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Translation of the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers into Afrikaans: An equivalence and validation study

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A project submitted in fulfilment of the requirements for the degree of Masters in the Department of Psychology, University of the Western Cape

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ABSTRACT

The Emotional Social Screening Tool for School Readiness (E3SR) was developed as a contextually sensitive and psychometrically sound measure to screen children's emotional and social competencies. To broaden its use within the South African context, this study aimed to translate the E3SR into Afrikaans and establish its validity and equivalence. The International Test Commission (ITC) encourages translation to follow a rigorous and empirical process. This study adopted a multiphase methodology, with three phases. Each phase had its own methodological elements. The findings of each phase informed subsequent phases. All relevant ethics considerations were strictly upheld in each of the phases. The *Evaluation Phase*, Phase One, aimed to establish the construct validity of the revised E3SR using the Conceptual Construct Validity Appraisal Checklist (CCVAC). The findings in this phase concluded that the E3SR achieved the satisfactory medium level of construct validity and the study proceeded to the translation of the E3SR. The *Construction Phase,* Phase Two, aimed to translate the E3SR and establish the linguistic equivalence through a five-step process to ensure methodological rigour. A high Kappa statistic was reported, indicating agreement between the raters that the translation process entailed a high level of compliance with ITC guidelines and that the translated version of the E3SR was equivalent to the original version. The *Evaluation Phase*, Phase Three, aimed to establish content validity through a Delphi study including nine panellists with expertise in psychology and education. The stimulus document contained the content of the Afrikaans E3SR. Consensus was set at a minimum of 70% agreement, and this was reached within one round. The panellists agreed that the content of the Afrikaans version of the E3SR demonstrated content validity.

DECLARATION

I, **Nuraan Adams**, declare that *Translation of the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers into Afrikaans: An equivalence and validation study* is my own work. I confirm that this has not been submitted for any degree or examination at any other university. I declare that I have duly indicated where excerpts of my work have been published. I declare that all sources I have used or quoted have been indicated and acknowledged by complete references.

September 2022

Nuraan Adams

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ACKNOWLEDGEMENTS

The Messenger of Allah (ﷺ) said: "Indeed Allah, His Angels, the inhabitants of the heavens and the Earth - even the ant in his hole, even the fish - call down blessings on those who instruct others in beneficial knowledge." [Jami' at-Tirmidhi 2685, Book 41, Hadith 41]

DEDICATION

This thesis is dedicated to my parents who gave me the little they had to ensure I have the opportunity for an education. Their endless love, efforts, struggles, and encouragement throughout my academic career are appreciated. To my Mom and Dad, I hope this achievement will fulfil the dream you envisioned for me. I would also like to dedicate this degree to all the loved ones who were lost during the Covid-19 pandemic; you will always be remembered.

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ACRONYMS AND ABBREVIATIONS

AJOPA   African Journal of Psychological Assessment

APA   American Psychological Association

ASB   Aptitude Test for School Beginners

BTL   Back-translator

BTL-1   Back-translator 1

BTL-2   Back-translator 2

BTL-3   Back-translator 3

CAPS   Curriculum and Assessment Policy Statement

CCVAC   Conceptual Construct Validity Appraisal Checklist

CFA   Confirmatory Factor Analysis

DBE   Department of Basic Education

DSDW   Department of Social Development and Welfare

EFA   Exploratory Factor Analysis

E3SR   Emotional Social Screening tool for School Readiness

ITC   International Test Commission

JSAIS   Junior South African Individual Scales

NDP   National Development Plan

QTLC   Quality of Translation and Linguistic Checklist

R1   Reviewer 1

R2   Reviewer 2

SES   Socio-economic Status

SDG   Sustainable Development Goals

TL-1   Translated draft 1

TL-2   Translated draft 2

TL-3   Translated draft 3

UN   United Nations

UWC   University of the Western Cape

WISC   Wechsler Intelligence Scale for Children

<div align="center">**CHAPTER ONE**</div>

<div align="center">**INTRODUCTION**</div>

Background to the Study

The first year of formal schooling is a major life transition for young children. The
Department of Basic Education (DBE) implemented the Reception Grade (Grade R)
foundation phase to facilitate the development of the physical, intellectual, social, and
emotional skills required for success (Department of Basic Education, 2022a). Woods (2021)
argued that many pre-schoolers do not possess the necessary skills to facilitate a smooth
transition to formal schooling. Bustin (2007) further underscored the lack of skills in the
social-emotional domain.

Social-emotional skills constitute the ability to manage challenges in ways that are
socially acceptable and which adequately allow pre-schoolers to resolve differences amongst
peers, manage skills effectively, and form positive relationships (Mann et al., 2017). In
contrast, when these skills are absent, pre-schoolers often begin to externalise behavioural
problems through aggressive and oppositional behaviours. The absence of competence in
social and/or emotional skills, accompanied by behavioural problems, increases the
probability of pre-schoolers struggling socially, emotionally, and academically in formal
schooling.

McKown (2017) emphasised the importance of social-emotional competence as a
requirement for academic success. For pre-schoolers, early detection of challenges to their
learning, on cognitive, emotional and social levels, is essential (Munnik & Smith, 2019a).
Darling-Churchhill and Lippman (2016) reported that children's readiness impacts their
ability to progress at school; thus attention to readiness prevents poor academic performance
and future dropouts. Halle and Darling-Churchhill (2016) underlined the significant

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association between early childhood social-emotional competencies and outcomes in education, employment, criminal activity, and mental health.

A longitudinal experimental study conducted by Jones et al. (2015) examined the outcomes of children with identified social-emotional deficits compared to children who had mastered social-emotional skills. The study revealed that 54% of those who possessed prosocial skills had better life outcomes than those who had low levels of prosocial skills. Jones et al. (2015) emphasised that those learners with prosocial skills reported 79% fewer repeats of grades through high school than those with compromised prosocial skills, thus emphasising the importance of early detection of social-emotional skills. Halle and Darling-Churchhill (2016) and Low et al. (2015) maintained that children who demonstrate better self-control across their early childhood years have increased positive outcomes in physical health, lower substance dependence, better socio-economic status, and lower rates of criminal activities.

Educators conduct summative and formative assessments to establish children's competencies before they enter mainstream education. Cognitive competencies are measured through activities that focus on prerequisite foundational skills for reading, writing, and understanding arithmetic (Domitrovich et al., 2017). Unlike cognitive assessments, measurements to establish whether children are school ready on a social and emotional level are less defined and more dependent on observation (Halle & Darling-Churchhill, 2016). Social-emotional assessments are needed to detect deficits and delays in children's social-emotional competencies, thus enabling primary caregivers to provide pre-schoolers with the necessary stimulation and support to strengthen their skills (Janse van Rensburg, 2015).

School readiness assessments are recognised as a major need in education in South Africa (Mohamed, 2013). Amod and Heafield (2013) emphasised the scarcity of school readiness measures that are contextually appropriate and have sound psychometric properties

to measure pre-schoolers' competencies in South Africa. School readiness assessment batteries ideally would include a focus on emotional and social readiness, in addition to physical and academic readiness. To this end, Munnik (2018) developed the Emotional Social Screening tool for School Readiness (E3SR); this measures emotional and social competence among South African pre-school children. The locally developed E3SR was reported to be psychometrically sound and contextually appropriate (Munnik & Smith, 2019b). However, the E3SR is only available in English, and translation to other South African official languages was recommended.

Assessment measures gain contextual relevance when they are available in the local languages. This enables stakeholders to use assessments without linguistic barriers to detect social-emotional delays. South Africa is a multilingual society with 11 official languages (*South Africa's people*, n.d.). For example, in the Western Cape province, Afrikaans is the most widely spoken language (46.6%), followed by isiXhosa (31.1%) and English (19.6%) (*South African government*, n.d.). Foxcroft (2019) and Savahl et al. (2020) argued that, if a measure is intended to be used in a multilingual context, then having the measure available only in English could be a potential source of bias for test-takers who are not first-language speakers.

The translation of locally developed measures is recommended by the International Test Commission (ITC) (Hambleton, 2011). Hernández et al. (2020) underscored that the translation of locally developed measures to other local languages increase contextual relevance and cultural fairness. The ITC cautions researchers to take extra care to ensure the quality of translation processes (Hambleton, 2011). Translation can involve linguistic problems, primarily because of non-equivalent words, idiomatic expressions, and misinterpretations (Epstein et al., 2015). The translation and validation of locally developed assessments must focus on linguistic equivalence in multilingual contexts.

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The ITC guidelines for test adaptations encourage the adaptation of locally developed measures with proven validity (Hernández et al., 2020). The quality of the translation process ensures that the same meaning is conveyed from the source language to the target language (Geisinger, 2003). Through test adaptation, the researcher can focus on cultural differences between the source language and the target language in order to maintain linguistic equivalence. Following this, validation must be established to ensure the assessment functions as intended in the source language (Epstein et al., 2015). Evaluating the quality of the translation of each item is essential, as it significantly affects the accessibility of items across language groups (Hambleton & Zenisky, 2011)[1].

Problem Statement

Psychological assessments must be reliable, valid, unbiased, and applied fairly to individuals without any linguistic constraints, where possible (Laher & Cockcroft, 2014). Munnik (2018) developed the E3SR through multi-stakeholder consultation for use in a multicultural society. The E3SR has been deemed psychometrically sound (Munnik et al., 2021). However, there is a need to translate the E3SR to other local languages to expand its use with multilingual groups or populations (Munnik, 2018). The ITC proposed guidelines for adapting psychological and educational assessment measures. These guidelines aim to address issues pertaining to construct equivalence in the language group of interest, selection of translators, choosing the correct format of translated items, and concerns regarding score interpretations (ITC, 2016). The ITC placed emphasis on the importance of monitoring the process of adapting assessment measures (ITC, 2016). An initial attempt was made to translate the E3SR into Afrikaans. The translation process did not follow an empirical and rigorous process, as suggested in terms of the ITC test adaptation guidelines. The linguistic

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[1] Section contains content that was submitted for publication.

equivalence and validity of the draft Afrikaans version of the E3SR could not be established. Given the need for contextually and culturally appropriate measures, this study aimed to translate the E3SR into Afrikaans by following an empirical and rigorous process. This study further aimed to establish the linguistic equivalence and validity of the resultant Afrikaans version of the E3SR.

Aim of this Study

The aim of this study was to translate the E3SR into Afrikaans.

Objectives of this Study

1. To evaluate the construct validity of the revised version of the E3SR.

2. To use an empirical process for translation of the E3SR into Afrikaans.

3. To establish the linguistic equivalence of the translated version of the E3SR.

4. To establish the content validity of the translated version of the E3SR.
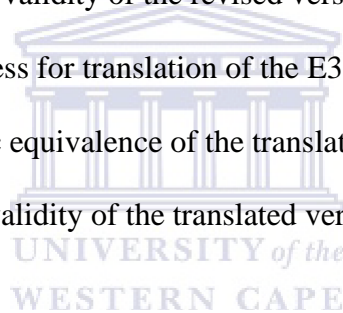
Rationale

Goal 4 of the Sustainable Development Goals (SDGs) speaks to ensuring inclusive and equitable quality education (Horn, 2013). The United Nations (UN) Conference reaffirms the right to quality education and commits to strengthening universal access to quality education (Horn, 2013). An important aspect of quality primary education is the removal of barriers to participation, such as challenges in social-emotional competence as a domain of school readiness. Reliable, valid, and culturally sensitive assessment measures are needed to monitor children's development and for professionals to make guided decisions regarding children's development to facilitate their full participation in education (Laher & Cockcroft, 2014). The study attempted to contribute to making the E3SR a contextually sensitive screening

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instrument, available in a wider range of local languages. Thus, the study aims align with the removal of potential barriers to learning, as outlined in the SDG 4.

The United Nation Convention on the Rights of the Child declared that, if children need any psychological treatment, they should receive the best assistance available to improve their capabilities and skills, and widen their experiences in developmental areas (UNICEF, 2022). Brann et al. (2020) reported that there are insufficient monitoring systems globally to effectively measure strengths and weakness amongst children across all domains, including social and emotional competence. The outcome of these weaknesses can be seen in children's education across all levels. For example, the dropout rate during basic education is currently as high as 48% in South Africa (Statistics South Africa, 2022). These statistics highlight the need for interventions to assist children to develop the necessary skills. The present study aimed to address these national challenges by translating a locally developed assessment measure to monitor children's social-emotional competencies, which in turn, will contribute to academic success.

The study aimed to apply a rigorous empirical process to the translation of the E3SR, which extends the culture fairness of screening for social-emotional competence in pre-school children. Significant progress has been made in the development of culture-fair tests; however, linguistic and cultural congruence remain ongoing obstacles in test development (Kim & Zabelina, 2015). Professionals need to be cognisant of the various linguistic patterns in multicultural groups. In translating existing measures, local language and culture must be integrated to promote improved test-taking skills. Similarly, cultural backgrounds must be accommodated to increase the validity of test scores. This study employed scientific and empirical processes for the translation process, which heeds the call of the National Development Plan (NDP) 2030 for professionals to use high-level skills to achieve social transformation.

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Methodology Overview

Design

The study was conducted in multiple phases. Each phase had its own methodological elements. The findings of each phase informed subsequent phases. Each phase was aligned to the conceptual frame and operational activities. Figure 1 presents a graphical representation of the sequential process this study followed.

Figure 1

Graphical Representation of the Methodological Process
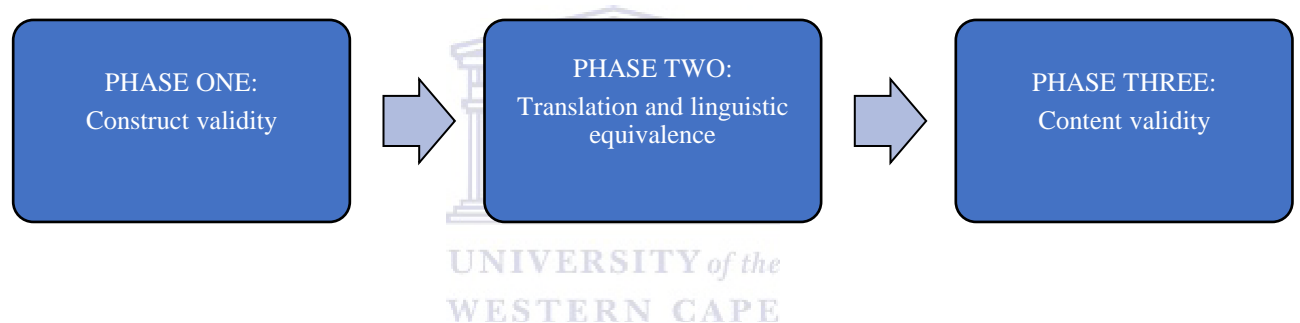
A short description of each phase is given below. A more detailed description of the methodological underpinnings in each phase is presented in the chapters reporting on the respective phases.

Phase One: Construct Validity

This phase addressed the first objective of the study which was to evaluate the construct validity of the revised E3SR through summative evaluation, before translation commenced. The first phase was non-reactive and used an evaluation framework to establish whether the newly revised version achieved construct validity. The evaluation was summative in nature and provided an outcome assessment of construct validity as measured by the Conceptual Construct Validity Appraisal Checklist (CCVAC) developed by Smith and Munnik (2021).

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Phase Two: Translation

This phase addressed the second and third objectives of the study, that is, to translate the E3SR into Afrikaans and to establish linguistic equivalence. This phase adopted a non-reactive approach to the translation. The translation process followed the first five steps proposed by Sousa and Rojjanasrirat (2011): Step One: Translation of the original E3SR into Afrikaans (TL-1 and TL-2); Step Two: Comparison of the two translated versions; Step Three: Back-translation of the translated version (BTL-1, BTL-2 and BTL-3); Step Four: Comparison of the back-translated versions; and Step Five: Assessing the quality of the final TL-3 draft.

