team review and further cultural adaptation; 5) pretesting and revision, and 6) team review and consensus forming.

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Figure 1 The six-stage process of translating

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┌─────────────────────────────────────────────────────┐
│              Original source Assessment               │
└─────────────────────────────────────────────────────┘
                          ▼
┌─────────────────────────────────────────────────────┐
│               1) Forward translation                  │
└─────────────────────────────────────────────────────┘
                          ▼
┌─────────────────────────────────────────────────────┐
│ 2) Translation review, decentering and reconciliation │
│              of terms and constructs                  │
└─────────────────────────────────────────────────────┘
                          ▼
┌─────────────────────────────────────────────────────┐
│                 3) Back-translation                   │
└─────────────────────────────────────────────────────┘
                          ▼
┌─────────────────────────────────────────────────────┐
│        4) Team review and further cultural            │
│                   adaptations                         │
└─────────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────────┐
│               5) Pre-testing and revision             │
└─────────────────────────────────────────────────────┘
                          ▼
┌─────────────────────────────────────────────────────┐
│         6) Team review and consensus forming          │
└─────────────────────────────────────────────────────┘
                          ▼
┌─────────────────────────────────────────────────────┐
│        Final assessment adapted to target language    │
└─────────────────────────────────────────────────────┘
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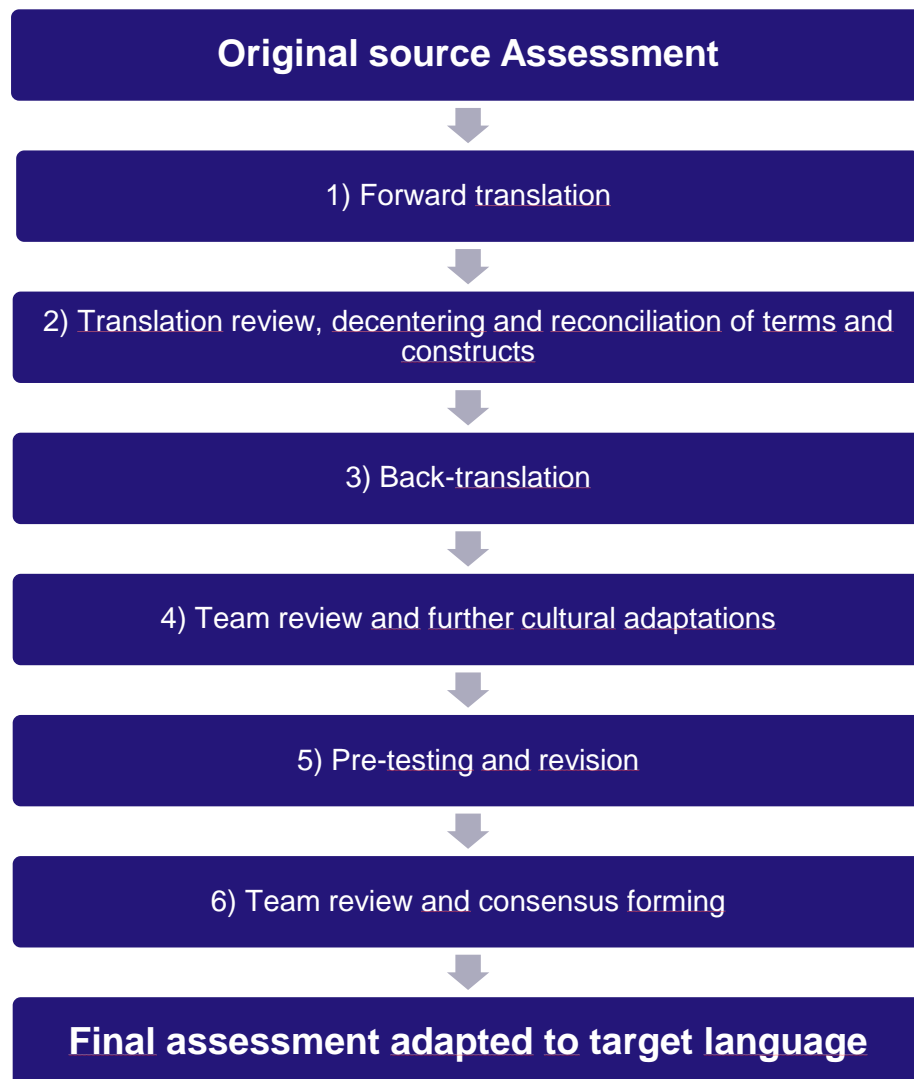
1.3.1   Forward translation

