

TRANSLATION ASSESSMENT IN THE PROFESSIONAL AND PEDAGOGICAL SETTINGS: PROPOSAL OF A TEACHING UNIT FOR PEER REVIEW AND ASSESSMENT¹

AValiação de Tradução nos Contextos Profissional e Pedagógico: Proposta de Unidade Didática para Revisão e Avaliação por Pares²



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Abstract: *Assessment in translation can be considered from at least three perspectives: assessment of published translations (translation criticism), assessment in translation teaching (pedagogical) and assessment of professionals at work (Martínez Melis & Hurtado Albir, 2001). In the pedagogical context, literature on translator education indicates the need to bridge the gap between translation training and professional practices (Kelly, 2005; Kiraly, 1995). With the aim of taking another step towards this connection, this paper brings elements from professional assessment of translation into the context of translation teaching by proposing a Teaching Unit (TU) in which methodologies and tools from the DQF-MQM model are used as a basis for learning tasks, involving peer review and assessment (“co-assessment” according to Hurtado Albir, 2015a). The design of this TU is in line with the theories of constructivist learning and Competence Based Teaching (CBT) (PACTE, 2017), with task-based teaching approach as its methodological cornerstone (Hurtado Albir, 2015a). The theoretical framework includes the conceptual base from CBT as well as assessment in CBT, and data related to the DQF-MQM assessment model, used for professional assessment in translation agencies. Procedures adopted to build the TU follow the parameters proposed by Hurtado Albir (1999, 2005), according to which the TU is built around translation tasks that constitute the organizational axis of learning. Research results indicate that CBT is an appropriate choice to promote the integration between the market sector chosen and the pedagogical environment, by bringing together the competencies required from professionals and those to be acquired in the*



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pedagogical context. Results also indicate that the DQF-MQM model is a relevant choice to establish a dialog between the professional setting and translation teaching due to the fact that this model offers (i) the possibility of adjusting error categories and quality levels to suit the pedagogical context; (ii) a category for positive points in the translation assessment; and (iii) information publicly available about the criteria, metrics and methods that constitute the model.

Keywords: *Translator education. Competence-based teaching (CBT). Assessment and revision parameters. DQF-MQM model. Error typology-based assessment.*

Resumo: A avaliação no âmbito da tradução pode ser entendida em, pelo menos, três perspectivas: a avaliação de traduções publicadas (crítica de traduções), a avaliação no contexto didático (avaliação pedagógica) e a avaliação de traduções no mercado de trabalho (avaliação profissional) (Martínez Melis & Hurtado Albir, 2001). No contexto da avaliação pedagógica, a literatura referente à formação de tradutores aponta a necessidade de aproximar a realidade profissional das práticas pedagógicas (Kelly, 2005; Kiraly, 1995). Com o objetivo de dar mais um passo em direção a essa aproximação, este artigo objetiva trazer elementos da avaliação profissional para o contexto de formação, propondo a elaboração de uma Unidade Didática (UD) na qual os métodos e instrumentos de avaliação profissional (modelo DQF-MQM) são a base para tarefas de aprendizagem, envolvendo revisão e avaliação por pares (“coavaliação”, conforme Hurtado Albir, 2015a). A elaboração da UD está em consonância com uma orientação construtivista da aprendizagem, na linha pedagógica da Formação por competências (FPC) (PACTE, 2017), tendo como marco metodológico o enfoque por tarefa de tradução (Hurtado Albir, 2015a). O quadro teórico inclui a base conceitual da FPC e da avaliação na FPC, bem como dados sobre o modelo de avaliação DQF-MQM, utilizado na avaliação profissional, sobretudo no segmento de mercado de agências de tradução. Os procedimentos para a construção da UD seguiram os parâmetros propostos por Hurtado Albir (1999, 2005), segundo os quais a UD é construída em torno de tarefas de tradução, que constituem o eixo organizador da aprendizagem. Os resultados da pesquisa apontam para a adequação da escolha da linha pedagógica da FPC para promover a integração entre o segmento de mercado selecionado e o ambiente pedagógico, por possibilitar a aproximação das competências demandadas do profissional àquelas a serem adquiridas no contexto pedagógico; apontam também para a relevância do modelo DQF-MQM para o diálogo entre o contexto profissional e a formação de tradutores, por apresentar as seguintes características: (i) permitir que as categorias de erros e o nível de qualidade desejado sejam ajustados às circunstâncias de cada contexto pedagógico; (ii) incluir uma categoria de pontuação positiva; e (iii) disponibilizar informações sobre os critérios, as métricas e os métodos que constituem o modelo.

Palavras-chave: Formação de tradutores. Formação por competências (FPC). Parâmetros de avaliação e revisão. Modelo DQF-MQM. Avaliação por tipologia de erros.

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Professional translators face different evaluation aspects on a daily basis, in situations that involve from deciding if a term is appropriate for a specific context, through confirming if the quality of a translation is appropriate for a certain client, to revising or assessing their colleagues’ translations or having their own translation assessed and even graded sometimes (Chesterman & Wagner, 2002). Thus, from the beginning of their career, translators are subjected to assessment for these and other purposes that include, for instance, applying for a job position, having their names added to databases of translation agencies, or joining professional associations.

Firstly, it is necessary to define the term assessment, which, according to Martínez Melis and Hurtado Albir (2001), can be viewed in the translation context from at least three perspectives: assessment of literary and sacred texts; assessment of professional translations,

which focuses on assessing translators' professional competence; and assessment in the pedagogical context (translation teaching), which aims at assessing acquisition of students' translation competencies, as well as adequacy of school syllabi and curricula. Saldanha and O'Brien (2014) highlight the importance of distinguishing between the professional and the pedagogical settings when it comes to quality assessment, since such a distinction takes into account the status of translators whose work will be assessed. We agree with this analysis and in this sense we adopt Melis and Hurtado Albir's (2001) definition of assessment, because, considering the three perspectives presented by the authors, this study focuses precisely on the interface between professional and pedagogical assessment. More specifically, it looks at the assessment of translators' performance when working for agencies, and at possible contributions professional assessment models may offer to translator education.

The theoretical framework that informs this research is composed of concepts related to assessment in the context of Competence-Based Teaching (CBT) and the assessment model known as DQF-MQM (*Dynamic Quality Framework - Multidimensional Quality Metrics*), used in professional settings. The *Procés d'Adquisició de la Competència Traductora i Avaluació* (PACTE) Group's proposal for the didactics of translation focusing on assessment is also considered, as well as basic concepts in competence-based curriculum, assessment in translation teaching, and integration of professional and pedagogical assessment. The Teaching Unit (TU) proposed in this study³ uses assessment methods and criteria applied in translation agencies as a basis for learning tasks. The TU aims to expose students to a situation similar to a professional one, under circumstances that allow them to reflect on methods and criteria applied in such settings and to develop strategies to acquire, and improve, the competences necessary for a satisfactory professional performance. The learning tasks proposed help students to get familiar with the process of quality improvement and to understand the instruments necessary to revise and assess translations with high quality.

Our general objective is to bridge the gap between professional practices of assessment and translator training. More specifically, we aim to propose a TU to be implemented in future research, in which professional assessment methods and instruments will serve as a basis for teaching/learning tasks that involve peer review and assessment. These objectives are in accordance with Kelly's (2005) proposal of a curricular design for translator training. According to the author, curricular design and planning begin with the establishment of learning objectives, defined from a set of sources which include (Kelly, 2005, p. 22):

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professional standards (sometimes not expressed formally ...); industry's needs and views; institutional policy (or corporate policy in the private sector); institutional constraints (national regulations or legislation; available training resources, etc.); disciplinary considerations (existing research and literature; common practice on other similar courses in your country or others); student/trainee profiles.