Phase Three: Validation

This phase addressed the fourth objective, which was to establish the content validity of the Afrikaans version of the E3SR. The Delphi technique was employed to present a stimulus document to a panel of participants with expertise in child development, education, and psychology. This design allowed experts to convey their critical and constructive feedback anonymously, as per the recommendation of Ismail and Taliep (2020). The Delphi was guided by the steps proposed by Hsu and Stanford (2007): Step One: Creation of the stimulus document; Step Two: Mode of administration; Step Three: Identification of panellists; Step Four: Establishing consensus; and Step Five: Iterative rounds where the created stimulus document was presented to identified panellists. Panellists were asked to comment on the items of the stimulus prompts in iterative rounds until consensus was reached, as per the recommendation of Hsu and Stanford (2007).

Ethics

Ethics clearance was obtained from the Humanities and Social Science Research Ethics Committee (Ref no: HS21/9/2) at the University of the Western Cape (Appendix A).

Permission was given by the author, Dr Munnik, to translate the E3SR (Appendix B). The application of relevant ethics principles is presented in the reporting on the respective phases.

Thesis Layout

The study is organised into six chapters. ***Chapter One*** began by contextualising the study with a brief overview of the introduction and background to the study. The chapter articulated the main research problem that drove the research investigation. The chapter further covered the main academic aims and objectives of the thesis and provided an indication of the research framework. The chapter concluded by providing an overview of the methodology which contained the research design and ethics and outlined how the study will unfold by delineating the structure of the thesis.

    Chapter Two is divided into two sections, namely, Section A: Literature review and Section B: Conceptual framework. Section A provides an overview of the literature related to the research topic. The section drew on the most recent and seminal literature to discuss the key concepts on which the study was built. Relevant articles related to the topic were accessed via the UWC online library website on Ukwazi search engines, which enabled searches across all databases. Combination of several keywords was used in the search engines, such as "social-emotional competence", "school readiness assessment measures", "adaptation studies", and "methodological translation studies". The literature consulted was used to report on school readiness, the availability of assessment measures, and a detailed description of translations and adaptation methodology of screening assessments. The section concludes with a summary of the gaps found within the literature, followed by the academic rationale for the study.

    Section B provides insight on the conceptual framework of this study. The section outlines test construction theory, on which the research methodology was built. It further

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outlines the sequential processes involved in test construction. The chapter concludes with the provision of an outline of the operational activities that the study followed.

Chapter Three focuses on Phase One of the study. The chapter begins by describing the summative evaluation which was adopted as the methodology. The chapter further evaluates and reports on the construct validity of the revised E3SR version as a precursor to the next phase, translation.

Chapter Four focuses on Phase Two of the study, the translation of the E3SR from the source language (English) to the target language (Afrikaans). The chapter begins by reporting on the methodological choices and how these were operationalised in Phase Two. It further describes the processes involved in forward and back-translation of the E3SR. The chapter reports on the process of establishing linguistic equivalence and the outcomes of the phase. This chapter culminates in the final Afrikaans translation of the E3SR, which was subjected to validation in the third phase of the study.

Chapter Five is concentrated on Phase Three of the study. The chapter aims to establish the content validity of the resultant Afrikaans version of the E3SR. The chapter begins by unpacking the methodology of the phase, namely, the Delphi technique. The chapter further reports on the outcome of the Delphi study, and whether content validity has been achieved.

Chapter Six provides an executive summary of the entire project. The chapter includes the conclusion and the limitations of the study, and provides recommendations for future research. The chapter also addresses the significance of the study.

*Technical aspects***:** As required by the Psychology Department at the University of the Western Cape, this study used the American Psychological Associations' (APA) Seventh Edition style as a guideline for the layout of this Master's thesis. Direct quotations were enclosed in quotation marks and the citation included page numbers according to the

conventions of the APA 7th edition. All paraphrased sources were cited and referenced as per APA guidelines. Technical requirements for the structure and preparation of the text included Times New Roman, font size 12, double-spacing, with the beginning of each paragraph indented. The APA heading format for Level 1 (main heading) is centred, bold, and title case. Level 2 (sub-heading) is left-aligned, bold, and title case. Level 3 (sub-sub-heading) is left-aligned, bold, italic and title case. The thesis underwent formal editing before submission for examination (Appendix C).

Broad Overview of School Readiness

Pekdoğan and Akgűk (2017, p. 44) defined school readiness as "children's level of easy and sufficient learning without emotional complexity". A low level of social-emotional competencies places children at high risk for developing externalising problems and not being school ready (Ștefan, 2018). Curby et al. (2015) and Ștefan (2018) stated that social-emotional competencies encompass a set of skills which are necessary for pre-schoolers to manage emotions, feel and show empathy towards others, and establish positive relationships with peers. Researchers suggested a strong relationship between social-emotional factors and academic skills (Curby et al., (2015); Halle & Darling-Churchhill, 2016; Janse van Rensburg, 2015), thus indicating the importance of social-emotional factors as criteria for academic success (McKown, 2017).

The Department of Social Development and Welfare (DSDW) in collaboration with the Department of Basic Education (DBE) formally introduced the Grade R (reception year) for pre-schoolers with the intention of strengthening their early learning environment (Janse van Rensburg, 2015). Grade R has formed part of the foundation phase (Grades R-3) education policy since 1998 (Janse van Rensburg, 2015). The National Curriculum and Assessment Policy Statement (CAPS) emphasised there are certain assessment standards that must be achieved by the end of the Grade R year (DBE, 2022a). A learner is expected to be physically, cognitively, linguistically, socially, and emotionally prepared to begin their academic school career in Grade 1 (Janse van Rensburg, 2015). The statutory entry requirements for Grade R include understanding at least one official language, mathematics,

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and life skills, which comprise creative arts, physical education, and personal and social wellbeing (DBE, 2022b).

Mohammed (2013) acknowledged that most pre-schoolers are under-prepared when entering formal schooling. In large parts of South Africa, many pre-schoolers are raised in a deprived environment (Erasmus et al., 2016). As a result, they are not school ready when commencing Grade 1, due to socio-economic challenges and insufficient exposure to early childhood learning opportunities (Kotze, 2015; Munnik & Smith, 2019a). Annually, approximately one million learners are enrolled into Grade 1 in South Africa; however, 63% of these learners have not been exposed to an educational institution (*South Africa's provinces*, n.d.). Subsequently, there is a high repetition of Grade 1 amongst learners; however, the solution lies in early detection of developmental deficits to ensure pre-schoolers have a strong foundation to enhance their school readiness.

Assessment of School Readiness

Parents, educators, and other stakeholders should monitor children's development to determine their strengths, weaknesses, and needs, and to make guiding decisions regarding their development. School readiness assessments are standardised instrumental methods used to gather information to establish whether children are school ready (Curran et al., 2020). Macy et al. (2021) highlighted that school readiness assessments are useful in understanding children's development academically, and these apply to children from 4-6 years of age. These assessments provide professionals with more information on pre-schoolers' school readiness for formal schooling (Macy et al., 2021).

Research indicated that ecological, intrapersonal, and interpersonal risk factors increased the risks of pre-schoolers developing early onset conduct problems (Pellicano et al., 2017; Ştefan, 2018). Factors affecting children's development include harsh/inconsistent

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parenting styles, teacher/peer-child relationships, low socio-economic status (SES), peer

rejection, and other contextual factors (Munnik & Smith, 2019a). Promoting school readiness

may be accomplished by providing access to opportunities that promote educational success

through recognising ethnically diverse populations, especially within the South African

context (Williams et al., 2019).

Pellicano et al. (2017) underscored that much attention is paid to assessing pre-

schoolers' executive functioning. Although mastering basic executive functions such as self-

control, working memory, and flexible thinking is required for school, research proved that a

lack of competence in social-emotional skills has detrimental effects on pre-schoolers'

academic performance, and on their social and emotional wellbeing (Ştefan, 2018). There are

South African assessments such as the Junior South African Individual Scales (JSAIS) and

the Aptitude Test for School Beginners (ASB), as well as the international Wechsler

Intelligence Scale for Children (WISC). However, these assessments seek to measure

children's verbal and number skills, visual-motor skills, perception, reasoning, coordination,

and memory (Mtati, 2020). The importance of social-emotional assessments is overlooked,

with an emphasis on intellectual abilities, none of which are focused on social-emotional

development (Mtati, 2020).

The availability of reliable and valid screening assessments to identify children's

strengths and weaknesses as a precursor to readiness to learn in the South African

multilingual context has been the focus of attention in recent studies (Mtati, 2020). Most

psychological assessments used within the South African context originate from the West

(Foxcroft & Roodt, 2019). Janse van Rensburg (2015) expressed that those measures were

developed more than two decades ago, which means they are not appropriate for the current

post-apartheid era. Ştefan (2018) stressed there is a lack of appropriate social-emotional

assessments with psychometric properties that are methodologically sound. Additionally,

these assessments are sometimes used without consideration of the unique challenges posed, as South Africa is a country that is diverse in terms of languages spoken and cultural practices. There is an urgent need for locally developed screening measures to assess school readiness amongst pre-schoolers in the social-emotional domain (Munnik, 2018).

The Development of the Emotional Social Screening Assessment for School Readiness (E3SR)

As mentioned before, Munnik (2018) developed the E3SR in response to the expressed need for contextually relevant screening tools for the South African context. The tool was designed to screen emotional-social readiness amongst pre-schoolers. Munnik (2018) described the E3SR to be easily accessible, understandable, and user-friendly, and that it can be used in both educational and clinical contexts. The E3SR contributed to clarifying quality criteria that will empower professionals to evaluate and gain insight into children's social-emotional needs (Munnik, 2018).

The construction of the E3SR followed a multiphased procedure, in which each phase used its own distinct methodologies. Munnik and Smith (2019b) reported that triangulation and the use of multiple design approaches ensured a strong theoretical foundation for the E3SR. The E3SR consists of two sections. Section A comprises demographic information pertaining to the child and the respondent. Section B is a list format of statements that describe the learner/child's social-emotional skills.

Section B consisted of two domains, namely Emotional Competence and Social Competence. The Emotional Competence domain comprises five subdomains, namely: (i) emotional maturity; (ii) emotional management; (iii) independence; (iv) positive sense of self; and (v) mental wellbeing and alertness, with a total of 31 items answered on a Likert scale. The Social Competence domain consisted of four subdomains, namely: (i) social skills;

(ii) prosocial behaviour; (iii) compliance with rules; and (iv) communication skills, with a total of 25 items answered on a Likert scale. Within Section B, the respondent would choose a description that best describes the learner's skills.

There was an initial validation of the E3SR that used a confirmatory factor analysis to test the theoretical underpinning of the instrument. Munnik (2018) reported that the confirmatory factor analysis supported the theoretical model, with clear suggestions for further refinement. Figure 2 provides an overview of the domains and subdomains of the E3SR.

Figure 2

Emotional Social Screening Tool for School Readiness (E3SR)
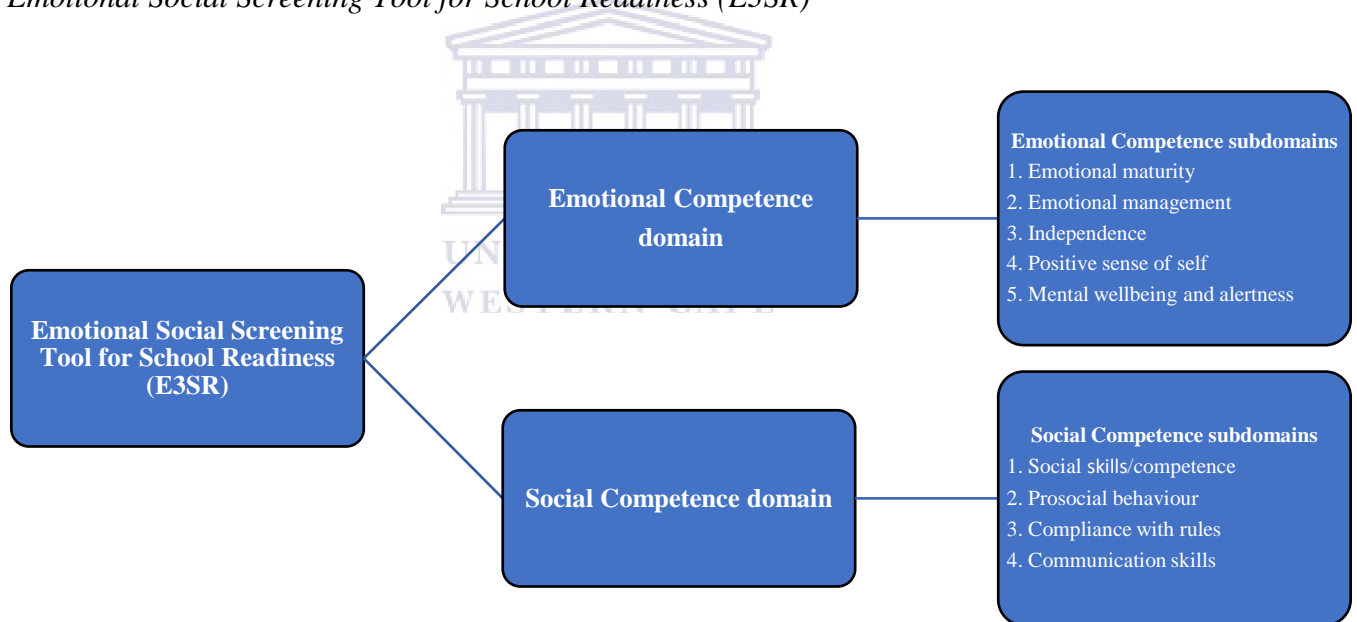
The E3SR was subjected to an exploratory factor analysis (EFA) which resulted in the revised version of the E3SR. The revised version contains fewer items and subscales, without losing any content of the E3SR (Munnik et al. 2021). The E3SR (revised) Emotional Competence domain comprises four subdomains, namely: a) Emotional Maturity; b) Emotional Management; c) Sense of Self; and d) Readiness to Learn, with a total of 22 items

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answered on a Likert scale. The E3SR (revised) Social Competence domain consists of two subdomains, namely: a) Social Skills; and b) Communication, with a total of 14 items answered on a Likert scale. Munnik et al. (2021) reported an excellent internal consistency, with a good Cronbach Alpha score of .97; however, the establishment of the construct validity of the revised E3SR is still in progress. Figure 3 provides an overview of the domains and subdomains of the revised E3SR.

Figure 3

Revised Emotional Social Screening Tool for School Readiness
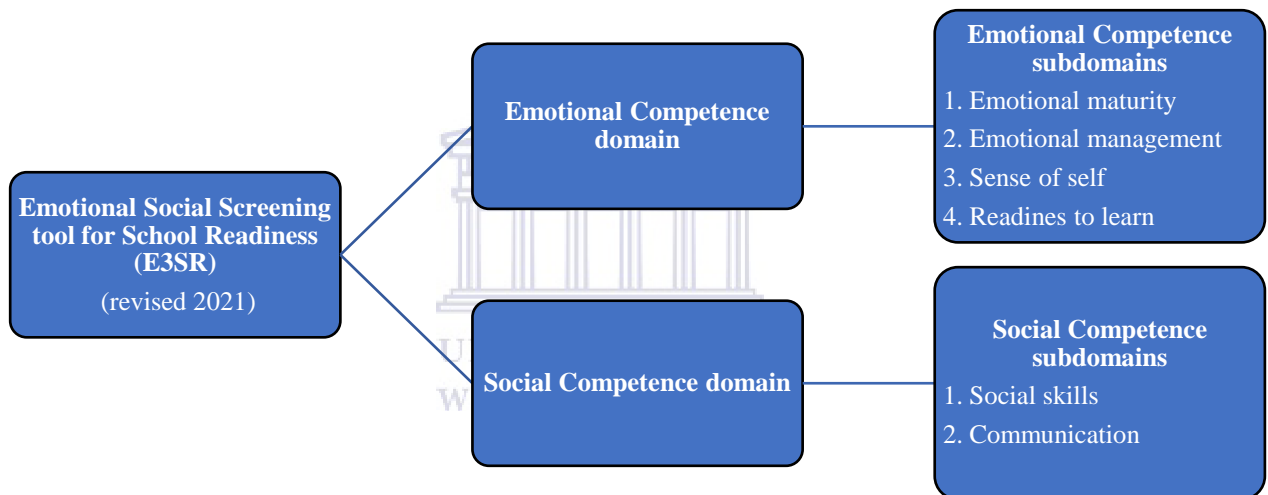
To this end, there is a need to establish the construct validity of the revised E3SR and to translate the E3SR into other languages, for example, Afrikaans, thus enabling its use in the broader South African context.