Forward translation refers to the general of translating the WRITIC-assessment into one that is not only composed in the target language, but also reflects the developmental level and cultural experiences of the kindergarten children in the new country. We recommend that a translation agency performs the translation. It is important to get a translated WRITIC-assessment that is characterized by reliability, fluency, and appropriateness.

- – *Reliability* refers to the degree to which the concepts expressed in the English WRITIC-assessment are correctly transferred into the target text. Reliability is promoted through emphasizing semantic and functional equivalence of statements rather than literal sameness, and the degree to which translated text does not omit or add any content.

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- *Fluency* is supported through ensuring that the translated WRITIC-assessment is clearly worded, developmentally accessible, and reflective of the grammar and discourse conventions of the target language.
- *Appropriateness* is reinforced through translating items in a way that simultaneously preserves the style and tone of the English WRITIC-assessment, while also transferring ideas using expressions that are culturally appropriate within the target population.

1.3.2 Translation review, decentering and reconciliation of terms and constructs

Independent translations of instructions, items, and scores from the English language to the target language are reviewed by both the forward translator and an independent team member with relevant target cultural identity and expertise on the topic of handwriting readiness in kindergarten children to synthesize the interpretations into one assessment. During this process, there is an emphasis on *decentering* content so that is culturally familiar to the target population. One aspect of decentering from the source language involves the rephrasing of items so that they can be expressed using the linguistic style of the target language. Another aspect involves substitution of words that are contextually bound to one culture and have a different meaning in another, even when the source language is considered equivalent.

Team members are also encouraged to consult the source assessment, theory, the original author, and content-related colleagues as needed to reconcile discrepTeaancies until a single, universal assessment is created.

1.3.3 Back-translation

Back translation refers to the general processes inherent within converting the forward-translated, reconciled assessment from the target language into the English source language. We recommend that a translation agency performs the translation. This activity must be completed by at least one bilingual native speaker of the source language, but as with forward translation, we recommend having at least two team members, at least one of whom has content expertise that can contribute to this activity. During the process, all assessment material (chapter 6, 7 and 8 of the manual) is translated literally without inferences being made regarding what the translators might have intended. The goal of this activity is not to produce an assessment that is identical to the source assessment, but rather to reflect the general content and meaning of the instructions, items, and responses.

1.3.4 Team review and further cultural adaptations

The team then reviews the back-translated version in reference to the source document and forward translation to make any further cultural adaptations to the universal document. It is important to revise the document with the concepts of reliability, fluency, appropriateness, and decentering during this stage to promote culturally accurate depictions of the constructs presented in the source assessment. Each item is reviewed until a general consensus is reached about representativeness of instructions, items, and responses. The adaptations and choices made in this step need to be documented. Thereby it is important to discuss the choices for consensus with the original authors.

1.3.5 Pre-testing and revision

After this final revision and consensus forming, researchers should subject assessments to one or more pretesting activities with a small group of individuals who are fluent in the target language and representative of the target population.

Quantitative strategies can be implemented from classical test theory (CTT), with categories of inspection providing preliminary contributions when used with samples of 15 or more (Eremenco et al., 2015). Specifically, researchers can administer the translated document and compute coefficient alpha to evaluate the internal consistency of scores. Eremenco et al. (2015) suggested that coefficients below .70 should be

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inspected for translation errors. Research that is done with the translated WRITIC will be discussed and publications are done in consultation with the original authors.

1.3.6   Team review and consensus forming

The translation team completes one final review of the target assessment informed by data from pretesting activities. During this time, the document is considered in the context of the entire translation and a final consensus is formed about the translated instructions, items, and responses that result in the final version of the assessment that has been adapted to the target language and population. Also, in this stage it is important to discuss the choices for consensus with the original authors.

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