In the excerpt above, we highlight professional standards and industry's views, which are our inspiration for the teaching material proposed.

This paper is structured as follows: after this introduction, which contextualizes the study, we present the theoretical framework; subsequently, we explain the procedures adopted for the TU design, which is followed by a TU proposal. Data analysis and discussion are presented next and then some final considerations reflect on this study and its possible unfoldings.

Theoretical Framework

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The theoretical framework on which this paper is based is divided in two main axes: (i) conceptual and pedagogical aspects that have a bearing on translation teaching and assessment in the educational context, and (ii) aspects related to translation assessment in professional settings, with a focus on error typology-based translation assessment models.

Conceptual and Pedagogical Aspects

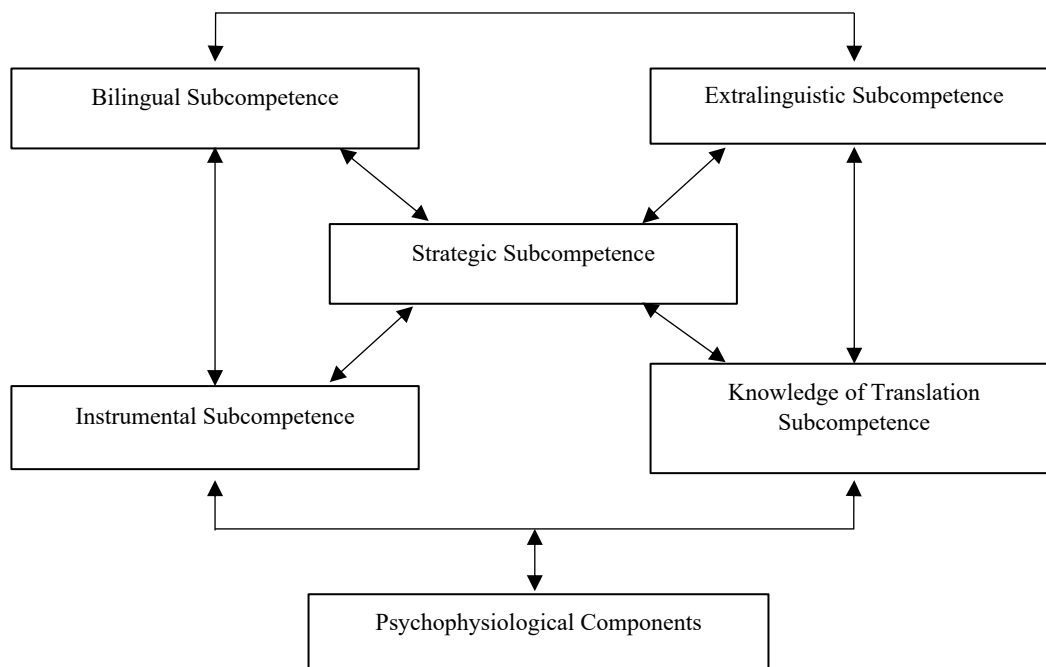
The learning objectives-based approach to translator training proposed by Jean Delisle in the 1980s resulted in the “educational premise of establishing clear objectives for any teaching/learning process” (Kelly, 2005, p. 11). According to Delisle (2013, p. 20), a learning objective “is understood as a description of an action intended for a pedagogical activity that specifies durable changes in students’ behavior to be observed by the end of a teaching and learning period.”⁴

Hurtado Albir (2007, p. 165) argues that CBT is a logical continuation of objective-based learning and hence adds a new dimension to this matrix: “greater transparency of professional profile in study programmes, greater emphasis on the outcome of learning, more flexibility and a greater integration of all aspects of a curriculum”. Inspired by the concepts of learning objectives and based on the premises of CBT, Hurtado Albir and the PACTE Group

developed a cognitive-constructivist-based teaching model, in which learning objectives are defined in accordance with the competences required for a satisfactory performance of translators in a professional setting (Hurtado Albir, 2015a). This model's basic principle is Translation Competence (TC), understood as a “subjacent system of knowledge, skills, and attitudes necessary to translate”⁵ (Hurtado Albir, 2011, p. 634). TC is composed of five subcompetences (bilingual, extralinguistic, knowledge about translation, instrumental, and strategic), as well as a set of psychophysiological components (PACTE, 2017). The set of subcompetences that forms TC is mobilized in an integrated manner and oriented mainly by the strategic subcompetence during all the translation process, which allows translators to activate different subcompetences, to compensate for deficiencies, to identify translation problems, and to apply strategies to solve them.

Figure 1 shows the integration between the subcompetences and the TC psychophysiological components in the translation process, with the strategic subcompetence taking a central position.

Figure 1
Integration of the PACTE Group's TC components



Source: Hurtado Albir (2005, p. 28).

Based on this model, Hurtado Albir (2007, pp. 177-178) proposes the following set of competences *specific for translator training*: methodological and strategic, contrastive, extralinguistic, occupational, instrumental, and translation problem-solving. The “Methodological and Strategic Competence” consists in “applying the methodological principles and strategies necessary to work through the translation process appropriately” (Hurtado Albir, 2015b). The “Contrastive Competence,” the “Extralinguistic Competence,” and the “Translation Problem-Solving Competence” are related to linguistic aspects of a translation task. The “Occupational Competence” refers to translators’ performance in a professional setting and to knowledge on the professional practice needed for a satisfactory performance; finally, the “Instrumental Competence” concerns the management of documentary and technological resources needed to solve translation problems.

The methodological framework proposed by Hurtado Albir (2005, p. 43) is the translation task-based approach, which according to the author revisits the task characteristics described by Zanón (1990). Hurtado Albir (1999, p. 56) defines ‘task’ as “a work unit in the classroom, representative of a translation practice, which is intended for translation learning and designed with a concrete objective, structure, and work sequence”⁶; in this context, a task becomes the main axis when elaborating a TU and designing the curriculum (Hurtado Albir, 2005, p. 44).

According to Hurtado Albir (2007, p. 175), “each [teaching] unit is structured into different learning tasks which pave the way for the final task(s).” Table 1 shows this structure.

Table 1

TU structure

UNIT:
OBJECTIVES:
UNIT STRUCTURE
Task 1:
Task 2:
Task 3:
Task...
Final Task

Source: Hurtado Albir (2005, p. 44).

Hurtado Albir (2007, p. 180) distinguishes different types of tasks, highlighting the following:

(1) learning activities, aimed at the development of an ability, skill or discipline-related content; (2) integration tasks, which activate all the components of a competence; (3) integrating tasks, which activate one or more discipline-related competences and at least one general competence and one aspect of life experience.

All of these conceptual, pedagogical and methodological aspects were considered in the design of the TU presented in this paper, in which the assessment issue deserves special attention. Assessment in competence-based translator training is grounded in the students' ability to mobilize and combine internal and external resources (competences) in different contexts. This requires an ongoing assessment, adopting, whenever possible, complex tasks that mimic professional settings regarding both their content and the conditions under which they are performed. According to Galán-Mañas and Hurtado Albir (2015), assessment planning in CBT needs to consider the assessor (the one who performs the assessment), the timing (when to assess), and the purpose (why to assess).