Translations and Adaptations of Tools

As mentioned before, researchers need to consider possible linguistic challenges when translating assessments. Attention needs to be given to culturally biased items, poor phrasing, and translation of items in the adaptation (translation) of scales (De Kock et al., 2019; Rawoot

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& Florence, 2017). Thus, translation requires careful planning and must follow a rigorous and comprehensive empirical process.

Test adaptation is a multifaceted process and includes translation, adaptation, and validation. Translation entails the translation of words from the source language to the target language (Epstein et al., 2015). When translating psychological assessments or screening measures, the translated version must be as similar as possible to the format of the original. Back-translation entails retranslation of the translated language into the original language and comparing the original and the back-translated draft (Behr, 2017). Chen and Boore (2009) explained that back-translation is essential in translation, since it highlights whether the target language carries that same meaning as the source language. Back-translation, if done correctly, can achieve linguistic or semantic equivalence (Geisinger, 2003).

Manifest and latent content analysis can be used to establish linguistic equivalence. (Cash & Snider, 2014). Manifest content analysis focuses on the content aspect and components within a text, whereas latent content analysis is involved with the underlying meanings of interpretations (Drisko & Maschi, 2016). Omar (2012) highlighted the importance of understanding the use of these concepts in context, as this influences the grammatical, semantic, social, and cultural meanings. Cross-cultural test constructors have always been concerned about these matters (Wetzel & Greiff, 2018).

Validation aims to ensure that the translated measure has the same properties as the original and functions in the same way (Borsa et al., 2012). Content validity is the extent to which items are representative of the domain to be measured, and construct validity assesses how well the scale measures the construct it intends to measure (Roodt & De Kock, 2019).

Establishing the validity in adaptations of measures is highly recommended (Taherdoost, 2016)[2].

Traditional Approaches to Test Adaptation Measures

Traditional approaches to establishing validity in adapted measures are largely based on data-reduction techniques (Krawczyk et al., 2019). Chidlow et al. (2014) outlined the common methods for test adaptations, which involved incorporating both etic (universal) and emic (culturally specific) concepts and procedures. In an equivalence study conducted by Chidlow et al., (2014), researchers reported that translation was minimised, surveys were adapted, and emic understandings were incorporated. However, despite the combined emic and etic research design approach, it was reported that only 94% of studies took an imposed etic approach and excluded emic approaches in the research study. Chidlow et al. (2014) attributed this to the quantitative categorisation of textual features. Data reduction is restrictive and can be misleading, as full meanings are not completely captured during the data analysis process (Welch et al, 2011; Yoon et al., 2011).

Welch et al. (2011) maintain that quantitative analysis does not remain fixed but is rather refined through iterations between theory and data. In contrast, a qualitative design allows the content analyst to select the units of analysis, and investigate and evaluate the content relevant to the study (Welch et al., 2011). Chidlow et al. (2014) recommended that qualitative approaches increase the information richness and interpretations in validation studies. Adoption of alternate approaches to establish validity of adapted measures remains a focus of further research. It is recommended that adaptation processes incorporate conceptual frameworks to increase methodological rigour and coherence (Chidlow et al, 2014)[3].

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[2] Section contains content that was submitted for publication.
[3] Section contains content that was submitted for publication.

Summary

Based on the above literature, research demonstrates that social-emotional competencies have an immense impact on children's development. Monitoring pre-schoolers' social-emotional skills is essential to prevent future challenges, such as delinquent behaviour, poor academic performance, school dropouts, substance use, and mental distress. Social-emotional assessment measures that are culturally and contextually appropriate are needed to monitor pre-schoolers' social-emotional competencies as a domain of school readiness. The E3SR was developed to bridge this gap; however, there is a need to adapt the E3SR to expand its use in the multilingual South African context. The ITC (2016) urged test constructors to establish the linguistic equivalence of adapted assessment measures, as meanings easily get lost during the translation process. Additionally, establishing the construct and content validity is essential to ensure the adapted measure is valid and reliable for test-takers.

Translation must follow a rigorous and empirical process. The traditional approaches to translation and validation of assessment measures followed a quantitative design. Researchers argued against this design, as the full meanings are not captured and interpretations get lost as a result of data-reduction methods. A qualitative research design creates room for evaluating methods when establishing construct validity, understanding interpretations, and allows critical content analysis; this is significant during the translation process, as opposed to the quantitative data-reduction methods.

Researchers emphasise the importance of developing a new theoretical perspective for translation, as this was identified as a gap in translation studies (Chidlow et al., 2014). According to the research, there is a need for an alternative approach to translation studies (Chidlow et al., 2014; Welch et al., 2011). When it comes to translation, there is a need for transparency and rigour that does not necessitate a mechanical process; however, there is a need for a change to a more contextualised approach based on theoretical breakthroughs in

translation studies (Chidlow et al., 2014). This study adopted a qualitative research design and drew on multiple theories to guide the study in terms of translation and validation of the adapted measure.

To this end, this study sought to evaluate the revised E3SR for construct validity and to translate the E3SR into Afrikaans, by following an empirical, rigorous translation process guided by a conceptual framework that guides test adaptation studies. The study further sought to establish the linguistic equivalence of the translated drafts, to ensure meanings are maintained in the translation process. Finally, this study sought to establish the validity of the translated E3SR in terms of content validity, thus applying a rigorous and empirical process guided by test construction frameworks, as recommended by the ITC.

SECTION B

CONCEPTUAL FRAMEWORK

The conceptual framework as overarching guide for this study was selected from the stable of test construction theories. Test construction theory was deemed appropriate for the present study as it assisted the researcher in the construction, validation, and evaluation of the proposed instrument. DeVellis (2016) formulated a scale development model. The model guided scale development studies and proposed a multiphase process for test construction. The model involved four strenuous processes, each with its own operational activities. These are: i) establishing a theoretical foundation for scale development; ii) scale construction; iii) scale evaluation; and iv) revising and refinement of the scale. Each process involved a series of activities that aim to feed into the overarching model (Munnik & Smith, 2019b). Figure 4 provides a visual representation of the test construction model.
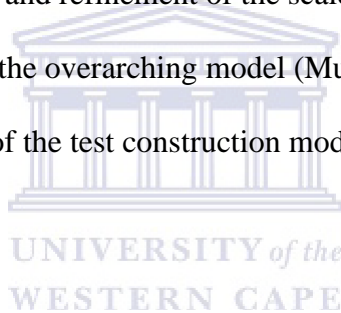
Figure 4

DeVellis (2016) Test Construction Model
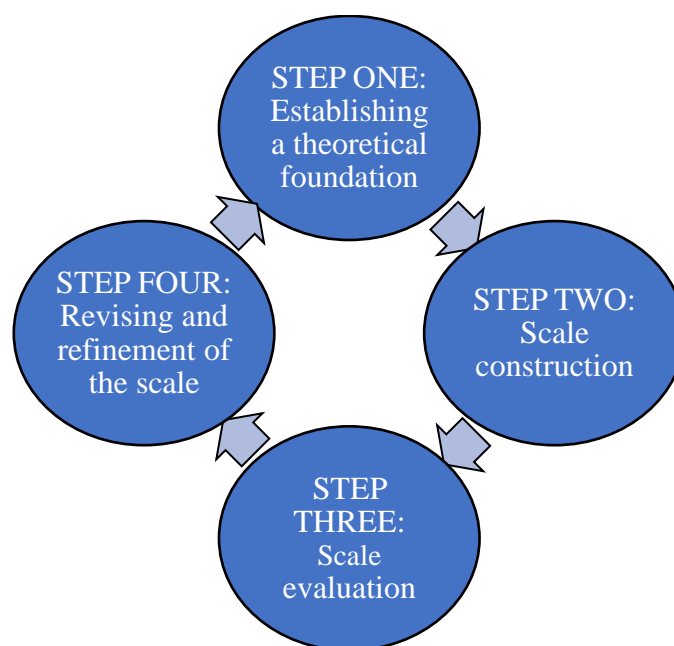
Step One: Establishing a Theoretical Foundation

Establishing the theoretical foundation of scale development involved a thorough consultation of existing literature to develop a conceptual model. Consultation of relevant literature included definitions of domains, availability of instruments, and theory for the construct. The theoretical definitions for scales are developed from the literature in this step. For example, the construction of the E3SR included two systematic reviews that examined definitions and related instruments. This consolidated the literature and provided a theoretical foundation for the E3SR. Munnik (2018) reported, in the form of an unpublished thesis, on the entire construction process and psychometric properties that contributed to the body of literature (Adams et al., 2020; Meyburgh, 2018; Mtati, 2018; Skriker et al., 2019). The dissemination protocol linked to the development of the E3SR produced six conference presentations, including Munnik et al. (2015); Munnik and Smith (2015); Munnik and Smith (2016); Munnik (2017); Munnik and Smith (2017); and Munnik et al. (2019). Three manuscripts were published on aspects of the development of the E3SR, including Munnik and Smith (2019b); Munnik and Smith (2019b); and Munnik et al. (2021). These presentations and manuscripts constitute the theoretical foundation of the E3SR.

Step Two: Scale Construction

This step focused on the construction of the scale, which involved the selection of items and pre-testing of scale items. During the construction process of the scale, the test constructor ensured that important aspects such as the user group, target group, and scoring values were appropriate for the intended scale. In adaptation studies, this step entails the preparation of items in the target language.

Step Three: Scale Evaluation

Step Three focused on the validation of the scale by establishing the psychometric properties. Test constructors usually use a pilot study as a means to establish the psychometric properties of the newly constructed instrument. The appropriate techniques used to establish the psychometric properties include validity and reliability measures. Validity measures include face validity, content validity, construct validity, and criterion validity. The reliability of scales, more specifically a scale's internal consistency, is usually measured through the use of Cronbach alphas. Validity, more specifically construct validity, is usually determined through data-reduction techniques such as factor analysis. Content validity is usually determined by techniques such as Delphi studies.

Step Four: Revising and Refinement of the Scale

Step Four entailed revising and refinement of the instrument. Scale refinement is significant during scale development, as it assists in identifying possible weaknesses in the scale construction processes.

The four steps involved in test construction are iterative. The steps form a continuous, cyclical process rather than a linear process model (Munnik & Smith, 2019b).

Application to this Study: Conceptualisation and Design

The steps described above formed the overarching framework for the conceptualisation of the present study. The study aimed to establish the validity and equivalence of the Afrikaans E3SR, in line with the DeVellis (2016) model. The operational activities are outlined and discussed below.

Phase One: Construct Validity

Following recommendations, the E3SR was revised through a post-factor analyses process (Munnik et al., 2021). The revised E3SR was further subjected to construct validation. The first phase of the study was conceptualised to assess the construct validity of the revised E3SR using a qualitative process. Phase One corresponds with Step Four of the DeVellis (2016) model. The operational activities in the fourth step of the model provided the impetus for revision and refinement. This phase sought to evaluate the construct validity of the revised E3SR by examining construct definition, construct classification, and technical aspects of the measure, as proposed by Rossiter (2012). The results from this step were to be added to the quantitative evidence base and in turn expand the theoretical foundation of the E3SR. This corresponds to Step One in the framework. The findings were to form a baseline confidence in the measure before commencing with adaptation through translation.

Phase Two: Translation and Linguistic Equivalence

This phase entailed the adaptation of the revised E3SR through translation. The E3SR was translated from English (the source language) into Afrikaans (the target language). The translation included forward and back-translation before establishing linguistic equivalence. The translation and back-translation process followed good practice principles to ensure that a good quality equivalent draft of the Afrikaans version was produced. The adaptation (translation) of the revised E3SR corresponds to Step Two (construction) of the DeVellis (2016) model.

Phase Three: Content Validity

Phase Three of this study entailed content validation through a Delphi process with a panel of subject experts. This is consistent with the ITC (2016) recommendation to draw on experts in the evaluation (validation) step. This phase corresponds with Step Three (psychometric properties) of the DeVellis (2016) model. Step Three and this phase of the study attempted to

make informed decisions about the content validity of items, for example, to ensure that items are relevant to specific identified domains and that theoretical definitions and attributes are in line with the identified constructs.

The theoretical framework informed the formulation of research aims for the overall study and the demarcation of the phases of the study. Each phase corresponds to a step in the model of DeVellis (2016). In the study, Phases Two and Three correspond to Steps Two and Three, respectively. Phase One corresponds to Steps One and Four. The findings of Phase One reported on construct validation and established a baseline before proceeding with adaptation. Thus, the theoretical base is expanded from which the mandate for further research and adaptation was supported. The findings of each phase and the overall study will contribute to the body of literature and the theoretical basis underpinning the E3SR. The inter-relatedness of the phases illustrates the benefit of the cyclical nature of the theoretical framework. Figure 5 provides a visual representation of the relationship between the steps in the DeVellis (2016) model and the phases of the present study.

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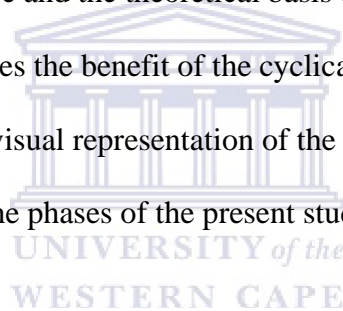
Figure 5

Visual Representation of Conceptual Framework
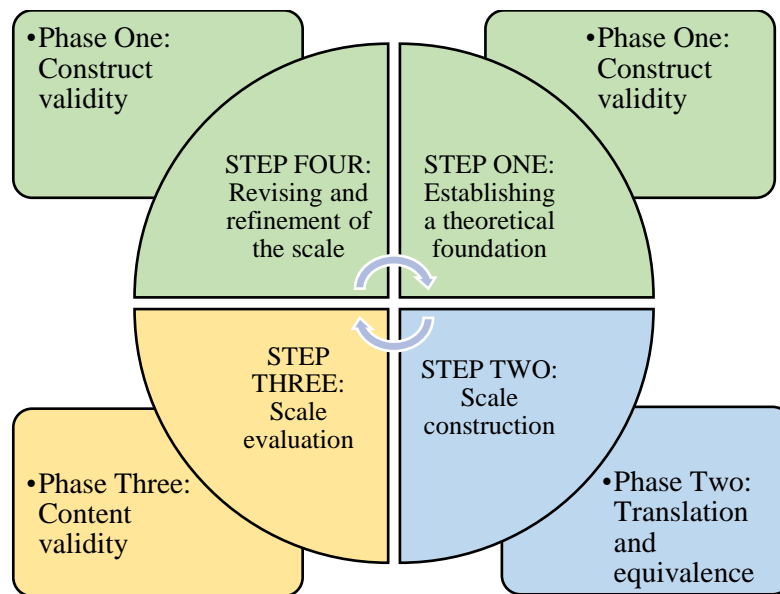
Table 1 provides an overview of the objectives and aims of the study phases described above.

The table also outlines the methodology.

Table 1

Overview of Objectives for Each Phase

Phases	Objective	Method	Type
1	1. Evaluate construct validity	Evaluation	Non-reactive
2	2. Translation of the E3SR	Translation	Non-reactive
	3. Establish linguistic equivalence of the E3SR.	Evaluation	Non-reactive
3	4. Establish content validity	Delphi study	Reactive

Phase One aimed to address the first objective of the study through a summative evaluation

which adopted a non-reactive approach. Phase Two aimed to address the second and third

objectives of this study by following an empirical process for translation and establishing

linguistic equivalence. This methodology also adopted a non-reactive approach to data

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collection. Phase Three of this study aimed to address the fourth objective of this study. This

phase was reactive and recruited experts in the field of test construction, psychology,

education, and linguistics, for their expert opinion to validate the adapted screening tool.

CHAPTER THREE

PHASE ONE: CONSTRUCT VALIDATION

SECTION A

This chapter reports on the first phase. This phase aimed to evaluate the construct validity of the revised E3SR. This phase addressed the first objective of the study. This chapter also reports on the steps of the summative evaluation process and concludes with a discussion on whether construct validity of the revised E3SR was achieved.

Objective

To evaluate the E3SR for construct validity.

Research Design

The first phase of the study was non-reactive and used an evaluation framework to establish the construct validity of the revised E3SR. The evaluation process assessed how well items have been defined on a conceptual level and the accuracy of defined scale items, instead of using data reduction (Linnan & Steckler, 2002). The evaluation was summative in nature and provided an outcome assessment of construct validity. It determined the quality of the construct definition and articulation that was achieved, in other words, whether the items were implemented as intended. Evaluation can lead to recommendations for the operationalisation of theoretical constructs to be improved (Linnan & Steckler, 2002).

Appraisal Tool

The Conceptual Construct Validity Appraisal Checklist (CCVAC), designed by Smith and Munnik (2021), was used to appraise the revised (English version) of the E3SR for construct

validity (Appendix D). The CCVAC is based on the C-OAR-SE framework proposed by Rossiter (2012) to evaluate rigour in test construction. The C-OAR-SE framework, which stands for construct definition, object classification, attribute classification, rater identification, scale formation, and enumeration and reporting, is a conceptual framework used for scale development and scale evaluation (Rossiter, 2012).

The CCVAC assesses whether a measure has construct validity based on three core components, namely: i) construct definition, ii) construct classification, and iii) technical aspects. The three components of the CCVAC consisted of three corresponding sections. Section 1 assesses how well constructs are defined through item scoring. Section 2 evaluates how accurately the construct is classified, which includes object classification subscales, attribute classification subscales, and rater identification subscales. Section 3 assesses the technical components of the scale and includes scale formation, subscales, enumeration, and reporting.

Operational Steps

The evaluation was conducted in two steps. First, detailed information was obtained about the construction process of the E3SR by the developer. Second, the summative evaluation was conducted. The outcomes are discussed below.

Step One: Obtaining Information on the Construction of the E3SR

The CCVAC template was completed by the developer responsible for the construction of the E3SR (Appendix E). The template was designed to align with the items and sections of the appraisal checklist. The developer captured the details of the construction processes on this template. This ensures that the required information was captured in a format that facilitates ease of evaluation. The completed template was forwarded to the raters. The raters used the completed template as the source document for their evaluations.

Step Two: Summative Evaluation

A reviewer response form was used by the raters to record their evaluations (Appendix F). The response form included the items and scoring options. This response form facilitated ease of use, as provision is made for recording the scores of the reviewers.

A pilot review was conducted to ensure raters understood how to use the CCVAC appropriately and that the developer was able to complete the template by providing appropriate information. This ensured that the template could be completed fairly and comprehensively by all developers regardless of their own theoretical orientations. No revisions or refinements were made to the reviewer report form following the pilot, as the raters demonstrated an understanding of the appraisal tool and how to apply it.

The appraisal for the evaluation was conducted by the primary researcher and an external individual. Table 2 presents the demographic profile of the CCVAC raters.
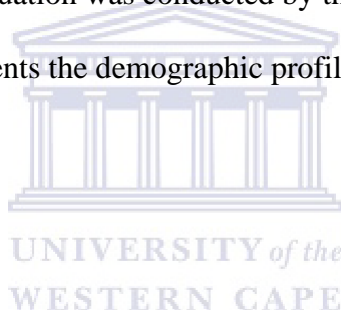
Table 2

Demographics of CCVAC Raters

CCVAC Raters	Profession	Field of Expertise
CCVAC - R1	Research Psychologist	Statistical techniques and psychometric test construction
CCVAC - R2	Academia	Child psychology

CCVAC Rater 1 was a research psychologist with expertise in statistical techniques and psychometric test construction. CCVAC Rater 2 was an academic with expertise in child psychology. The two raters conducted their ratings independently. The scores obtained from each of the three sections were tabulated and compared for similarities and differences in scoring. This added to the rigour of the process. To enhance rigour, a joint external audit was performed by both supervisors after the evaluation phase.

Scoring and Interpretation

The CCVAC was scored on three levels, namely: i) item scores, ii) subsection scores, and iii) section scores. The scoring of each level is described briefly below.

Item scores: Each item was assigned a score using the scoring grid provided. Items were individually scored as either "Yes" or "No". The items were tallied and subsequently informed the subsection scores.

Subsection scores: As mentioned above, the subsections were scored through summation of scores obtained on items in that subsection. Subsections scores varied across subsections. The totals of each subsection informed the section scores.

Section scores: Section scores are derived from summing subsections, and scores are interpreted qualitatively. Scores indicated whether the objective for each section was attained by rating sections as either "achieved", "partially achieved", or "not achieved". Table 3 is an extraction of the CCVAC scoring grid that illustrates how the section scores are to be interpreted.
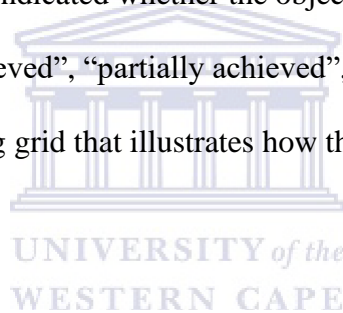
Table 3

CCVAC: Section Scoring

Section	Rating		
	Yes (achieved)	**Partially Achieved**	**No (not achieved)**
1	Sound conceptual definition of the construct	Partially correct conceptual definition of the construct	Poor conceptual definition of the construct
2	Sound and correct classification	Partially correct classification	Poor classification
3	Sound technical scalar decisions	Partially sound technical scalar decisions	Poor technical scalar decisions

The CCVAC used section scores to derive a global quality description of the level of construct validity as high, medium, or poor. A high construct validity means that the conceptual definition, correct classification, and technical scalar decisions are sound across

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all three subsections. The corresponding action of a high level of validity would be that the researcher proceeds with psychometric testing. A medium construct validity means that the conceptual definition, correct classification, and technical scalar decisions are partially sound. The corresponding action would be that the researcher may cautiously proceed with psychometric testing. A poor level of construct validity means that the conceptual definition, classification, and technical scalar decisions are poorly defined. On a poor level of validity, the researcher should revise the instrument and repeat conceptual assessment. Table 4 provides an overview of the action for each level of construct validity. For this study, a global quality descriptor of a medium level of construct validity was set as a threshold for a satisfactory construct validity. The CCVAC enabled the researcher to make an objective structured assessment of construct validity.
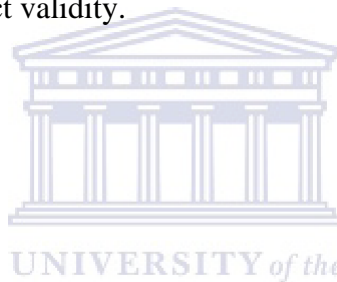
Table 4

CCVAC Global Scoring

Construct Validity	High	Medium	Poor
Action	Proceed with psychometric testing.	Cautiously proceed with psychometric testing.	Revise instrument and repeat conceptual assessment.

Inter-Rater Reliability

Scores was assigned by each rater using the Kappa statistic. The Kappa statistic uses cross-tabulations to assess inter-rater reliability. Cohen and Crabtree (2008) suggested that the Kappa result be interpreted as indicated in Table 5. The size of the resultant Kappa statistic is reflected in the following Section B: Results and Discussion.

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Table 5

Interpretation of Kappa Statistics

| Range | | Description |
Lower Bound	Upper Bound	
<0	**0**	**No agreement**
0.01	0.20	None to slight
0.21	0.40	Fair
0.41	0.60	Moderate
0.61	0.80	Substantial
0.81	1.00	Almost perfect agreement

Ethics

Permission was granted by the lead author for the CCVAC to be used in the study (Appendix

G). Raters signed an agreement to uphold copyright and intellectual property stipulations of

the CCVAC, as it was in the process of being published. The raters also agreed to maintain

the independence of their contributions (Appendix H).

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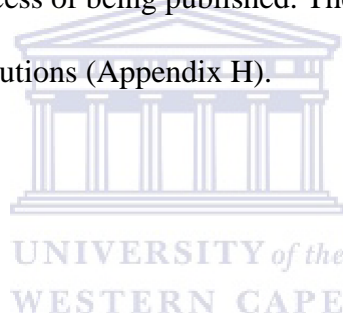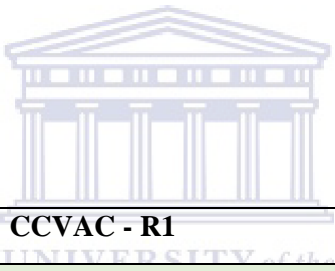
Results

This section presents the results of the CCVAC rating. The results are presented relative to the sections of the instrument.

Section 1: Theoretical Definition

This section consisted of one subsection only. Both raters allocated a maximum score of seven points in this section. The scores of the theoretical definition section are reflected in Table 6.

Table 6

Theoretical Definition Scores

Score	CCVAC - R1	CCVAC - R2
Subsection	7	7
Section Score	3	3
Quality Description	Sound conceptual definition of the construct	Sound conceptual definition of the construct

Based on the quality description of Section 1 in Table 6, it is evident that both raters found the conceptual definition for social-emotional competence of the E3SR to be sound. The study proceeded to the rating of Section 2.

Section 2: Operational Classification

This section consisted of three subsections. Subsection 1 consisted of the nature of the construct in terms of object classification. Subsection 2 comprised the nature of the attributes

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being measured, and subsection 3 consisted of the rater identification. Table 7 summarised the subsection and section scores.

Table 7

Operational Classification Scores

Score	CCVAC - R1	CCVAC – R2
Subsection 1	4	4
Subsection 2	3	6
Subsection 3	6	6
Total	**13**	**16**
Section score	2	3
Quality description	Partially correct classification	Sound and correct classification

Both raters awarded the maximum marks in subsection 1 and subsection 3, as evident in Table 7. In subsection 2, the raters differed on all items, resulting in a three-mark difference on the subsection score as well as the section score. Rater 1's evaluation suggested that the operational definition in terms of attributes was only partially achieved across all items. Rater 1 arrived at a quality description that the operational classification was partially correct. In contrast, the second rater's evaluation suggested that the classification in the operational definition was fully achieved. Rater 2 felt that the classification of attributes was sound and correctly done. Rater 2 arrived at a quality description that the operational classification was sound and correct.

Section 3: Technical Aspects

This section consisted of two subsections. Table 8 summarises the subsection and section scores with accompanying interpretations.

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Table 8

Technical Aspects Scores

Score	CCVAC - R1	CCVAC - R2
Subsection 1	6	6
Subsection 2	7	5
Total	**13**	**11**
Section score	3	2
Quality description	Sound technical scalar decisions	Partially sound technical scalar decisions

Both raters awarded the maximum score in subsection 1. In contrast, within subsection 2, there was a difference of two points in the total score and in the section score. Rater 1 awarded 13 points, and Rater 2 awarded 11 points. Rater 1's evaluation suggested that the technical scalar decisions taken in the construction of the E3SR were sound. Rater 2's evaluation suggested that the technical scalar decisions taken in the construction of the E3SR were only partially sound.
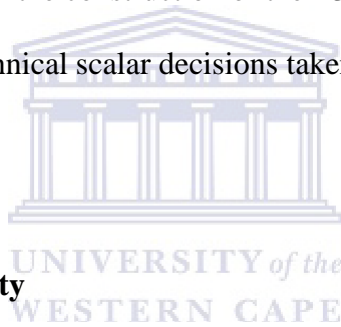
Global Score: Construct Validity

The global scores obtained on the CCVAC produced different assessments about the extent to which construct validity was achieved in the construction of the E3SR. Table 9 summarised the global scores and their interpretations.

Table 9

Global Score: Construct Validity

Global Score	CCVAC - R1	CCVAC - R2
Construct validity	Medium	High
Action	Cautiously proceed with psychometric testing.	Proceed with psychometric testing.

Both raters agreed that construct validity was achieved in the construction of the E3SR. Rater 1 concluded that a medium level of construct validity was achieved. As reflected in the different scoring in Section Three, Rater 2 concluded that a high level of construct validity was achieved. Based on the set threshold score, the study reached the benchmark and the actions for both assessments were to proceed with psychometric testing.

Inter-Rater Reliability

The inter-rater reliability was assessed using the cross-tabulations of the item scores given by each rater. Table 10 reflects the cross-tabulation by the raters.

Table 10

Cross-Tabulation Scores

Count		.00	1.00	2.00	Total
Rater 1	1.00	1	17	3	21
Rater 2	2.00	0	1	5	6
Total		**1**	**18**	**8**	**27**

Table 11 summarised the output related to the Kappa statistic that was tested for significance at a .05 alpha level. The results are discussed below.

Table 11

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.554	.168	3.170	.002
N of Valid Cases		27			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

The Kappa value (0.55) tested significant ($p < 0.05$). This statistic suggests that there was moderate agreement between the raters in their evaluation of the E3SR. Based on the threshold score of the study, the level of agreement between raters was at a satisfactory level.

Discussion

Both raters concluded that the E3SR had construct validity, as indicated in the CCVAC response form, albeit at different levels. The differences between ratings occurred mostly in Section 2: *Operational definitions* and Section 3: *Technical aspects*. Although a pilot study was conducted to ensure raters were informed on the CCVAC ratings, the differences in item ratings occurred because of misinterpretations of items in the CCVAC. In Section 2, Rater 1 misinterpreted all items within subsection 2, which resulted in a three-mark difference compared to Rater 2's scoring. As a result of these differences, the raters concluded with different quality descriptors for Section 2. Rater 1 concluded that the operational classification was partially sound, whereas Rater 2 concluded that the operational classification was sound and correct.

Within Section 3: *Technical Aspects*, a similar experience was encountered amongst raters. Reviewers reported that Rater 2 misinterpreted two items within the second subsection. Consequently, this resulted in a two-mark difference in scoring compared to Rater 1, who scored a maximum total of 13. The quality description for Rater 1 concluded that the technical scalar decisions were sound, reaching a high global score in terms of the construct validity of the E3SR. In contrast, Rater 2 deduced that the technical scalar decisions were partially sound. As a result, Rater 2 achieved a medium global score in terms of the construct validity of the E3SR. Despite the differences, both evaluations suggested that the E3SR had construct validity and recommended proceeding with psychometric testing.

Conclusion

Phase One entailed establishing the construct validity of the revised E3SR. This phase adopted a two-step process which involved gathering information on the construction of the E3SR and carrying out a summative evaluation. Using the CCVAC, raters conducted their ratings independently. The inter-rater reliability indicated a substantial level of agreement between raters. Despite different scoring within the evaluation process, this phase showed that the E3SR achieved the benchmark of a medium level of construct validity.

Limitations of Phase One

The CCVAC was recently constructed and was piloted within the present study. The items within Section 2 and Section 3 were not sufficiently clear to raters. The misinterpretation of the items resulted in differences in the scoring. Refinement of the CCVAC is recommended to ensure that the CCVAC is clear and unambiguous to raters.
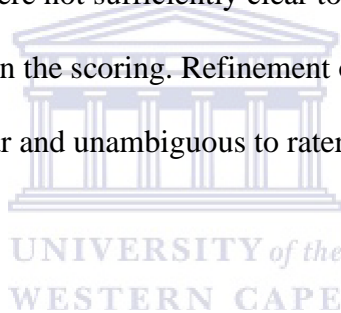
Recommendations

The recommendations for implementation of Phase Two are as follows:

1. The revised E3SR has proven construct validity through summative evaluation.

2. The revised E3SR may undergo translation into Afrikaans by following an empirical process.

PHASE TWO: TRANSLATION AND LINGUISTIC EQUIVALENCE

SECTION A

Introduction

This chapter reports on the second phase of the study, with the focus on translation and the

establishment of linguistic equivalence of the translated E3SR, as addressed in the second and

third objectives of the study. This chapter also reports on the steps followed in translation and

concludes with a discussion on the establishment of linguistic equivalence.