The assessor could be the students themselves (*self-assessment*), a fellow student (*peer-assessment*), or an individual whose knowledge and skills surpass the students', preferably professional translators or teachers (*hetero-assessment*). We highlight the emphasis Hurtado Albir (2015a, pp. 18-19) puts on "co-assessment (peer assessment)"⁷ and its formative aspect for translation learning. Similarly, Kiraly (2000, pp. 157-158) mentions the importance of peer assessment, naming it "co-operative revision," which the author considers "a particularly fruitful teaching technique;" he adds that "By proof reading each other's work, all students can learn through the mutual negotiation of problems, strategies for solving them and adequate solutions."

In terms of timing, assessment may occur in the following moments: before the learning process (*initial*); throughout the learning process (*continuous*); and at the end of a learning process, aiming to verify the knowledge acquired at a specific moment (*final*) (Galán-Mañas & Hurtado Albir, 2015). Scallon (2015, p. 41) suggests that assessment be undertaken through a "performance appreciation"⁸, that is, through varied tasks during a long period of time, considering the stages of elaboration of answers "as important as the answers themselves."

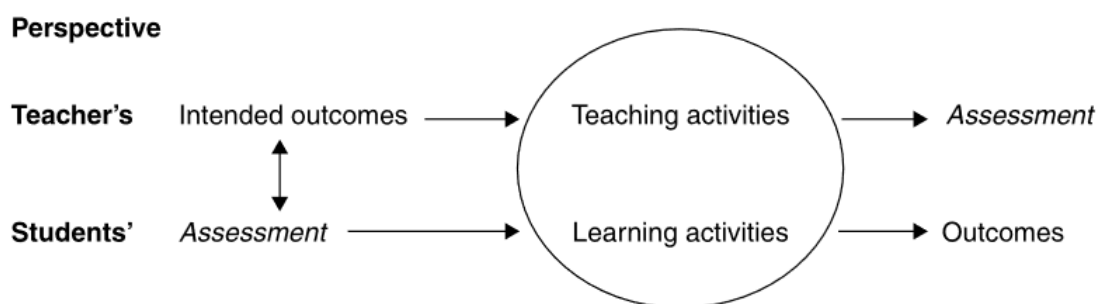
Finally, regarding its purpose, assessment may be *diagnostic*, *formative*, or *summative*. A *diagnostic* assessment can be undertaken through instruments such as questionnaires, brief tasks, or discussions in class. It allows teachers to identify students' profile and competences before the learning process begins, so that teaching/learning activities may be adapted to their needs and levels.

A *summative* assessment is mainly used to assign students grades and to assess the competences acquired in a specific period of learning. If undertaken only at the end of the learning process, a summative assessment will show a static image of students' knowledge at that specific moment. However, if undertaken throughout a learning process, it will assess the process of knowledge acquisition.

A *formative* assessment is a process of continuous verification which aims to guide the teaching and learning procedure (Scallon, 2015, p. 23). The outcomes of a *formative* assessment may be used by teachers to plan assessment tasks, having in mind the students' point of view regarding their learning objectives; assessment planning could occur through the "constructive alignment" process, in which teachers "systematically align the teaching/learning activities, and the assessment tasks to the intended learning outcomes, according to the learning activities required in the outcomes" (Biggs & Tang, 2011, p. 11).

Figure 2 – Constructive alignment, taken from Biggs and Tang (2011, p. 198) – illustrates the concept of *constructive alignment*, showing teachers' and students' perspectives regarding assessment: learning outcomes are the starting point for teachers to design learning activities and assessment tools. The bottom part of the figure shows that assessment is the starting point for students; in other words, they tend to concentrate their learning efforts on topics that will be (or they believe will be) included in the assessment.

Figure 2
Constructive alignment



Source: Biggs and Tang (2011, p. 198).

In Figure 2, the vertical arrow between “Intended outcomes” and “Assessment” represents the alignment of assessment and teaching – i.e., constructive alignment – which, according to the authors, results in a more effective learning, because, if an assessment reflects the intended outcomes, then teachers’ effort to teach and students’ effort to learn will have the same goal.

Next section presents DQF-MQM error typology model, used in translation agencies and explored in our proposal of a TU.

Aspects Related to Translation Assessment in Professional Contexts: DQF-MQM Model

Translation agencies use a translation quality assessment process, *Language Quality Assessment (LQA)* ⁹, to collect data on the quality of the service they provide for their clients. LQA consists in a complete or partial revision of the translated text aiming to assign it a grade or classification. It is grounded in error typology-based assessment model, such as DQF-MQM (*Dynamic Quality Framework – Multidimensional Quality Metrics*), used in this research.

DQF-MQM assessment model, designed by TAUS (*Translation Automation User Society*) ¹⁰, is based on the combination of two previous models, DQF (*Dinamic Quality Framework*), also created by TAUS, and MQM (*Multidimensional Quality Metrics*), developed as part of the QTLaunchPad ¹¹ project.

According to DQF-MQM methodology, a reviewer examines the translated text and, by using a standard form, suggests corrections and assign them an error category and a level of severity. Appendix A shows the error categories and subcategories as well as levels of severity in DQF-MQM model. Figures 3 and 4 show the Review Environment tab of a form displayed as a spreadsheet, used to report errors encountered in the course of a review.

Figure 5
LQA results in a DQF-MQM template

Analysis Criteria					
	Number of Errors	Severity 1 Errors	Severity 2 Errors	Severity 3 Errors	Severity Penalty
Accuracy	2	0	1	1	6
Language	0	0	0	1	1
Terminology	2	0	1	1	6
Style	0	0	0	0	0
Country Standards	0	0	0	0	0
Layout	0	0	0	0	0
Query implementation	0	0	0	0	0
Client edit	0	0	0	0	0
Repeat	0	0	0	0	0
Kudos	0				
Total	4	0	2	3	13
					PASS

Source: DQF-MQM *Error Typology Template* ¹⁴.

The possibility of choosing the quality level favors the use of the DQF-MQM model in a pedagogical setting, because the expected translation quality may be adjusted to the level of knowledge acquired by the students who will be evaluated.

An LQA process also involves an important phase for feedback and contestation on the part of translators: when translators receive the results of their assessment, they must add comments to the column named “Translator Comments” (see Figure 4 above).

Amidst the available options for error typology assessment models, this study uses DQF-MQM because, besides the intrinsic qualities aforementioned, TAUS provides public details about the concepts that influenced the development of the DQF-MQM model. This allows adjusting the model to the circumstances of each project or to a specific pedagogical context in which a translation assessment is implemented.

Procedures for TU Design ¹⁵

Initially, the hierarchical position of a TU in the syllabus is presented. Table 2 shows the general configuration of the course syllabus, containing each learning objective to be achieved through its respective TU, aligned with the competence to be developed, the content to be explored, and the TU designed for its achievement.

Table 2*Configuration of the syllabus design according to PACTE Group's (2017) premises*

Learning objective	Specific competence	Content	Teaching Unit
1. Recognizing translation projects workflow in agencies	Methodological and strategic competence Occupational competence	Translation project workflow in agencies	TU1 – Translation project workflow in agencies
2. Recognizing translation projects workflow in agencies	Methodological and strategic competence Occupational competence	Interpersonal relations in the process of translation, revision, and assessment	TU2 – Interpersonal relations in the process of translation, revision, and assessment
3. Using CAT tools (<i>Wordfast Anywhere</i> and <i>Wordfast Pro 3</i>) for translation of nonspecialized texts	Methodological and strategic competence Occupational competence Instrumental competence Extralinguistic competence Contrastive competence	Translation of nonspecialized texts (Web pages and user manuals) using CAT tools	TU3 – Translation of nonspecialized texts (Web pages and user manuals) using CAT tools (<i>Wordfast Anywhere</i> and <i>Wordfast Pro 3</i>)
4. Applying DQF-MQM criteria of error marking and correction for peer review and assessment	Methodological and strategic competence Nonspecialized text translation problem-solving (competence integration)	Translation revision and assessment based on professional criteria	TU4 – Translation revision and assessment based on DQF-MQM model criteria

Source: Portilho and Vasconcellos.