Objectives

- To translate the E3SR into Afrikaans.

- To establish linguistic equivalence between the English and Afrikaans version of the

  E3SR.

Design

This phase entailed a construction study which focused on the development of the Afrikaans

translation. The construction study involved consultants in the capacity as specialist

consultants. They did not form the 'subject' of study nor the unit of analysis. Thus, the

criteria for inclusion in the study are covered as part of the construction process. The

construction process followed the first five steps proposed by Sousa and Rojjanasrirat (2011).

The process of translation and the operationalisation thereof are reported below.

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Operational Steps

Step One: Translation of the Original E3SR into Afrikaans

The E3SR was translated from the source language, English, to the target language, Afrikaans. The translation was performed by translators who were selected carefully in alignment with the ITC guidelines. The translators had to fulfil the following criteria:

- Eligible translators must demonstrate knowledge of, or familiarity with, the content area in translation, instrument development, and child psychology, within the discipline of psychology, based on their formal qualifications and work experience.

- Eligible translators must demonstrate knowledge of research methodology as it pertains to psychometric test construction.

- Eligible translators must demonstrate at least two years' experience in translation.

- Eligible translators must be independent of this study and not have had any prior involvement with the study or the construction of the original E3SR.

- Eligible translators must be proficient in English and Afrikaans.

The translators were thus purposively selected, as they had to fulfil specific criteria as mentioned above. A pool of six eligible translators was identified from whom two were selected. The two translators who were recruited for forward translation had the highest level of compliance with the eligibility criteria. Their knowledge of the discipline of psychology was considered a further motivation for selection. Table 12 summarises the demographics of the translators and illustrates how they met the selection criteria.

Table 12

Demographics of Translators

Translator	Profession	Field of Expertise	Qualification in Editing	Qualification in Language Studies	Experience in Translation (years)
TL 1	Clinical psychologist	Clincial practice, language editing and translation	Yes	Yes	45
TL 2	Research psychologist	Instrument development and research	No	Yes	40

Translator 1 was a clinical psychologist with expertise in clinical practice, language editing, and translation. The translator has qualifications in both editing and language studies, with 45 years of experience in translation. Translator 2 was a research psychologist with expertise in instrument development and research. Translator 2 possesses a qualification in language studies and has 40 years of translation experience. Both translators had high levels of fluency in spoken and written English and Afrikaans.

Each translator was furnished with a copy of the E3SR in English and a template for recording the translated phrases (Appendix I). The translators conducted their translations independently of each other and the research team to maintain objectivity. The resultant translated content was labelled TL-1 and TL-2 respectively to correspond to the translators. Alpha-numeric codes were used instead of the identities of the translators to reduce bias in the subsequent steps[4].

Step Two: Comparison of the Two Translated Versions (TL-1 and TL-2)

A composite template with four columns was developed to capture the TL-1 and TL-2 content, and this served as a worksheet for comparison (Appendix J). The columns made

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[4] Section contains content that was submitted for publication.

provision for recording the agreement between translations, as well as the preferred

translation. This document was used to facilitate easy comparison of the translated content.

The comparison was conducted for similarities, ambiguities, and discrepancies of words,

phrases, sentences, and meanings. The two supervisors reviewed the translations sequentially;

that is, they were first evaluated by one and then checked for accuracy by the other. Both

reviewers were proficient in English and Afrikaans and had a high level of familiarity with

the scale and broader content area. Table 13 presents the colour-coded key used to guide the

comparison process.

Table 13

Descriptive Colour-Coded Key used in Forward Translation

Coding	Qualitative Description	Interpretation	Action
	Meaning clearly and consistently captured by translators.	Translations are equivalent.	Content was directly transferred to TL3 draft.
	Meaning captured, but idiomatic expression differs.	Translations are equivalent, but different phrasings and colloquial expressions possible.	Determine most appropriate versions. Assess source documents for possible differences in interpretations.

The first reviewer compared the translated content and identified phrases that were translated

identically in TL-1 and TL-2. As indicated in Table 13, green was used to indicate the

segments where there were no differences between TL-1 and TL-2. In these instances, the

content was adopted and directly transferred to the fourth column. For translated phrases

where there were differences in phrasing, language, or structure, the first reviewer indicated

which version was preferred by coding it blue. The reviewer provided explanations for the

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preference. As mentioned before, the completed template was then shared with the second reviewer.

The second reviewer confirmed that identical phrases (coded green) were identified accurately and recorded agreement by adding a tick mark (**v**) on the green coding. The reviewer assessed the blue-coded segments and indicated agreement or an alternate view. Where there was agreement, the content was retained in the fourth column. The remaining items were earmarked for discussion.

The reviewers discussed the differences coded blue until an agreement was reached. The preferred versions of segments, identified by consensus, were recorded in the fourth column. The content in column four constituted the basis for the final or integrated draft of the translation, TL-3. The translations, review comments, and integrated draft were presented to the primary researcher who validated the process. This served as a form of auditing and added rigour to the process. The translation process then proceeded to Step Three, back-translation[5].
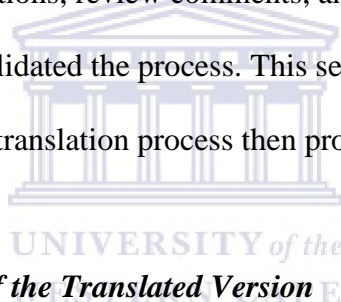
Step Three: Back-Translation of the Translated Version

This step involved translation of the draft Afrikaans version (TL-3) back into English (source language). The translators had to fulfil the same eligibility criteria as the forward translators. Three eligible translators were identified. All three translators were contracted for the back-translation process, as they contributed different aspects to the translation based on their areas of expertise. The three translators conducted their translations independently. The translators did not have prior knowledge of the instrument in the source or target language. Table 14 reflects the demographic details of these translators.

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[5] Section contains content that was submitted for publication.

Table 14

Demographics of Back-Translators

Translator	Profession	Field of Expertise	Qualification in Editing	Qualification in Language Studies	Experience in Translation (years)
BTL 1	Clinical psychologist	Clinical practice, ADHD	No	Yes	4
BTL 2	Research psychologist	Research and capacity building	Yes	Yes	3
BTL 3	Linguist	Language education and communication studies, translation	Yes	Yes	30

Back-translator (BTL) 1 was a clinical psychologist with expertise in clinical practice, a qualification in language studies and four years of experience in translation. BTL 2 was a research psychologist with expertise in research methodology and capacity building. BTL 2 possesses qualifications in both editing and language studies, with three years of translation experience. BTL 3 was a linguist with expertise in language, education, communication studies, and translation. BTL 3 possesses qualifications in editing and language studies, with 30 years of translation experience. Based on the inclusion criteria, the three back-translators were most fit because of their experience and qualification in translation studies.

Each back-translator was provided with a template containing the Afrikaans segments and phrases taken from the TL-3. The template provided space for the translation output, that is, segments in English (Appendix K). The template provided a uniform output format which made subsequent comparisons easier. This step resulted in three back-translated drafts, labelled BTL-1, BTL-2, and BTL-3, respectively. The process then proceeded to the fourth step, comparison of the back-translated versions[6].

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[6] Section contains content that was submitted for publication.

Step Four: Comparison of the Back-Translated Versions

This step entailed the comparison of the three back-translated drafts to establish semantic/linguistic equivalence. The back-translated segments (BTL-1, BTL-2, and BTL-3) were compared to the original English (source document) and Afrikaans (TL-3) for format, wording, grammatical structure, and meaning. The back-translation outputs (BTL-1, BTL-2 and BTL-3) were copied into a composite template for ease of comparison. The template consisted of six columns (Appendix L). The first column contained the segments from the source language (English). The second column contained the segments from the TL-3 in the target language (Afrikaans). Columns three to five contained the segments from BTL-1, BTL-2, and BTL-3, respectively. The sixth column was used for recording the outcome, using a coding key. The coding key consisted of four codes. Each code had a description, interpretation, and corresponding action. Table 15 presents the coding key.
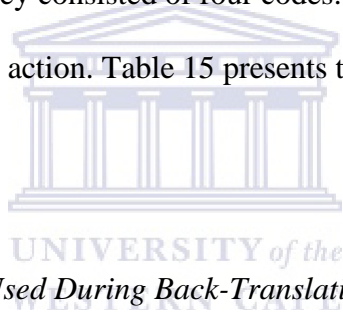
Table 15

Descriptive Colour-Coded Key Used During Back-Translation

Coding	Qualitative Description	Interpretation	Action
	Meaning clearly and consistently captured by translators.	Translations are equivalent.	No action required.
	Meaning captured, but idiomatic expression differs.	Translations are equivalent, but different phrasings and colloquial expressions possible.	Determine most appropriate version. Assess source document for possible differences in interpretations.
	Meaning of constructs differs.	Afrikaans source document may be different from English source.	Revisit both documents for revision.
	Source or draft translation was refined.	Clearer meaning or expression derived from comparisons.	Refinement of the source document or translated draft.

As indicated in Table 15, green was used to indicate meanings that were clearly and consistently captured by translators. Therefore, no action was required, as translations were equivalent. Yellow was used to indicate that equivalent meanings had been captured, but there were differences in idiomatic expressions across translations. The most appropriate version was decided upon through discussion. Orange was used where the meaning of constructs differed after translation. Both reviewers revisited the source document to discuss whether the Afrikaans translation should be retained, replaced, or omitted, and if the item in the source document also needed to be considered for change. If either of these scenarios played out, and the source and/or draft were amended, the amendment was indicated with a blue code. Additionally, blue coding was also used to indicate rectification or revising of the source document or translated draft, such as grammatical or punctuation errors, where necessary.

This process was conducted by the same reviewers as in Step Two. A similar comparison process to Step Two was followed, where both reviewers reviewed independently and sequentially. Reviewer 1 began the review and applied the colour coding. Once completed by Reviewer 1, the document was forwarded to Reviewer 2 for further review. An online meeting was scheduled with the primary researcher and the two reviewers to discuss the items where differences in translations and meanings between BTL-1, BTL-2, and BTL-3 existed, by revisiting and comparing the E3SR source document (English version) and the Afrikaans translated E3SR (TL-3). This process was closely monitored by the primary researcher who fulfilled an auditing function. The primary researcher ensured that similar processes were followed and verified the outcomes. Particular attention was given to the

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items coded in yellow and orange. This step culminated in the finalisation of the Afrikaans version of the E3SR[7].

Step Five: Assessing the Quality of the Translation and Equivalence Process

Step Five entailed a quality assessment of the translation and equivalence process. The aim was to assess the rigour of the translation process. The Quality of Translation and Linguistic Equivalence Checklist (QTLC), developed by Smith et al., (2022), was used to assess the quality of the translation process (Appendix M). The checklist was based on the ITC recommendations for good quality translation processes.

The checklist is divided into two sections, namely Translation and Linguistic Equivalence. Section 1, Translation, is divided into two subsections. Subsection 1 evaluates the experience of the translators and includes items such as the translators' formal qualification in translation/editing or language studies, as well as cumulative translation experience in source and target languages. The total subscore for this section is nine. Subsection 2 addresses the process of translation and includes items such as the number of translators during the translation process, whether translations were compared, how discrepancies were resolved, whether there was external auditing, whether an integrated version was produced, whether back-translation was conducted, and the way discrepancies were resolved. These items are listed as a checklist, with a total of 16 for this subsection.

Section 2, Linguistic Equivalence, is divided into three subsections. Subsection 1 is a checklist which contains items concerning the comparison between the original (source document) and the Afrikaans draft. Subsection 2 is a checklist of items regarding the comparison between the translated version (Afrikaans draft) and the back-translated drafts. Subsection 3 pertains to items that evaluate the comparison between the original version

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[7] Section contains content that was submitted for publication.

(source document) and back-translated drafts. Items listed across all three subsections included whether translated items were clear and unambiguous, whether items were accurately captured, whether external auditing was conducted, and how differences were resolved.

Scoring: In Section 1, Translation, subsection and section scores were calculated according to the QTLC scoring system. Once all the points were tallied, the subsection and composite scores can be interpreted based on the quality scale. Three quality descriptions were provided, based on the categorisation of scores, namely: 1) poor (less than 12 points); 2) good (from 12-18 points); or 3) excellent (18 points or above). Each quality description or category had corresponding actions.

In Section 2, Linguistic Equivalence, subsection and section scores were computed based on the scoring grid. The section score was categorised into three categories and assigned quality descriptions, namely: 1) poor (less than 21 points); 2) good (from 21-33 points); and 3) excellent (34 points or above). Each quality category had corresponding actions.

Two independent raters assessed the quality of the translation process using the QTLC. Table 16 reflects the demographic profile of the raters.

Table 16

Demographics of QTLC Raters

QTLC rater	Profession	Field of Expertise	Translation		Equivalence	
			Experience	Years	Experience	Years
QTLC - R1	Research psychologist	Statistical techniques, psychometric test construction	Yes	5	Yes	5
QTLC - R2	Research psychologist	Capacity development, transferable skills training in research methodology	No	0	Yes	3

QTLC Rater 1 (R1) was a research psychologist with expertise in the field of statistical techniques and psychometric test construction. QTLC R1 possessed five years of experience in translation and equivalence studies. QTLC Rater 2 (R2) was a research psychologist with expertise in the field of capacity development and transferable skills training in research methodology. QTLC R2 did not possess any experience in translation but possessed three years' experience in equivalence studies.

The raters submitted their reviews to the research team. Their scores were entered into a composite template (Appendix N), which enabled ease of comparison. The research team identified whether there were any differences in scoring. These were compared, discussed, and resolved amongst the primary researcher and both supervisors[8].

Inter-rater reliability: The scores assigned by each rater were used to calculate inter-rater reliability. The Kappa statistic was calculated as an indication of agreement between raters. Each item score given by the respective raters was used to assess the agreement. The Kappa statistic uses cross-tabulations to assess inter-rater reliability (Field, 2013). The Kappa statistic was tested for significance at a 0.05 alpha level. As mentioned before in Table 5, the size of the resultant Kappa statistic was interpreted using Cohen and Crabtree (2008)[9].

Ethics

The researcher adhered strictly to the five steps proposed by Sousa and Rojjanasrirat (2011) throughout Phase Two. Permission was granted by the authors for the QTLC to be used in the study (Appendix O). The translators were recruited and contracted to complete the fieldwork. Their participation was as fieldworkers and not participants, as per the focus of the phase.

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[8] Section contains content that was submitted for publication.
[9] Section contains content that was submitted for publication.

The translators were requested to sign an agreement to uphold copyright and intellectual property stipulations of the E3SR and to maintain the independence of their contributions (Appendix P). Similarly, the raters involved in Step Five were requested to sign an agreement to uphold copyright and intellectual property stipulations of the QTLC and to maintain independence of their contributions (Appendix Q).

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SECTION B

RESULTS AND DISCUSSION

This section presents an integrated results and discussion of the findings in Phase Two. The section is organised per operational step for ease of reference and optimal flow.

Step One: Translation of the Original E3SR into Afrikaans

As described in the previous section, this step resulted in two translations into the target language. The translations of the demographics section and questionnaire are presented separately.

E3SR Demographics

Table 17 is an overview of the translated items from the demographics section. Translators translated a total of 41 items within this section from the source language to the target language. The alpha-numeric code TL-1 represents translations by Translator 1 and TL-2 represents items translated by Translator 2.

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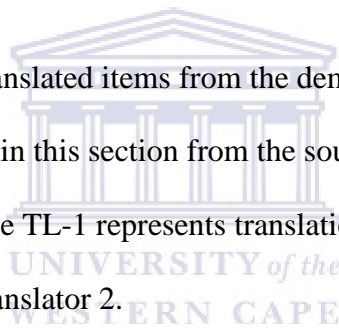
Table 17

Translations of the Demographics

No.	TL-1	TL-2
1.	BYLAE A – E3SR (ONDERWYSERWEERGAWE)	AANHANGSEL A – E3SR (ONDERWYSERWEERGAWE)
2.	AFDELING A	AFDELING A
3.	DEMOGRAFIE	DEMOGRAFIE
4.	PERSOONLIKE INLIGTING VAN LEERDER	PERSOONLIKE INLIGTING VAN LEERDER
5.	Leerder se verjaarsdag	Geboortedatum:
6.	Maand __ Dag __Jaar__	Maand __ Dag __Jaar __
7.	Ouderdom van leerder:	Ouderdom
8.	Geslag	Geslag
9.	Seun	Seun
10.	Meisie	Meisie
11.	Etniese groep	Etniese groep
12.	Huistaal/moedertaal	Huistaal/moedertaal
13.	Onderrigtaal op voorskool	Voorskoolse onderrigtaal
14.	Engels Afrikaans Xhosa Ander Spesifiseer	Engels Afrikaans Xhosa Ander Spesifiseer
15.	Voorskool	Voorskool:
16.	Staat	Staat
17.	Privaat	Privaat
18.	Gemeenskap	Gemeenskap
19.	Ander, spesifiseer	Ander, spesifiseer
20.	Het die leerder enige siekte of gestremdheid?	Het die leerder enige siekte of gestremdheid?
21.	Ja Nee Indien Ja	Ja Nee Indien ja
22.	Fisiese	Fisiek
23.	Kognitiewe	Kognitief
24.	Sielkundig	Sielkundig
25.	Was die leerder al verwys vir spesiale ondersteuning?	Is hy/sy al ooit vir spesiale ondersteuning verwys?
26.	Ja Nee	Ja Nee Indien ja
27.	Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, spesifiseer asb	Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, Spesifiseer
28.	Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma?	Is daar tans trauma of 'n geskiedenis van trauma in die leerder se lewe?
29.	(bv. ontwrigting, egskeiding, verhuis, dood, boelie)	(bv. ontwrigting, egskeiding, verhuising, dood, afknouery)
30.	Ja Nee Onseker	Ja Nee Onseker
31.	Lys die uitdagings wat leerder in klaskamer ervaar.	Noem enige uitdagings wat binne die klasomgewing ervaar word
32.	RESPONDENT SE VERSLAG	ONDERWYSER/RESPONDENT SE VERSLAG
33.	Hoe lank ken u die leerder?	Hoeveel maande lank ken u hierdie leerder?
34.	HOE BEOORDEEL JY DIE LEERDER SE GEDRAG?	HOE SAL U HIERDIE LEERDER BEOORDEEL WAT BETREF
35.	Algehele emosionele gereedheid vir skool	Algemene emosionele skoolgereedheid
36.	Algehele sosiale gereedheid vir skool	Algemene sosiale skoolgereedheid
37.	UITSTEKEND	UITSTEKEND
38.	GOED	GOED
39.	BENODIG AANDAG	BENODIG AANDAG
40.	BENODIG BAIE AANDAG	BENODIG BAIE AANDAG
41.	SWAK	SWAK

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From Table 17, it is evident that the translators attended to all items. Item 26 had two response options with a follow-up item. Translator 1 did not translate the follow-up item. Some of the items were written in capital letters while the majority were written in sentence format. The translations were presented verbatim in the table to protect the integrity of the process. However, the difference in formatting did not impact meaning.

E3SR Questionnaire

Table 18 presents a list of translated items from the E3SR questionnaire. A total of 44 items were translated from the source language into the target language by translators. As described previously, all items translated by Translator 1 were coded TL-1 and TL-2 represents items translated by Translator 2.

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Table 18

Translation of the Questionnaire

No	TL-1	TL-2
42.	AFDELING B: Hieronder is 'n lys van stellings wat die leerder se emosionele en sosiale vaardighede beskryf. Kies een opsie vir elke item wat die leerder se emosionele en sosiale vaardighede tans en vir die laaste drie maande die beste beskryf (X).	AFDELING B: Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vaardighede te beskryf. Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vaardighede; tans of die afgelope 3 maande. Dui u keuse aan met 'n kruis (X).
43.	Nooit Selde Soms Meeste van die tyd Omtrent altyd Kan nie beoordeel nie	Nooit Selde Soms Meeste van die tyd Omtrent altyd Kan nie beoordeel nie
44.	EMOSIONELE VOLWASSENHEID DIE LEERDER...	EMOSIONELE VOLWASSENHEID: Die leerder …
45.	Hy/sy kan hulself in ander se skoene plaas (bv. ondersteuning bied wanneer iemand seerkry).	Kan hom-/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het).
46.	Aanvaar wanneer dinge nie in sy/haar gang gaan nie.	Aanvaar dit as hy/sy nie sy/haar sin kry nie.
47.	Vra verskoning as hy/sy verkeerd opgetree het (bv. portuur seermaak of speelding gebreek het).	Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speelding gebreek het).
48.	Aanvaar verantwoordelikheid vir dade.	Aanvaar verantwoordelikheid vir optrede
49.	Aanvaar regstelling/dissipline.	Aanvaar teregwysing/dissipline.
50.	EMOSIONELE BESTUUR DIE LEERDER …	EMOSIONELE BESTUUR: Die leerder
51.	Is bewus van hy/sy emosies.	Is bewus van sy/haar emosies.
52.	Kan sê wat hy/sy voel.	Kan sê wat hy/sy voel.
53.	Fisiese demonstrasie van emosies (bv. drukkies om liefde te betoon).	Wys emosies fisiek (bv. gee drukkies om liefde te wys).
54.	In staat om emosies identifiseer (bv. gelukkig, hartseer).	Kan emosies identifiseer (bv. gelukkig, hartseer).
55.	In staat om emosionele ervarings aan die onderwyser of versorger oor te dra (bv. hoe was jou dag?).	Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).
56.	GEVOEL VAN SELF DIE LEERDER …	SELFBELEWING: Die leerder …
57.	Tree op met selfvertroue wanneer hy/sy gevra word om iets te doen.	Tree met selfvertroue op wanneer gevra word om iets te doen
58.	Is bereid om te leer/waag, selfs al lyk 'n taak moeilik.	Is bereid om te leer/te waag selfs as 'n taak moeilik lyk.
59.	Staan op vir hom/haarself.	Laat hom-/haarself geld.
60.	Kan die leiding neem wanneer dit in die klas verwag word.	Kan leiding neem wanneer dit in die klas verwag word.
61.	In staat om sy/haar eie stand te hou as eweknieë onrealistiese eise stel.	Kan hom-/haarself laat geld as maats onrealistiese eise stel.
62.	GEREEDHEID OM TE LEER DIE LEERDER	GEREEDHEID OM TE LEER: Die leerder
63.	Kan rustig en kalm werk sonder konstante terugvoer (bv. lof en goedkeuring).	Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).
64.	Sit stil wanneer gevra word om dit te doen of wanneer besig is met taak.	Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.
65.	Gee aandag en kan fokus op 'n taak.	Gee aandag en kan fokus op 'n taak.
66.	Voltooi 'n taak wat aan hom/haar gegee is binne 'n redelike tyd.	Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.
67	Luister en volg eenvoudige instruksies van die onderwyser.	Luister na en volg eenvoudige aanwysings/opdragte van die onderwyser.
68.	Kan reëls volg in die klas en gestruktureerde omgewings.	Kan die reëls in die klas of gestruktureerde omgewings volg.
69.	Kan deelneem aan groepstake (bv. sit stil en luister na storie).	Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).
70.	SOSIALE VAARDIGHEDE DIE LEERDER …	SOSIALE VAARDIGHEDE: Die leerder …
71.	Oorweeg ander leerders (bv. kan beurte maak om met speelding te speel).	Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).
72.	Word in die algemeen aanvaar en ander leerders hou van hom/haar.	Word in die algemeen aanvaar en ander leerders hou van hom/haar.
73.	Kan oor tyd nuwe vriendskappe maak en dit onderhou.	Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.
74.	Speel tot 5 minute saam met een of meer leerders met	Speel saam met een of meer leerders vir tot 5 minute onder

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No	TL-1	TL-2
	minimale toesig.	minimale toesig.
75.	Deel sy /haar besittings met ander leerders van hul eie ouderdom.	Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.
76.	Is in staat om eweknieë 'n beurt te gee om te begin speel.	Kan maats 'n beurt gee om te begin of te speel.
77.	Probeer om ander te help/ sal ingryp as ander seer gemaak word en is bedagsaam teenoor hulle.	Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander
78.	KOMMUNIKASIE DIE LEERDER …	KOMMUNIKASIE: Die leerder …
79.	Praat duidelik en hoorbaar sonder om te fluister of te skreeu.	Praat duidelik en hoorbaar sonder om te fluister of te skree
80.	Is in staat om in verstaanbare taal te vra wat hy/sy nodig het.	Kan in verstaanbare taal vra wat hy/sy nodig het.
81.	Kan in volsinne praat.	Kan in volsinne praat.
82.	Kan 'n gesprek hou.	Kan 'n gesprek voer.
83.	Kan kommunikeer en iets in 'n groep sê.	Kan in 'n groep kommunikeer, iets sê.
84.	Kan direkte vrae beantwoord wanneer gevra word.	Kan direkte vrae beantwoord wanneer dit gevra word.
85.	Kan verstaan as daar met hul gepraat word of eenvoudige mondelinge instruksies gegee word.	Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.

The technical translation process was concluded at the end of Step One. The resultant

translations became the source documents for the review in Step Two. Two reviewers

critically compared and evaluated the draft translations for similarities and differences. The

results of the comparisons in the demographics section, as well as in the questionnaire

section, are discussed in Step Two below.
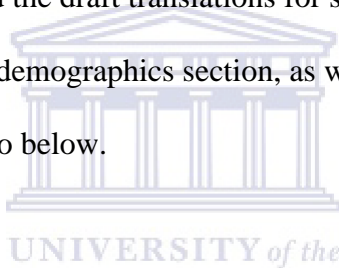
Step Two: Comparison of the two translated versions (TL-1 and TL-2)

The comparison produced two categories. Each category corresponded to the colour-coded

key presented in Section A. The results of the comparison of forward translations of the

demographics and questionnaire were tabularised and presented separately by colour code

within each section. The tables used to illustrate the findings approximate the comparison

template (Appendix R). The table consisted of five columns. The first column reflected the

items in the respective colour-code categories. Columns two and three displayed the

translations of the two translators. Column four indicated agreement between reviewers and

column five displayed the agreed-upon Afrikaans translation. This parallel construction made

reporting easier and created a familiar structure for readers to follow.

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E3SR Demographics

Coded green: Upon review of the demographics section, 23 items were translated identically; these were coded green by Reviewer 1 and ratified by Reviewer 2. These items were accepted as is into the draft Afrikaans translation (TL-3). Table 19 presents all the items that were coded green in the demographics section.

Table 19

Comparison of Similar Translations of the E3SR Demographics

Item	TL-1	TL-2	Agreement	TL-3
2.	AFDELING A	AFDELING A	√	AFDELING A
3.	DEMOGRAFIE	DEMOGRAFIE	√	DEMOGRAFIE
4.	PERSOONLIKE INLIGTING VAN LEERDER	PERSOONLIKE INLIGTING VAN LEERDER	√	PERSOONLIKE INLIGTING VAN LEERDER
6.	Maand _Dag __Jaar__	Maand __ Dag __Jaar	√	Maand __ Dag __Jaar
8.	Geslag	Geslag	√	Geslag
9.	Seun	Seun	√	Seun
10.	Meisie	Meisie	√	Meisie
12.	Huistaal/moedertaal	Huistaal/moedertaal	√	Huistaal/moedertaal
15.	Voorskool	Voorskool:	√	Voorskool:
16.	Staat	Staat	√	Staat
17.	Privaat	Privaat	√	Privaat
18.	Gemeenskap	Gemeenskap	√	Gemeenskap
20.	Het die leerder enige siekte of gestremdheid?	Het die leerder enige siekte of gestremdheid?	√	Het die leerder enige siekte of gestremdheid?
21.	Ja Nee Indien Ja	Ja Nee Indien ja	√	Ja Nee Indien ja
24.	Sielkundig	Sielkundig	√	Sielkundig
26.	Ja Nee	Ja Nee Indien ja	√	Ja Nee Indien ja
27.	Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, spesifiseer asb	Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, Spesifiseer	√	Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, spesifiseer asb
30.	Ja Nee Onseker	Ja Nee Onseker	√	Ja Nee Onseker
37.	UITSTEKEND	UITSTEKEND	√	UITSTEKEND
38.	GOED	GOED	√	GOED
39.	BENODIG AANDAG	BENODIG AANDAG	√	BENODIG AANDAG
40.	BENODIG BAIE AANDAG	BENODIG BAIE AANDAG	√	BENODIG BAIE AANDAG
41.	SWAK	SWAK	√	SWAK

Coded blue: Seventeen (17) items were highlighted blue, indicating that the two translations differed and that discussion between the reviewers was necessary to decide which version of

the translated item was most appropriate. Table 20 reflects the items that were coded blue, and the outcomes decided upon.

Table 20

Comparison of E3SR Demographics with Identified Differences

Item	TL-1	TL-2	Agreement	TL-3
1.	BYLAE A – E3SR (ONDERWYSERWEERGAWE)	AANHANGSEL A – E3SR (ONDERWYSER WEERGAWE)	√	AANHANGSEL A – E3SR (ONDERWYSER WEERGAWE)
5.	Leerder se verjaarsdag	Geboortedatum:	√	Geboortedatum:
7.	Ouderdom van leerder:	Ouderdom	Voeg : by	Ouderdom:
11.	Etniese	Etniese groep	√	Etniese groep
13.	Onderrigtaal op voorskool	Voorskoolse onderrigtaal	√	Voorskoolse onderrigtaal
14.	Engels Afrikaans Xhosa Ander, spesifiseer	Engels Afrikaans Xhosa Ander, spesifiseer	Asb ingevoeg	Engels Afrikaans Xhosa Ander, spesifiseer asb
22.	Fisiese	Fisiek	√	Fisiek
23.	Kognitiewe	Kognitief	√	Kognitief
25.	Was die leerder al verwys vir spesiale ondersteuning?	Is hy/sy al ooit vir spesiale ondersteuning verwys?	√	Is hy/sy al ooit vir spesiale ondersteuning verwys?
28.	Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma?	Is daar tans trauma of 'n geskiedenis van trauma in die leerder se lewe?	√	Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma?
29.	(bv. ontwrigting, egskeiding, verhuis, dood, boelie)	(bv. ontwrigting, egskeiding, verhuising, dood, afknouery)	√	(bv. ontwrigting, egskeiding, verhuising, dood, afknouery)
31.	Lys die uitdagings wat leerder in klaskamer ervaar.	Noem enige uitdagings wat binne die klasomgewing ervaar word	√	Noem enige uitdagings wat binne die klasomgewing ervaar word
32.	Respondent se verslag	Onderwyser/respondent se verslag	√	Onderwyser/respondent se verslag
33.	Hoe lank ken u die leerder?	Hoeveel maande lank ken u hierdie leerder?	√	Hoeveel maande lank ken u hierdie leerder?
34.	Hoe beoordeel jy die leerder se gedrag?	Hoe sal u hierdie leerder beoordeel wat betref	√	Hoe sal u hierdie leerder beoordeel wat betref
35.	Algehele emosionele gereedheid vir skool	Algemene emosionele skoolgereedheid	√	Algemene emosionele skoolgereedheid
36.	Algehele sosiale gereedheid vir skool	Algemene sosiale skoolgereedheid	√	Algemene sosiale skoolgereedheid

As seen in Table 20, there were observable differences in the translation of items between the two translators in terms of colloquial phrases and idioms in words. The reviewers discussed each of these differences until consensus was reached that the meanings of the items were

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identical compared to the source language (English version). For example, item 5 was translated as "*Leerder se verjaarsdag*" (TL-1) and "*Geboortedatum*" (TL-2), respectively. Although there are differences in phrases, the underlying meanings were similar. A decision was made to retain "*Geboortedatum*" rather than "*Leerder se verjaarsdag*", as this is more in line with the source, "Date of birth". Similarly, item 31 was translated as "*Lys die uitdagings wat leerder in klaskamer ervaar*" (TL-1) and "*Noem enige uitdagings wat binne die klasomgewing ervaar word*" (TL-2), respectively. Reviewer 1 coded the most preferred items blue (as indicated in Table 21) and was ratified by Reviewer 2, as this was the closest to the original source, "List any challenges experienced in the class environment". The preferred items were included in the TL-3 column to be added to the items that were already accepted for TL-3.