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Learning objective 4 (bold type in Table 2) was selected to be aligned with TU4, which is our proposal. The criterion used to select this objective is directly related to this research, whose title – Translation Assessment in the Professional and Pedagogical Settings: Proposal of a Teaching Unit for Peer Review and Assessment – suggests the elaboration of revision tasks.

Subsequently, the TU was created. The tasks were designed to resemble real life work assignments carried by translators in translation agencies, but also considering recent research on translator education and practices in pedagogical settings, according to Kelly's (2005) proposal. For instance, when designing tasks, we considered the students' level of TC development, which entails the stage in the curriculum grid in which the course is offered and the students' level of English.

Yániz and Villardón (2006) and Kelly (2005) suggest that the professional profile be the basis for the development of pedagogical activities. According to the authors, a professional profile analysis results in the definition of professional identities to be considered in the pedagogical setting; thus, when the main professional functions are described, it is possible to identify an educational profile (i.e., the required training to develop professional functions), in order to define the necessary training when it comes to the competences to be developed. Based

on the literature about professional translation assessment, it is possible to say that translation revision and assessment are important functions performed by professional translators. Thus, in alignment with the professional setting, translation revision and assessment tasks are directly related to translation quality, which, according to Morin et al. (2017, pp. 207-208), has become essential in the translation industry and has been approached in different ways in professional contexts and in academia. The authors also state that researchers in the translation field have concentrated efforts on, among other issues, identifying ways to offer translators training to improve their translation skills and to better use the available instruments aiming at a high quality job. The objectives of this research are related to this issue, i.e., to propose tasks that allow students to get engaged with processes for quality improvement and to make them understand the tools and processes needed to perform high quality translation revision and assessment.

The procedures to design the TU are in accordance with Estaire and Zanón (1994, p. 49):

1. Determining the theme of the TU.
2. Planning the final tasks.
3. Defining the learning objectives of the TU.
4. Specifying the content necessary to conduct the final tasks.
5. Planning the process: defining facilitating and communicative tasks; choosing/adapting the necessary materials; structuring and choosing tasks considering the time available.
6. Planning assessment instruments and procedures.

The TU was designed according to the arrangement presented in Table 1, structured around a set of tasks, beginning with facilitating and learning tasks, which prepare students for the final task. Each task is created based on worksheets that detail the learning aspects to be developed. The final task seeks to make students protagonists of their own learning process, reflecting on what has been learned in the TU and associating this knowledge to their previous expectations.

The syllabus proposal is found in Portilho (2019)¹⁶; the TU proposed is presented in Appendix B. In the next section, considerations on TU4 establish a relation between the proposal and the theoretical framework on which it is based.

Analysis and Discussion

Following PACTE's (2017) and Hurtado Albir's (2005, p. 32) guidelines, TU4 aims to turn students into protagonists and active participants in their own learning process, through a variety of tasks which includes 'learning,' 'integration,' and 'integrating' tasks. We highlight Hurtado Albir's (2007, p. 176) comment on one of the most relevant aspects of a task-based approach: "It allows for simulating situations *relating to the professional world* [emphasis added] and performing *authentic* [emphasis added] tasks". This justifies our proposal – a dialog between professional and pedagogical settings, seeking authenticity, that is, situations that approach real life (Scallon, 2015, p. 41).

TU4, linked to the learning objective "Applying DQF-MQM criteria of error marking and correction for peer review and assessment," is divided into specific learning objectives, each one aiming to develop specific competences related to the content proposed. Table 3 shows the alignment of objectives and tasks, as well as their relation with the competences to be developed.

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Table 3
Alignment of learning objectives with TU4 tasks and related competences

TU4 Learning Objectives	Tasks to achieve the objectives	Specific competences
1. Dealing with interpersonal relations involved in the process of translation revision and assessment	Task 1: Interpersonal relations in the process of translation revision and assessment	Methodological and strategic competence Occupational competence
2. Understanding the proposals for translation revision and assessment, according to Mossop (2014)	Task 2: Mossop's (2014) principles for translation revision and quality assessment	Methodological and strategic competence Occupational competence
3. Understanding DQF-MQM criteria for translation error marking and correction.	Task 3: DQF-MQM criteria for translation correction	Methodological and strategic competence Occupational competence Instrumental competence
4. Developing strategies for peer review and assessment	Task 4: Assessing translation quality: feedback and interpersonal relations involved in the process of assessment	Methodological and strategic competence Occupational competence Instrumental competence Contrastive competence Extralinguistic competence Nonspecialized text translation problem-solving (integration of competences)

Source: Portilho and Vasconcellos.

The first learning objective of TU4 (“*Dealing with interpersonal relations involved in the process of translation revision and assessment*”) brings back what is proposed in the syllabus for TU2 (“*Interpersonal relations in the process of translation, revision, and assessment*”) and seeks to make students reflect on interpersonal relations specifically linked to the processes of *revision* and *assessment*.

The second objective, “Understanding the proposals for translation revision and assessment, according to Mossop (2014),” is intended to make students grasp the stages involved in the processes of revision and assessment and differentiate both stages based on the distinction proposed by Mossop (2014). Additionally, this learning objective introduces the concept of *error severity categories*, which will be made clear in Learning Objective 3.

Learning Objective 3, “Understanding DQF-MQM criteria for translation error marking and correction”, exposes the students to DQF-MQM error typology assessment model, whereas Learning Objective 4, “Developing strategies for peer review and assessment,” prepares the students to perform review/revision tasks and to develop critical and self-critical thinking to conclude peer review and assessment tasks.

Concerning the competences, the TU proposed emphasizes the methodological and strategic competences, also exploring the instrumental and occupational ones, as it takes into account the type of the course for which the TU is planned (Introductory) and its learning objectives. This is in accordance with Hurtado Albir (2015a, p. 11), who states that, in an introduction to translation course, emphasis should be on the development of the methodological and strategic competence and on the contrastive competence.

The “Methodological and strategic competence” consists in “applying the methodological principles and strategies necessary to work through the translation process appropriately” (Hurtado Albir, 2015b). In the context considered in this study, students are exposed to translation revision theories and assessment techniques based on Mossop’s (2014) pedagogical proposal; they are also exposed to information that helps them differentiate the stages of revision and assessment processes in translation agencies.

The “Occupational competence,” related to knowledge on the professional practices needed for a good performance, has an important role in our objective of bridging the gap between the pedagogical and the professional settings: to expose the students to situations that mimic the ones encountered when working for a translation agency.

The “Instrumental competence,” according to PACTE (2017), refers to “procedural knowledge” related to the use of documentary, informational, and technological resources. This competence is mobilized in different moments when revision/assessment tasks are performed, for instance, when documentary and information resources are used to solve translation problems; or when mobilizing knowledge on the use of technological resources to report errors and present suggestions in the DQF-MQM form – a spreadsheet file.

The “Contrastive competence”, “Extralinguistic competence,” and “Translation problem-solving competence” are more closely related to the linguistic aspects of a translation task and allow “differentiating between the two languages involved, monitoring interference. ... mobilizing encyclopaedic, bicultural and thematic knowledge to solve translation problems. ... using appropriate strategies to solve translation problems in different text genres” (Hurtado Albir, 2015b, p. 262).