In addition to the above, Reviewer 2 indicated minor adjustments in the third column (agreement column). The following editorial and/or stylistic adjustments were decided upon and are indicated in red in Table 21.

- Item 7 required a colon.
- Item 14 was amended to include "asb.".

Table 21 presents the final translated items of the demographics section, incorporated into TL-3.

Table 21

Final TL-3 Demographics

Item	Final TL-3 Demographics
1.	Aanhangsel A – E3SR
2.	Onderwyserweergawe
3.	Afdeling A
4.	Demografie
5.	Persoonlike inligting van leerder
6.	Geboortedatum:
7.	Maand __ Dag __Jaar__
8	Ouderdom
9.	Geslag
10.	Seun
11.	Meisie
12.	Etniese groep
13.	Huistaal/moedertaal
14.	Voorskoolse onderrigtaal
15.	Engels Afrikaans Xhosa Ander spesifiseer asb
16.	Voorskool
17.	Staat
18.	Privaat
19.	Gemeenskap
20.	Ander, spesifiseer asb.
21.	Het die leerder enige siekte of gestremdheid?
22.	Ja Nee Indien ja
23.	Fisiek
24.	Kognitief
25.	Sielkundig
26.	Is hy/sy al ooit vir spesiale ondersteuning verwys?
27.	Ja Nee Indien ja
28.	Sielkundige, Maatskaplike werker, Arbeidsterapeut, Spraakterapeut, Pediater Ander, spesifiseer asb.
29.	Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma? (bv. ontwrigting, egskeiding, verhuising, dood, afknouery)
30.	Ja Nee Onseker
31.	Noem enige uitdagings wat binne die klasomgewing ervaar word
32.	ONDERWYSER/RESPONDENT SE VERSLAG
33.	Hoeveel maande lank ken u hierdie leerder?
34.	Hoe sal u hierdie leerder beoordeel wat betref
35.	Algemene emosionele skoolgereedheid
36.	Algemene sosiale skoolgereedheid
37.	Uitstekend
38.	Goed
39.	Benodig aandag
40.	Benodig baie aandag
41.	Swak

E3SR Questionnaire

Coded green: The questionnaire of the E3SR contained 49 items. As with the process
followed for the demographics section, the green- and blue-coded items are presented
separately. Table 22 reflects the items that were coded green.

Table 22

Comparison of Similar Translations of the E3SR Questionnaire

Item	TL-1	TL-2	Agreement	TL-3
44.	Emosionele Volwassenheid: Die Leerder	EMOSIONELE VOLWASSENHEID: Die leerder …	√	EMOSIONELE VOLWASSENHEID: Die leerder …
47.	Vra verskoning as hy/sy verkeerd opgetree het (bv. portuur seermaak of speelding gebreek het).	Vra verskoning as hy/sy verkeerd opgetree het (bv. ŉ maat seergemaak, ŉn speelding gebreek het).	√	Vra verskoning as hy/sy verkeerd opgetree het (bv. ŉn maat seergemaak, ŉn speelding gebreek het).
50.	Emosionele bestuur: Die Leerder	Emosionele bestuur: Die Leerder	√	EMOSIONELE BESTUUR: Die leerder
51.	Is bewus van hy/sy emosies.	Is bewus van sy/haar emosies.	√	Is bewus van sy/haar emosies.
52.	Kan sê wat hy/sy voel.	Kan sê wat hy/sy voel.	√	Kan sê wat hy/sy voel.
58.	Is bereid om te leer/waag, selfs al lyk 'n taak moeilik.	Is bereid om te leer/te waag selfs as ŉn taak moeilik lyk.	√	Is bereid om te leer/te waag selfs as ŉn taak moeilik lyk.
60.	Kan die leiding neem wanneer dit in die klas verwag word.	Kan leiding neem wanneer dit in die klas verwag word.	√	Kan leiding neem wanneer dit in die klas verwag word.
62.	GEREEDHEID OM TE LEER DIE LEERDER	GEREEDHEID OM TE LEER: Die leerder	√	GEREEDHEID OM TE LEER: Die leerder
64.	Sit stil wanneer gevra word om dit te doen of wanneer besig is met taak.	Sit stil wanneer gevra word om dit te doen of wanneer besig met ŉn taak.	√	Sit stil wanneer gevra word om dit te doen of wanneer besig met ŉn taak.
65.	Gee aandag en kan fokus op ŉn taak.	Gee aandag en kan fokus op ŉn taak.	√	Gee aandag en kan fokus op ŉn taak.
66.	Voltooi ŉn taak wat aan hom/haar gegee is binne ŉn redelike tyd.	Voltooi ŉn taak wat vir hom/haar gegee is binne ŉn redelike tyd.	√	Voltooi ŉn taak wat vir hom/haar gegee is binne ŉn redelike tyd.
68.	Kan reëls volg in die klas en gestruktureerde omgewings.	Kan die reëls in die klas of gestruktureerde omgewings volg.	√	Kan die reëls in die klas of gestruktureerde omgewings volg.
69.	Kan deelneem aan groepstake (bv. sit stil en luister na storie).	Kan deelneem in groeptake (bv. stilsit en na ŉn storie luister).	√	Kan deelneem in groeptake (bv. stilsit en na ŉn storie luister).
70.	SOSIALE VAARDIGHEDE DIE LEERDER …	SOSIALE VAARDIGHEDE: Die leerder …	√	SOSIALE VAARDIGHEDE: Die leerder …

Item	TL-1	TL-2	Agreement	TL-3
72.	Word in die algemeen aanvaar en ander leerders hou van hom/haar.	Word in die algemeen aanvaar en ander leerders hou van hom/haar.	√	Word in die algemeen aanvaar en ander leerders hou van hom/haar.
78.	KOMMUNIKASIE DIE LEERDER …	KOMMUNIKASIE: Die leerder …	√	KOMMUNIKASIE: Die leerder …
79.	Praat duidelik en hoorbaar sonder om te fluister of te skreeu.	Praat duidelik en hoorbaar sonder om te fluister of te skree	√	Praat duidelik en hoorbaar sonder om te fluister of te skree
81.	Kan in volsinne praat.	Kan in volsinne praat.	√	Kan in volsinne praat.
84.	Kan direkte vrae beantwoord wanneer gevra word.	Kan direkte vrae beantwoord wanneer dit gevra word.	√	Kan direkte vrae beantwoord wanneer dit gevra word.

A total of 19 items were translated identically by both translators. These items were endorsed to be transferred to TL-3.

Coded blue: Table 23 displays the 25 items where translators captured similar meanings, but idiomatic expressions were different. The differences were mostly ascribed to differences in terms of colloquial and idiomatic expressions used in the translation process. For example, item 43 was translated as "*Nooit; Selde; Soms; Meeste van die tyd; Omtrent altyd; Kan nie beoordeel nie*" (TL-1) and "*Nooit; Selde; Partykeer; Meestal; Byna altyd; Kan nie beoordeel nie*" (TL-2).

The reviewers discussed each item until consensus was reached on which version to include in the final translation (TL-3). The idiomatic expression in the source language guided the discussion and subsequent decision about the final version to be accepted. The endorsed items were carried over to the TL-3 column and added to the demographic section in preparation for the final translated Afrikaans draft of the E3SR. Table 23 summarises the comparison process and the columns represent the item numbers, the two translations, comment on the items (column three), and the final translation chosen for the TL-3 version (last column).

Table 23

Comparison of the Items of the E3SR with Identified Differences

Item	TL-1	TL-2	Comment	TL-3
42	AFDELING B: Hieronder is 'n lys van stellings wat die leerder se emosionele en sosiale vaardighede beskryf. Kies een opsie vir elke item wat die leerder se emosionele en sosiale vaardighede tans en vir die laaste drie maande die beste beskryf (X).	AFDELING B: Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vaardighede te beskryf. Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vaardighede; tans of die afgelope 3 maande. Dui u keuse aan met 'n kruis (X).	Dui u keuse aan met 'n kruisie?	AFDELING B: Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vaardighede te beskryf. Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vaardighede; tans of die afgelope 3 maande. Dui u keuse aan met 'n kruisie (X).
43.	Nooit Selde Soms Meeste van die tyd Omtrent altyd Kan nie beoordeel nie	Nooit Selde Partykeer Meestal Byna altyd Kan nie beoordeel nie	√: "byna altyd" (TL-2) is beter indien van "Omtrent altyd" (TL-1)	Nooit Selde Soms Meeste van die tyd Byna altyd Kan nie beoordeel nie
45.	Hy/sy kan hulself in ander se skoene plaas (bv. ondersteuning bied wanneer iemand seerkry).	Kan hom-/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het).	√	Kan hom-/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het).
46.	Aanvaar wanneer dinge nie in sy/haar gang gaan nie.	Aanvaar dit as hy/sy nie sy/haar sin kry nie.	√	Aanvaar dit as hy/sy nie sy/haar sin kry nie.
48.	Aanvaar verantwoordelikheid vir dade.	Aanvaar verantwoordelikheid vir optrede	√	Aanvaar verantwoordelikheid vir optrede
49.	Aanvaar regstelling/dissipline.	Aanvaar teregwysing/dissipline.	√	Aanvaar teregwysing/dissipline.
53.	Fisiese demonstrasie van emosies (bv. drukkies om liefde te betoon).	Wys emosies fisiek (bv. gee drukkies om liefde te wys).		Wys emosies fisiek (bv. gee drukkies om liefde te wys).
54.	In staat om emosies identifiseer (bv. gelukkig, hartseer).	Kan emosies identifiseer (bv. gelukkig, hartseer).	√	Kan emosies identifiseer (bv. gelukkig, hartseer).
55.	In staat om emosionele ervarings aan die onderwyser of versorger oor te dra (bv. hoe was jou dag?).	Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).	√	Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).
56.	Gevoel van self: Die leeder	SELFBELEWING: Die leerder	√	SELFBELEWING: Die leerder …
57.	Tree op met selfvertroue wanneer hy/sy gevra word om iets te doen.	Tree met selfvertroue op wanneer gevra word om iets te doen	Punt ingevoeg	Tree met selfvertroue op wanneer gevra word om iets te doen.
59.	Staan op vir hom/haarself.	Laat hom-/haarself geld.	√	Laat hom-/haarself geld.
61.	In staat om sy/haar eie stand te hou as eweknieë onrealistiese eise stel.	Kan hom-/haarself laat geld as maats onrealistiese eise stel.	√	Kan hom-/haarself laat geld as maats onrealistiese eise stel.
63.	Kan rustig en kalm werk sonder konstante terugvoer (bv. lof en goedkeuring).	Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).	√	Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).
67.	Luister en volg eenvoudige instruksies van die onderwyser.	Luister na en volg eenvoudige aanwysings/opdragte van die onderwyser.	TL2 is beter, wys op twee opeenvolgen	Luister na en volg eenvoudige aanwysings/opdragte van die onderwyser.

Item	TL-1	TL-2	Comment	TL-3
			de aksies	
71.	Oorweeg ander leerders (bv. kan beurte maak om met speelding te speel).	Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).	√	Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).
73.	Kan oor tyd nuwe vriendskappe maak en dit onderhou.	Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.	√	Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.
74.	Speel tot 5 minute saam met een of meer leerders met minimale toesig.	Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.	√	Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.
75.	Deel sy /haar besittings met ander leerders van hul eie ouderdom.	Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.	√	Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.
76.	Is in staat om eweknieë 'n beurt te gee om te begin speel.	Kan maats 'n beurt gee om te begin of te speel.	√	Kan maats 'n beurt gee om te begin of te speel.
77.	Probeer om ander te help/ sal ingryp as ander seer gemaak word en is bedagsaam teenoor hulle.	Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander	√	Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander
80.	Is in staat om in verstaanbare taal te vra wat hy/sy nodig het.	Kan in verstaanbare taal vra wat hy/sy nodig het.	√	Kan in verstaanbare taal vra wat hy/sy nodig het.
82.	Kan 'n gesprek hou.	Kan 'n gesprek voer.	√	Kan 'n gesprek voer.
83.	Kan kommunikeer en iets in 'n groep sê.	Kan in 'n groep kommunikeer, iets sê.	√	Kan in 'n groep kommunikeer, iets sê.
85.	Kan verstaan as daar met hul gepraat word of eenvoudige mondelinge instruksies gegee word.	Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.	√	Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.

Upon final review of the translated Afrikaans version of the E3SR, additional recommended editorial adjustments were discussed and agreed upon by both reviewers. These edits are indicated in red in Table 23.

- Item 42 replaced "*kruis*" with "*kruisie*".

- Item 57 inserted a full stop to selected item.

The final translated items of the E3SR questionnaire are listed in Table 24. Table 24 represents a list of the 45 Afrikaans items of the E3SR.

Table 24

Final TL-3 E3SR Questionnaire

Item	Final TL-3 Questionnaire
42.	AFDELING B: Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vermoens/ vaardighede te beskryf. Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vermoens/vaardighede; tans of die afgelope 3 maande. Dui u keuse aan met 'n kruisie (X).
43.	Nooit Selde Soms Meeste van die tyd Byna altyd Kan nie beoordeel nie
44.	EMOSIONELE VOLWASSENHEID: Die leerder...
45.	Kan hom-/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het).
46.	Aanvaar dit as hy/sy nie sy/haar sin kry nie.
47.	Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speelding gebreek het).
48.	Aanvaar verantwoordelikheid vir optrede.
49.	Aanvaar teregwysing/dissipline.
50.	EMOSIONELE BESTUUR: Die leerder
51.	Is bewus van sy/haar emosies.
52.	Kan sê wat hy/sy voel.
53.	Wys emosies fisiek (bv. gee drukkies om liefde te wys).
54.	Kan emosies identifiseer (bv. gelukkig, hartseer).
55.	Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).
56.	SELFBELEWING: Die leerder ...
57.	Tree met selfvertroue op wanneer gevra word om iets te doen.
58.	Is bereid om te leer/te waag selfs as 'n taak moeilik lyk.
59.	Laat hom-/haarself geld.
60.	Kan leiding neem wanneer dit in die klas verwag word.
61.	Kan hom-/haarself laat geld as maats onrealistiese eise stel.
62.	GEREEDHEID OM TE LEER: Die leerder …
63.	Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).
64.	Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.
65.	Gee aandag en kan fokus op 'n taak.
66.	Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.
67.	Luister na en volg eenvoudige aanwysings/opdragte van die onderwyser.
68.	Kan die reëls in die klas of gestruktureerde omgewings volg.
69.	Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).
70.	SOSIALE VAARDIGHEDE: Die leerder …
71.	Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).
72.	Word in die algemeen aanvaar en ander leerders hou van hom/haar.
73.	Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.
74.	Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.
75.	Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.
76.	Kan maats 'n beurt gee om te begin of te speel.
77	Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander.
78.	KOMMUNIKASIE: Die leerder …
79.	Praat duidelik en hoorbaar sonder om te fluister of te skree.
80.	Kan in verstaanbare taal vra wat hy/sy nodig het.
81.	Kan in volsinne praat.
82.	Kan 'n gesprek voer.
83.	Kan in 'n groep kommunikeer, iets sê.
84.	Kan direkte vrae beantwoord wanneer dit gevra word.
85.	Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.