The integration of these competences is essential for translation review tasks and allows students to justify the suggestions they make to their classmates’ translations; it also provides elements for students to explain their translation choices in case they disagree with the feedback given by the classmates who assessed their translation.

Based on these learning objectives and competences, TU4 is structured around four *learning* and *integration tasks*, and a final task which asks for students’ reflections on their own process. Tasks 1, 2, and 3 are *learning tasks*, designed so that students can acquire knowledge (through support material, information sheets, theoretical texts); Task 4 is an *integrating task* (Hurtado Albir, 2015a, pp. 12-13), in which students are expected to integrate and mobilize all the other competences developed in previous tasks, including general competences.

In line with TU4’s focus (processes of and criteria for translation revision and assessment in the professional setting; development of methodological and strategic competence), its tasks will emphasize aspects of translation revision and assessment, namely: interpersonal relations in the processes of revision and quality assessment, principles for revision from an academic and pedagogical point of view according to Mossop (2014), and translation assessment criteria in line with the DQF-MQM model.

Figure 6 shows Task 1 as an example. The other tasks, in their final configurations, can be found in Portilho (2019).

Figure 6*Task 1***TASK 1: Interpersonal relations in the process of translation revision and assessment**

 Read the Support Material and answer the questions from Worksheet 1 below.

SUPPORT MATERIAL 1

1) Read section 14.1 Relation with Revisees, from the book *Revising and Editing for Translators*, by Brian Mossop (2014), pages 192 to 196.

2) Read Appendix 1: Summary of Revision Ideas, from the book *Revising and Editing for Translators*, by Brian Mossop (2014), pages 205 and 206.

Worksheet 1: Interpersonal relations in the revision process

1. What are the revision strategies suggested by Mossop (2014) to avoid possible conflicts between the person who assesses the translation and the person who translated the text?

2. In Appendix 1, "Summary of Revision Ideas," Mossop (2014) states that one of the disadvantages of the other-revision is the risk of jeopardizing work relationships between the reviewer and the translator. In your opinion, which measures or attitudes could be taken to avoid this type of problem? To answer this question, consider both the translator's and the reviewer's point of view.

3. In your opinion, what were the new and most interesting points presented in the Support Material?

Source: Portilho and Vasconcellos.

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As Figure 6 shows, "Task 1: Interpersonal relations in the process of translation revision and assessment", based on Mossop (2014), tackles strategies for each stage in the revision process, including a discussion on the risks of jeopardizing work relationships between the people involved in the revision/assessment process, particularly when there is discomfort on the part of the individual whose translation is revised.

The other tasks that compose the TU are briefly described below.

"Task 2: Mossop's (2014) principles for translation revision and quality assessment" entails concepts related to revision and assessment of translations from an academic and pedagogical point of view and seeks to make students reflect on the differences between these two stages in a translation project. The Support Material presents concepts related to translation quality assessment, including error severity categorization, discussed in Mossop's (2014) Appendix 2, which is of great importance to the objectives of this TU: together with error typology classification, the error severity classification is the basis for translation assessment models used in translation agencies.

"Task 3: DQF-MQM criteria for translation correction" is an integration task (Hurtado Albir, 2015a, pp. 12-13), as it activates knowledge previously acquired, proposing that students

use the criteria of the DQF-MQM form. This task allows students to get to know the criteria and methods employed in this revision model to apply them in Task 4, in a peer assessment activity.

In “Task 4: Assessing translation quality: feedback and interpersonal relations involved in the process of assessment,” students will use bilingual files previously translated in “TU3 – Translation of nonspecialized texts (Web pages and user manuals) using CAT tools (*Wordfast Anywhere* and *Wordfast Pro 3*)” and will exchange files with a classmate. The Support Material presents instructions to use the DQF-MQM assessment form, which must be employed by students to conclude their assessment task. It is important to emphasize that the proposal to perform a peer review aims to mimic the work done at translation agencies, where professionals have their texts reviewed and assessed by others. Therefore, these tasks require interpersonal relation skills involved in a revision/assessment task, which mimics reality as closely as possible. Hurtado Albir (2015a, pp. 18-19) highlights the importance of what she calls “co-assessment (assessment among colleagues)”¹⁷, which is a formative type of evaluation, for translation learning. As mentioned above, students exchange files in Task 4. Thus, each student will both assess a classmate’s translation and be assessed for their¹⁸ translation: they perform an assessment by filling out the DQF-MQM form and sending it to the classmate whose translation is being assessed; and, when they receive the form assessing their job, they analyze their classmate’s suggestions and write, in the “Translator Comments” column, whether they agree or disagree with each one of the suggestions. In case the students disagree, they may justify their translation choices and send the form back to the classmate that reviewed it, who will analyze the contestations and add a final comment to the “Escalation Comments,” agreeing or disagreeing. Finally, the students will apply the changes suggested to the bilingual text, to generate a final version. The instructions propose that students apply every single change to improve the text; this recommendation is very frequent in translation projects, as translators tend to ‘defend’ and adhere to their choices for personal reasons. Therefore, it is important to motivate students to be open-minded when having their jobs criticized, as suggested by Mossop (2014) and presented in the Support Material.

At the end of the TU, students conclude the Final Considerations task, in which they have the opportunity to evaluate themselves regarding their learning process and to reflect on strategies to overcome their difficulties when performing the tasks.

In the next section, we present some final remarks on this paper.

PORTILHO, Talita; VASCONCELLOS, Maria Lúcia Barbosa de. Translation Assessment in the Professional and Pedagogical Settings: Proposal of a Teaching Unit for Peer Review and Assessment. *Belas Infiéis*, Brasília, v. 10, n. 2, p. 01-31, 2021. e-ISSN: 2316-6614.

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This study aimed to contribute some reflections to the conversation between the professional setting and translator training, exploring issues on error typology-based translation assessment performed by translation agencies; more specifically, the DQF-MQM (*Dynamic Quality Framework – Multidimensional Quality Metrics*) quality assessment model, developed by TAUS (*Translation Automation User Society*), was introduced to the pedagogical setting. This study is part of a larger M.A. research of which the main objective was to bridge the gap between situations of professional assessment and translator education. As a specific objective, a TU was proposed, in which methods and instruments of professional assessment were the basis for learning tasks involving peer review and assessment. This aimed to expose students to an authentic situation of assessment under conditions that encourage them to reflect on methods and criteria applied in the professional setting and to develop strategies to acquire the competences needed for a satisfactory performance. The learning tasks proposed helped students to get familiar with the process of quality improvement and assessment, which led them to understand the tools and processes necessary to perform translation revision and assessment in a professional context.

The theoretical framework on which this research was based focused precisely on aspects of quality assessment in translation agencies; we presented DQF-MQM error typology assessment model, as well as PACTE's principles on Competence Based Teaching (CBT) and their translation teaching proposal, including assessment in a CBT context.

Considering limitations due to the scope and nature of this paper, we suggest the following aspects to be further explored in future research:

1. Designing the remaining TUs of the syllabus presented in Portilho (2019).
2. Implementing the TU proposal through an Action-Research.
3. Designing assessment instruments and tasks (diagnostic, formative, and summative).
4. Comparing the proposal presented here with methods used by translation associations to assess translators who apply for membership.

Finally, we argue that this study is relevant for its contribution to make translation students familiar with error typology assessment models used in translation agencies, suggesting a dialogue between criteria for assessment in the pedagogical and professional

settings, as assessment is essential for this professional profile. As Chesterman and Wagner (2002) state, professional translators deal with different assessment aspects on a daily basis: to decide on a more appropriate translation; to confirm the quality level of a translation; to revise or assess other translator's job; or to have their translation assessed. This study contributes to bring all these professional considerations to the pedagogical setting.

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Appendix A - Error Categories and Severity Levels in DQF-MQM Model

*Error categories and subcategories used in DQF-MQM model*¹⁹

Main Criteria	Sub criteria	Explanation
Language	Grammar/syntax	Noncompliance with target language rules.
	Punctuation	Noncompliance with target language rules or with style guide.
	Spelling	Spelling errors, incorrect use of accents and capital letters.
Terminology	Noncompliance with company terminology	Noncompliance with glossaries provided by the client or terminology from previously translated material.
	Noncompliance with 3rd party or product/application terminology	References to third-party products or application that do not follow the correct terminology.
	Inconsistent	Inconsistent use of terminology in different parts of the translated text.
Accuracy	Incorrect interpretation of source text – mistranslation	Incorrect interpretation of source text leading to mistranslations.
	Misunderstanding of technical concept	Misunderstanding of technical concept leading to mistranslation.
	Ambiguity	Ambiguous translation of a clear source segment.
	Omission	An essential element in the source text is missing in the translation.
	Addition	Unnecessary elements in the translation not originally present in the source text.
	Incorrect 100% match	Segment leveraged from the translation memory was not well translated or not appropriate for context.
	Untranslated text	A term or section of text that should be translated was left in the source text.
Style	Noncompliance with company style guides	Noncompliance with company style guides.
	Inconsistent with other reference material	The translation was inconsistent with other reference material, such as translated webpages or existing version of translated manuals.
	Inconsistent within text	Different sections of the text were translated with inconsistent style.
	Literal translation	The translated text features characteristics of literal translation.
	Awkward syntax	The syntactical structure of the translated text does not use the standards of the target text.
	Unidiomatic use of target language	The translation is grammatically correct but does not properly apply figures of speech.
	Tone	The tone of the translated text is not in accordance with the project instructions. E.g., the text is formal when it should be informal.
Country Standards	Incorrect country standards	Incorrect use in the translated text of dates, units of measurement, currency, delimiters (thousand or decimal separators), addresses, phone numbers, zip codes, shortcut keys, cultural references.
Layout	Formatting	Incorrect or inconsistent use of formatting standards. E.g., titles, bulleted lists etc.

Main Criteria	Sub criteria	Explanation
	Corrupted tags	Source text tags were incorrectly changed in the translated text.
	Missing variables	Source text variables are missing in the translated text.
	Links not working	Broken links due to improper change of link elements in the translated text.
	Truncations/overlaps	Text translated in software user interface is truncated or overlapping other elements.
	String-length error	Noncompliance with instructions about character or words count restrictions in the translated text.
	Missing/invisible text	Elements of the source text are missing in the translated text due to layout issues. E.g., a text box is misplaced.
	Corrupted characters	Corrupted characters in the final version of the translated text due to incorrect formatting of the file.
	Incorrect cross-references	Links or references to other documents do not match the source text.
	Functionality errors – mismatch	In software localization, the translation of a function does not correspond to its functionality.
	Functionality errors - broken	In software localization, translation problems result in damages to functionality.
Query implementation	Request for correction of error	Request from the client for correction of errors in the translated text as an answer from queries sent by the translation team.
Client edit	Client preferences	Changes that represent preferences from the client that were not followed on the translation step.
Repeat	Repeated error	The same error was repeated multiple times in the translated text.
Kudos	Praise for exceptional achievement	

*Severity levels in DQF-MQM model*²⁰

Severity Levels	Description
Critical	Errors that may carry health, safety, legal or financial implications, violate geopolitical usage guidelines, damage the company's reputation, cause the application to crash or negatively modify/misrepresent the functionality of a product or service, or which could be seen as offensive.
Major	Errors that may confuse or mislead the user or hinder proper use of the product/service due to significant change in meaning or because errors appear in a visible or important part of the content.
Minor	Errors that do not lead to loss of meaning and would not confuse or mislead the user but would be noticed, would decrease stylistic quality, fluency or clarity, or would make the content less appealing.
Neutral	Used to log additional information, problems or changes to be made that don't count as errors, e.g., they reflect a reviewer's choice or preferred style, they are repeated errors or instruction/glossary changes not yet implemented, a change to be made that the translator is not aware of.
Kudos	Used to praise for exceptional achievement.

Appendix B – Teaching Unit Proposal



FEDERAL UNIVERSITY OF SANTA CATARINA
CENTER FOR COMMUNICATION AND EXPRESSION
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Program: B.A. in Letters/Translation
Course: Introduction to Translation
Credits: 60 hours

TEACHING UNIT 4 (TU4)

LEARNING OBJECTIVES:

1. Dealing with interpersonal relations involved in the process of translation revision and assessment;
2. Understanding the proposals for translation revision and assessment, according to Mossop (2014);
3. Understanding DQF-MQM criteria for translation error marking and correction;
4. Developing strategies for peer review and assessment.

Unit Structure

Task 1:	Interpersonal relations in the process of translation revision and assessment
Task 2:	Mossop's (2014) principles for translation revision and quality assessment
Task 3:	DQF-MQM criteria for translation correction
Task 4:	Assessing translation quality: feedback and interpersonal relations involved in the process of assessment
Final Task:	Reflections on learning: interpersonal relations in the process of peer review and assessment

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TASK 1: Interpersonal relations in the process of translation revision and assessment

Read the Support Material and answer the questions from Worksheet 1 below.

SUPPORT MATERIAL 1


- 1) Read section 14.1 Relation with Revisees, from the book *Revising and Editing for Translators*, by Brian Mossop (2014), pages 192 to 196.
- 2) Read Appendix 1: Summary of Revision Ideas, from the book *Revising and Editing for Translators*, by Brian Mossop (2014), pages 205 and 206.

Worksheet 1: Interpersonal relations in the revision process

1. What are the revision strategies suggested by Mossop (2014) to avoid possible conflicts between the person who assesses the translation and the person who translated the text?
2. In Appendix 1, "Summary of Revision Ideas," Mossop (2014) states that one of the disadvantages of the other-revision is the risk of jeopardizing work relationships between the reviewer and the translator. In your opinion, which measures or attitudes could be taken to avoid this type of problem? To answer this question, consider both the translator's and the reviewer's point of view.
3. In your opinion, what were the new and most interesting points presented in the Support Material?

4. What is not clear for you in the Support Material?

TASK 2: Mossop's (2014) principles for translation revision and quality assessment

 Read the Support Material and answer the questions from Worksheet 1 below.

SUPPORT MATERIAL 2

1) Read Appendix 1: Summary of Revision Ideas, from the book *Revising and Editing for Translators*, by Brian Mossop (2014), pages 205 and 206

2) Read pages 207 to 210 of Appendix 2: Quality Assessment, from the book *Revising and Editing for Translators*, by Brian Mossop (2014).


Note: it is not necessary to read the whole appendix; read up to page 10 only, end of the *Major, minor and critical errors* subsection.

Worksheet 1. Principles for translation revision and quality assessment

1. Based on the Support Material, explain the differences between the stages of revision and assessment, according to Mossop (2014).
2. How does Mossop (2014) distinguish the error severity classification, i.e., critical, major, and minor?
3. In your opinion, what were the new and most interesting points presented in the Support Material?
4. What is not clear for you in the Support Material?

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TASK 3: DQF-MQM criteria for translation correction

 Read Support Material 1 below and the “CriteriaDefinitions” tab from the DQF-QMM form, which presents definitions and examples of each criterion of this translation assessment model.

Next, revise the translation in Worksheet 1 and identify the errors according to the categories/subcategories presented in Support Material 1.

Fill out Worksheet 1 by indicating the errors in the following way:

- **Source text:** copy and paste the segment of the source text
- **Original translation:** copy and paste the corresponding segment of the original translation
- **Revised translation:** write your suggestion
- **Error category:** copy and paste one of the error categories from Support Material 1, e.g., Accuracy, Fluency, etc.
- **Error subcategory:** copy and paste one of the subcategories from the error category chosen, for example, under Accuracy, select Addition, Omission, etc.

SUPPORT MATERIAL 1. Translation assessment criteria in a professional setting

TAUS (*Translation Automation User Society*) has developed a translation assessment model known as DQF-MQM (*Dynamic Quality Framework – Multidimensional Quality Metrics*).

The framework is called dynamic because it allows choosing different quality levels and error criteria in order to customize assessment metrics based on specific needs of the project.

For example, a client may accept a lower quality level for a less visible text that needs some urgency to be translated. When selecting a “Satisfactory” quality level among the options available, the translation may be approved with a higher number of errors when compared with a project for which a “High quality” level is chosen. The quality level may be selected from the “JobInfo” tab in the DQF-MQM form.

Additionally, the framework is called “multidimensional” because it entails different “dimensions,” i.e., error categories, such as *Accuracy*, *Fluency* etc. (LOMMEL et al., 2015).

For this task, the DQF-MQM form will have the following error categories (dimensions) and subcategories:


<p>Accuracy</p> <ul style="list-style-type: none"> Addition Omission Mistranslation Over-translation Under-translation Untranslated Improper exact TM match <p>Fluency</p> <ul style="list-style-type: none"> Punctuation Spelling Grammar Grammatical register Inconsistency Link/cross-reference Character encoding <p>Terminology</p> <ul style="list-style-type: none"> Inconsistent with termbase Inconsistent use of terminology 	<p>Style</p> <ul style="list-style-type: none"> Awkward style Company style Inconsistent style Third-party style Unidiomatic <p>Design</p> <ul style="list-style-type: none"> Length Local formatting Markup Missing text Truncation/text expansion <p>Locale convention</p> <ul style="list-style-type: none"> Address format Date format Currency format Measurement format Shortcut key Telephone format <p>Verity</p> <ul style="list-style-type: none"> Culture-specific reference
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The list of error categories and subcategories, as well as explanations and examples, are presented in the “CriteriaDefinitions” tab from the DQF-MQM form.

Worksheet 1. Translation error categories

Source (en-us)	Target (pt-br)
<p>BODUM COLUMBIA</p> <p>The polished stainless steel design of the COLUMBIA French Press pairs utility with timeless elegance.</p> <ul style="list-style-type: none"> • Durable, stainless steel construction provides greater heat retention • Silicone and mesh plunger prevents scratching, offers more compl <p>Specification</p> <p>The polished stainless steel design of the COLUMBIA French Press pairs utility with timeless elegance.</p> <ul style="list-style-type: none"> • Durable, stainless steel construction provides greater heat retention • Silicone and mesh plunger prevents scratching, offers more complete filtration, and reduces sediment 	<p>BODUM COLUMBIA</p> <p>O design do aço inoxidável polido da COLUMBIA French Press combina utilidade com eterna elegância</p> <ul style="list-style-type: none"> • Feito em aço durável inoxidável, que fornece maior retenção de calor • O silicone e a rede de êmbolo impede arranhões, e oferece uma maior <p>Especificação</p> <p>O design do aço inoxidável polido da COLUMBIA French Press combina utilidade com eterna elegância</p> <ul style="list-style-type: none"> • Feito em aço durável inoxidável, que fornece maior retenção de calor • O silicone e a rede de êmbolo impede arranhões, e oferece uma maior filtragem, além de uma redução de resíduos

Source (en-us)	Target (pt-br)
<p>YOUNG PRESS The Young Press was designed to develop a modern yet functional coffee press that delivers top quality coffee and can be used in a variety of environments.</p> <p>The durable frame is made of santoprene - a hard rubber-like material. The windows are made of clear polycarbonate.</p> <p>YOUNG PRESS Specification The Young Press was designed to develop a modern yet functional coffee press that delivers top quality coffee and can be used in a variety of environments.</p> <p>The durable frame is made of santoprene - a hard rubber-like material. The windows are made of clear polycarbonate.</p> <p>Together, these two layers form a protective skin around the glass beaker that helps prevent breakage, making the Young Press an ideal press for home, office, boat and even camping.</p> <p>The glass beaker can easily be removed for cleaning and placement in the dishwasher. For those who prefer to hand-wash their Young Press, they don't need to worry as much about knocking the glass beaker against a metal sink. The Young Press' frame also assists in keeping the coffee hot longer while insuring that the body of the press remains cool to the touch and is safe to set on most surfaces.</p>	<p>A Young Press foi concebida para desenvolver uma prensa francesa moderna porém funcional que oferece café de alta qualidade e pode ser usada diversos ambientes.</p> <p>A estrutura resistente é feita de santoprene - um material similar à borracha endurecida. O corpo da jarra é feito de policarbonato transparente. Young Press Especificação A Young Press foi concebida para desenvolver uma cafeteira moderna porém funcional que oferece café de alta qualidade e pode ser usada diversos ambientes.</p> <p>A estrutura resistente é feita de santoprene - um material similar à borracha endurecida. O corpo da jarra é feito de policarbonato transparente.</p> <p>Juntos, essas duas camadas formam uma cobertura protetora ao redor do bécquer de vidro que ajuda a prevenir danos, fazendo a Young Press uma cafeteira ideal para casa, o escritório, alto-mar e até acampamentos.</p> <p>O bécquer de vidro pode ser facilmente removida para ser colocada e limpa na lavadora de louças. Para aqueles que preferem lavar sua Young Press à mão, não tem com o quê se preocupar quanto bater o bécquer de vidro contra uma pia de metal. A estrutura da Young Press também colabora em manter o café quente por mais tempo enquanto assegura que o corpo da prensa francesa permaneça fria ao toque e sua segurança para apoio na maioria das superfícies.</p>
<p>Source text: Original translation: Revised translation: Error category: Error subcategory:</p>	

 Read the definitions of error severity presented in Support Material 2. Go back to the errors you flagged in Worksheet 1 and add their respective severity levels in Worksheet 2. Remember to also consider Mossop's (2014) recommendations on the definitions of error severity.

SUPPORT MATERIAL 2. Severity level categories

Besides the error categories/subcategories, DQF-MQM assessment model is based on different error severity levels, which represent the effect that an error might have on the target audience. Selecting the error severity level and its category/subcategory will determine the score of each error added to the DQF-MQM form and, based on these data, the result of the translation assessment will be defined (Approved/Not approved). The list below presents the severity levels available in the "SeverityLevelsDefinitions" tab from the DQF-MQM form:

Critical: Errors that may carry health, safety, legal or financial implications, violate geopolitical usage guidelines, damage the company's reputation, cause the application to crash or negatively modify/misrepresent the functionality of a product or service, or which could be seen as offensive.

Major: Errors that may confuse or mislead the user or hinder proper use of the product/service due to significant change in meaning or because errors appear in a visible or important part of the content.

Minor: Errors that do not lead to loss of meaning and would not confuse or mislead the user but would be noticed, would decrease stylistic quality, fluency or clarity, or would make the content less appealing.

Neutral: Used to log additional information, problems or changes to be made that don't count as errors, e.g. they reflect a reviewer's choice or preferred style, they are repeated errors or instruction/glossary changes not yet implemented, a change to be made that the translator is not aware of.

Kudos: Used to praise for exceptional achievement.

Worksheet 2. Translation error severity


Source text:

Original translation:

Revised translation:

Severity level:

TASK 4: Assessing translation quality: feedback and interpersonal relations involved in the process of assessment

 Follow the instructions in Support Material 1 to assess the quality of a colleague's translation by using the DQF-MQM form. In Worksheet 2, the DQF-MQM form will be shared with the person who performed the translation and, likewise, you will receive a form containing the assessment of your own translation.

After finishing the assessment and filling out the form, use Worksheet 1 to write a brief report on the assessment process and your considerations about it.

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SUPPORT MATERIAL 1. Instructions to assess a translation using the DQF-MQM form.

1. Fill in all the required fields in the "JobInfo" tab.
2. Open the "ReviewEnvironment" tab and begin your quality assessment.
3. To register errors, fill in the cells:
 - a. **Column B:** file name or number of the segment containing the error
 - b. **Column C:** paste the segment of the source text
 - c. **Column D:** paste the original translation
 - d. **Column E:** add a suggestion to modify it
 - e. **Column F:** choose an error category
 - f. **Column G:** choose an error subcategory
 - g. **Column H:** if "Other" is chosen, indicate its subcategory in this column
 - h. **Column I:** choose a Severity level
 - i. **Column J:** justify your change; your comment must be written objectively, including the terms that have been altered and the reason for the change. For example, "ABCDE means filter, not strainer. The correct term is BCDEA"
 - j. **Column K:** used to allow the translator to add comments in case they disagree with a change suggested
 - k. **Column L:** used to allow the reviewer to add comments in case they disagree with the contestation in column K

Important: When assessing quality, it is not necessary to correct the bilingual text translated by your colleague. Simply fill out the DQF-MQM form by suggesting changes, as instructed above, and send it to your colleague, as instructed in Task 6 below.

Worksheet 1. Considerations about the process of peer assessment

Pondering your considerations on the previous Tasks about interactions between reviewers and translators, share your quality assessment with the colleague who translated the text revised. Email the DQF-MQM form to this colleague, including, in the body of the e-mail message, a comment on the general quality of the translation assessed. Do not forget to mention positive aspects of the translation and to include suggestions for improvement.

You will also receive a form containing the assessment of the text you translated. Carefully check the suggested changes and, in case you disagree with any change, add your comment to column K and send the form back to the colleague who assessed it. Remember all the considerations made throughout this TU about the role of those who receive the assessment/feedback.

Implement on the translated text all changes that improve it, practicing what has been discussed throughout this TU.

After concluding the process of peer feedback, fill in Worksheet 2 with a brief report on the feedback process and your reflections about it.

Worksheet 2. Considerations on the feedback process**FINAL TASK: Reflections on learning: interpersonal relations in the process of peer review and assessment****Worksheet 1. Final considerations**

1. What have I learned through this TU concerning revision and assessment of translation quality in the academic and professional settings?
2. How was it to work in a peer review task, considering the relationships involved in this process? Was I able to justify my suggestions? How? Was I able to accept suggestions or justify my translation choices and solutions?
3. What is not yet clear for me about revision and assessment of translation quality?
4. What can I do to understand what is not yet clear for me?
5. How has this TU contributed to my understanding about translation projects workflow in agencies?

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¹ This paper is part of a M.A. thesis defended in 2019 at Federal University of Santa Catarina, entitled: “Translation assessment in the professional and pedagogical settings: proposal of a teaching unit for peer review and assessment.” As Prof. Maria Lúcia Vasconcellos, PhD, was the supervisor, she is the coauthor of this paper.

² Este artigo é um recorte da dissertação de mestrado defendida em 2019 na Universidade Federal de Santa Catarina com o título: “Avaliação de tradução nos contextos profissional e pedagógico: proposta de unidade didática para revisão e avaliação por pares”. A dissertação foi orientada pela Profa. Dra. Maria Lúcia Vasconcellos, o que justifica a coautoria deste artigo.

³ A Teaching Unit is part of a course that occurs in a specific context. The TU proposed here was developed based on the experience of a teacher training conducted on the Translation Studies II course (LLE7032), offered by Prof. Alinne Balduino P. Fernandes, PhD, to undergraduate students of the Letters Program (Bachelor/Teaching degrees) at UFSC in 2017. Such experience was not an action-research, i.e., there was no intervention in the social reality of the classroom. The training program showed that there is a real need to reinforce the dialog between translation teaching in Brazil and the practices of national and international translation agencies.

⁴ “*Par objectif d’apprentissage, on entend la description de l’intention visée par une activité pédagogique et qui précise les changements durables de comportement devant s’opérer chez un étudiant.*” Our translation.

⁵ “*Sistemas subyacentes de conocimientos, habilidades y actitudes necesarios para traducir.*” Our translation.

⁶ “[...] *podemos definir la tarea de traducción como una unidad de trabajo en el aula, representativa de la práctica traductora, que se dirige intencionalmente al aprendizaje de la traducción y que está diseñada con un objetivo concreto, una estructura y una secuencia de trabajo.*” Our translation.

⁷ “[...] *la coevaluación (evaluación entre compañeros).*” Our translation.

⁸ Scallon (2015, p. 37) uses “appreciation” and “assessment” to demonstrate “new ways of assessing the use of knowledge” (our translation from “novas maneiras de avaliar a utilização dos conhecimentos”) related to the concept of “to sit down with someone”. Kiraly (2000) also comments on the Latin origin of the term “assessment”, *assidere*, which means “to sit down to”. In this paper, we use the term “assessment” having this meaning in mind.

⁹ Also called TQA (Translation Quality Assessment) by several authors, such as Yang *et al.* (2017), Lauscher (2000), and Williams (2009), or QE (Quality Evaluation), by O’Brien (2012). Here we use LQA (Language Quality Assessment) because it is apparently the most frequently used term in translation agencies.

¹⁰ Available at: <https://www.taus.net/>. Accessed 30 Aug. 2020.

¹¹ Available at: <http://www.qt21.eu/launchpad/content/new-goal-quality-translation.html>. Accessed 30 Aug. 2020.

¹² Available at: <https://info.taus.net/dqf-mqm-error-typology-templ>. Accessed 30 Aug. 2020.

¹³ Available at: <https://info.taus.net/dqf-mqm-error-typology-templ>. Accessed 30 Aug. 2020.

¹⁴ Available at: <https://info.taus.net/dqf-mqm-error-typology-templ>. Accessed 30 Aug. 2020.

¹⁵ To design the TU proposed, the first step was to reformulate the syllabus of the teacher training course to align its configurations with PACTE’s premises on translation teaching. In other words, we sought to redefine each learning objective, aligning it with the competence to be developed, the content to be explored, and the TU designed for its achievement.

¹⁶ M.A. thesis defended in 2019 at Federal University of Santa Catarina, entitled: “Translation assessment in the professional and pedagogical settings: proposal of a teaching unit for peer review and assessment.” Available at: <http://www.bu.ufsc.br/teses/PGET0442-D.pdf>. Accessed 29 Nov. 2020

¹⁷ “[...] *la coevaluación (evaluación entre compañeros).*” Our translation.

¹⁸ Singular “they” is used as a gender-neutral pronoun throughout the manuscript.

¹⁹ Available at: <https://info.taus.net/dqf-mqm-error-typology-templ>. Accessed 30 Aug. 2020.

²⁰ Available at: <https://info.taus.net/dqf-mqm-error-typology-templ>. Accessed 30 Aug. 2020.

NOTA DA TRADUTORA

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