The E3SR Demographics and Questionnaire were combined into the final TL-3 draft (Appendix S). This concluded the end of Step Two.

Step Three: Back-translation of the Initial Translated Version

The Afrikaans version (TL-3) was back-translated to English in Step Three by three independent translators. Step Three resulted in three back-translated drafts. The back-translations were captured in tabular form for ease of comparison in the next step (Appendix T).

Step Four: Comparison of the Back-Translated Versions

The resultant back-translations were compared using the coding key as described in Table 7 in Step Four, Section A. This step followed the same review process as described in Step Two (Appendix U). As in the previous steps, the translations were tabularised and compared by both reviewers to ensure that the translation was accurate. The results are presented separately for the E3SR demographics section and the E3SR questionnaire. The tables in this section have seven columns. The second column in each table displays the English source, the third column the Afrikaans translation, and columns 4-6 reflect the three back-translations completed by the respective translators. These translations were called BTL-1, BTL-2, and BTL-3. Column 7 reflected the colour coding allocated by the first reviewer.

E3SR Demographics

Coded green: Table 25 consists of a total of 29 translated items coded green extracted from the demographics section. All item listed in Table 25 were identical in terms of back-translation across the three translations, capturing the meaning clearly and consistently.

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Table 25

E3SR Demographics – Items Coded Green

No.	English	Afrikaans	BTL-1	BTL-2	BTL-3
3.	SECTION A	AFDELING A	SECTION A	Section A	SECTION A
4.	Demographics	DEMOGRAFIE	Demographics	Demographics	Demographics
6.	Learner's birth date	Geboortedatum:	Date of birth	Date of birth	Birth date:
7.	Month_Day_Year	Maand_Dag_Jaar	Month_Date_Year	Month_Day_Year	Month_Day_Year
8.	Age	Ouderdom	Age	Age	Age
9.	Gender	Geslag	Sex/Gender	Gender	Sex
10.	Boy	Seun	Boy	Boy	Boy
11.	Girl	Meisie	Girl	Girl	Girl
12.	Ethnic group	Etniese groep	Ethnicity	Ethnic group	Ethnic group
15.	English Afrikaans Xhosa Other, specify please	Engels Afrikaans Xhosa Ander spesifiseer asb	English Afrikaans Xhosa Other specify please	English Afrikaans Xhosa Other: Please specify	English Afrikaans isiXhosa Other please specify
16.	Preschool	Voorskool	Pre-school	Preschool	Pre-school
17.	Governmental	Staat	State	Government	State
18.	Private	Privaat	Private	Private	Private
19.	Community	Gemeenskap	Community	Community	Community
20.	Other, specify please	Ander, spesifiseer asb	Other, specify please	Other: Please specify	Other, please specify
21.	Does the learner have any illness or disability?	Het die leerder enige siekte of gestremdheid?	Does the learner have any illness or disability?	Does the learner have any illness or disability?	Does the learner have any illness or disability?
22.	Yes No If Yes,	Ja Nee Indien ja	Yes No If yes	Yes No If yes,	Yes No If yes
23.	Physical	Fisiek	Physical	Physical	Physical
24.	Cognitive	Kognitief	Cognitive	Cognitive	Cognitive
27.	Yes No	Ja Nee Indien ja	Yes No If yes	Yes No If yes,	Yes No If yes
28.	Psychologist Social worker Occupational therapist Speech therapist Paediatrician Other, please specify	Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, spesifiseer asb	Psychologist Social worker Occupational therapist Speech therapist Pediatrician Other, specify please	Psychologist Social Worker Occupational Therapist Speech Therapist Paediatrician Other, please specify	Psychologist Social worker Occupational therapist Speech therapist Pediatrician Other, please specify
31.	Yes No Unsure	Ja Nee Onseker	Yes No Not sure/Unsure	Yes No Unsure	Yes No Unsure
23.	List any challenges experienced in the class environment	Noem enige uitdagings wat binne die klasomgewing ervaar word	Name any challenges experienced within the classroom environment	Name any challenges that are experienced in the classroom environment	Name any challenges that are experienced in the classroom environment
32.	For how many months have you known this learner? months.	Hoeveel maande lank ken u hierdie leerder?	How many months do you know the learner?	How many months do you know the learner?	How many months have you known this learner?
35.	How would you rate this learner's?	Hoe sal u hierdie leerder beoordeel wat betref	How would you rate/judge this learner regarding	How would you rate the learner with regards to the following	How would you evaluate this learner according to your opinion?
36.	Overall emotional readiness for school	Algemene emosionele skoolgereedheid	General emotional school readiness	General emotional school readiness	General emotional school readiness
37.	Overall social	Algemene sosiale	General social	General social	General social

No.	English	Afrikaans	BTL-1	BTL-2	BTL-3	
	readiness for school	skoolgereedheid	school readiness	school readiness	school readiness	
39.	GOOD	Goed	Good	Good	Good	
42.	POOR	Swak	Poor	Bad/Weak	Poor	

The green colour code in column 7 was allocated when both reviewers endorsed the items as identical. An example of identical back-translation of an item from the Afrikaans source to the English version is item 8, "*ouderdom*" (Afrikaans source), which was translated across all drafts as "age". Likewise, item 21 reads "*Het die leerder enige siekte of gestremdheid?*", which was consistently translated across all translations as "Does the learner have any illness or disability?".

In general, it was noted that minor differences occurred between some of the translations. Where there were differences in phrasing, the translators used acceptable synonyms in their translations. This means that the meaning was intact despite the difference in phrasing. Some of the noted differences are listed below.

- Item 6, "*Geboortedatum*" (Afrikaans source), was translated as "Date of birth" (BTL-1 & BTL-2) and "Birth date" (BTL-3).

- Item 12, "*Etniese groep*" (Afrikaans source), was translated as "Ethnicity" (BTL-1) and "Ethnic group" (BTL-2 & BTL-3).

- Item 17, "*Staat*" (Afrikaans source), was translated as "State" (BTL-1 & BTL-3) and "Government" (BTL-2).

- Item 42, "*Swak*" (Afrikaans source), was translated as "Poor" (BTL-1 & BTL-3) and "Bad/Weak" (BTL-2).

Upon review, the consensus was that no revisions were required. No action was needed, and items were accepted as an indication that the denotation and connotation of the translations were comparable to the original E3SR and the Afrikaans version.

Coded yellow: Differences that occured mainly due to phrasing and colloquial expressions were coded yellow. Table 26 lists all items that were coded yellow. The table has an additional column in which the final outcome was recorded.

Table 26

E3SR Demographics – Items Coded Yellow

No.	English Source	Afrikaans Source	BTL-1	BTL-2	BTL-3		
13.	Home language/ mother tongue	Huistaal/moeder taal	Home language/mother tongue	Home language / First Language	Home language/mot her tongue		
14.	Language of instruction at pre-school	Voorskoolse onderrigtaal	Pre-school language of education/instructio n	Language used for teaching at Preschool / Preschool teaching language	Pre-school medium of instruction		
26.	Has he/ she ever been referred for special support?	Is hy/sy al ooit vir spesiale ondersteuning verwys?	Has he/she ever been referred for special needs support?	Has he/she ever been referred for special support?	Has he/she ever been referred for special support?		
29.	Is there trauma in the learner's life at present or history of trauma?	Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma?	Is there currently and trauma present in the learner's life, or a history of trauma?	Is there any trauma in the learners life currently or a history of trauma?	Is there currently any trauma present in the learner's life or is there a history of trauma?		
38.	EXCELLENT	Uitstekend	Exceptional	Excellent	Excellent		
40.	Needs some attention	Benodig aandag	Requires/Needs Attention	Attention needed	Needs attention		
41.	Needs lots of attention	Benodig baie aandag	Requires a lot of attention	A lot of attention needed	Needs a lot of attention		

From the table above, an example of such a difference can be seen in item 14, "*Voorskoolse onderrigtaal*", which was translated as "Pre-school language of education/instruction" (BTL-1), "Language used for teaching at Preschool/Preschool teaching language" (BTL-2), and "Pre-school medium of instruction" (BTL-3), respectively. The original source document (English version) for item 14 reads "Language of instruction at pre-school". The reviewers agreed that the underlying meaning were similar despite the noted differences in the three

back-translations. A decision was made for each item by following the same review procedure. After discussion it was decided to retain the translations of both the English and Afrikaans source translations as listed in Table 26. After consensus was reached, the colour coding was changed from yellow to green to indicate acceptance of the specific item. From Table 26 above, it can be seen that all seven items were retained in the Afrikaans translation.

Coded orange: An orange coding was used to identify items where the meanings ascribed to the constructs differed from one back-translation to another. These items were discussed in length to decide if the item should be retained or replaced. Table 27 presents a total of four items coded orange.

Table 27

E3SR Demographics – Items Coded Orange

No.	English Source	Afrikaans Source	BTL-1	BTL-2	BTL-3		
1.	ANNEXURE A – E3SR	AANHANGSEL A – E3SR	APPENDIX A – E3SR	Attachment A – E3SR	ADDENDUM A – E3SR		
2.	TEACHER'S VERSION	ONDERWYSER WEERGAWE	EDUCATION VERSION	Teacher's version	TEACHER'S EDITION		
30.	(e.g. Disruption, divorce, move, death, bullying)	(bv. ontwrigting, egskeiding, verhuising, dood, afknouery)	(e.g. disruption, divorce, relocation, death, bullying)	Eg. Uprooting, divorce, moving, death or bullying	(e.g. disruption, divorce, moving home, death, bullying)		
33.	RESPONDENT INFORMATION	ONDERWYSER/ RESPONDENT SE VERSLAG	TEACHER/RESP ONDENT'S REPORT	TEACHER/ RESPONDENTS REPORT	TEACHER'S/RE SPONDENT'S REPORT		

An example of this includes item 1, "*AANHANGSEL A – E3SR*" (Afrikaans source), which was translated as "APPENDIX A – E3SR" (BTL-1), "Attachment A – E3SR" (BTL-2), and "ADDENDUM A – E3SR" (BTL-3). The original English source item read "ANNEXURE A – E3SR". The reviewers concluded that the phrasing in the English source version would be retained.

Similarly, item 2, "*ONDERWYSERWEERGAWE*", was translated as "EDUCATION VERSION" (BTL-1), "Teacher's version" (BTL-2), and "TEACHER'S EDITION*"* (BTL-3). Reviewers consulted the English source, and the item read "TEACHER'S VERSION". The reviewers decided to retain the English source phrasing that read, "TEACHER'S VERSION". Item 30 reads, "*(bv. ontwrigting, egskeiding, verhuising, dood, afknouery)*" (Afrikaans source), which was translated as "(e.g. disruption, divorce, relocation, death, bullying)" (B-TL1), "Eg. Uprooting, divorce, moving, death or bullying" (B-TL2), and "(e.g. disruption, divorce, moving home, death, bullying)" (B-TL3). In the original English source, the item reads, "(e.g. Disruption, divorce, move, death, bullying)". Upon review, it was evident that the underlying meanings were captured, although there were differences in the use of synonyms. Reviewers decided to retain both English and Afrikaans items.

Lastly, item 33 had similar differences in the use of synonyms of translated items. This is evident when all three translated items were recorded as "*TEACHER/RESPONDENT'S REPORT*"; however, the English source reads "RESPONDENT INFORMATION". The reviewers analysed this item and concluded that the translation occurred because of the Afrikaans version which reads "*ONDERWYSER/RESPONDENT SE VERSLAG*". The reviewers decided to replace "Respondent information" with "Respondent report", as it is more detailed and provides a better insight. All reviewers were in favour of this decision.

Coded blue: The reviewers identified one item that differed in terms of construction and meaning. This item was coded blue and is reflected in Table 28.

Table 28

E3SR Demographics – Item Coded Blue

No.	English Source	Afrikaans Source	BTL-1	BTL-2	BTL-3	
5.	PERSONAL PARTICULARS of learner	PERSOONLIKE INLIGTING VAN LEERDER	PERSONAL INFORMATION OF LEARNER	Personal details of learner	LEARNER'S PERSONAL INFORMATION	

"Personal particulars of learner" (English source) was back-translated as "Personal information of learner" (BTL-1), "Personal details of learner" (BTL-2), and "Learner's personal information" (BTL-3), respectively. The lack of consistency in the back-translations prompted the reviewers to consider the phrasing in the source documents. The reviewers concluded that the source document must be revised. As a result, the phrasing in BTL-1 was adopted as a revision in the English source document, as it is a more common colloquial phrase.
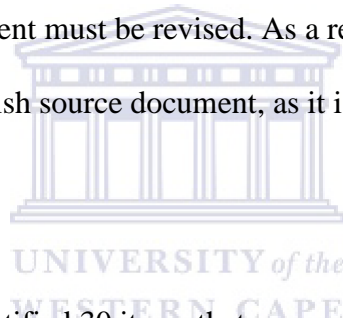
E3SR Questionnaire

Coded green: The reviewers identified 30 items that were consistent in the three back-translations. An example of this includes item 66, "*Tree met selfvertroue op wanneer gevra word om iets te doen*" (Afrikaans source), which was translated across all drafts as "Acts with self-confidence when asked to do something". Likewise, item 77 reads: "*Kan die reëls in die klas of gestruktureerde omgewings volg*". This item was consistently translated across all drafts as: "Can follow the rules in the class or structured environments". The items listed in Table 29 indicate that no revisions were required. All items were accepted, as the translations were consistent and comparable to the English source and Afrikaans version.

Table 29

E3SR Questionnaire – Items Coded Green

No.	English Source	Afrikaans Source	BTL-1	BTL-2	BTL-3
43.	SECTION B:	AFDELING B:	SECTION B:	Section B	SECTION B:
46.	Indicate your choice with a cross (X)	Dui u keuse aan met 'n kruisie (X).	Indicate your choice with a cross (X).	Indicate your choice with a cross (X)	Indicate your choice with a cross (X).
47.	Never	Nooit	Never	Never	Never
49.	Some of the time	Soms	Sometimes	Sometimes	Sometimes
50.	Almost most of the time	Meeste van die tyd	Most of the time	Most of the time	Most of the time
51.	Always	Byna altyd	Almost always	Almost always	Almost always
52.	Cannot assess	Kan nie beoordeel nie	Cannot/unable judge	Cannot indicate/judge	Cannot judge
53.	Emotional Maturity: The learner	Emosionele Volwassenheid: Die leerder	Emotional maturity: The learner	Emotional Maturity: The learner	Emotional maturity: The learner
54.	Is able to place him/herself in the shoes of others (e.g. consoles when someone is hurt).	Kan hom-/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het).	Can place him-/herself in the shoes of others (e.g., comfort someone who got hurt).	Can place him/herself in the shoes of another person (eg. Symphasise with someone who got hurt).	Can place himself/herself in someone else's shoes (e.g. console someone who is hurt).
55.	Accepts when things are not going his/her way.	Aanvaar dit as hy/sy nie sy/haar sin kry nie.	Accept when he-/she does not get their way.	Accepts when he/she does not get their way	Accepts it if he/she does not get his/her way.
57.	Accepts responsibility for actions.	Aanvaar verantwoordelikheid vir optrede	Take responsibility for their behaviour	Accepts responsibility for actions	Accepts responsibility for actions
60.	Is aware of their emotions.	Is bewus van sy/haar emosies.	Is aware of his/-her emotions.	Is aware of his/her emotions	Is aware of his/her emotions.
63.	Able to identify emotions (e.g. happy, sad).	Kan emosies identifiseer (bv. gelukkig, hartseer).	Can identify emotions (e.g., happy, sad)	Can identify emotions (eg. Happy, sad)	Can identify emotions (e.g. happy, sad).
64.	Able to communicate emotional experiences to teacher or caregiver (e.g. how was your day?).	Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).	Is able to communicate emotional experiences to a teacher or caregiver (e.g., how was your day?).	Can communicate emotional experiences to the teacher or caregiver (eg. How was your day?).	Can communicate emotional experiences to teacher or carer (e.g. how was your day?).
66.	Acts with self-confidence when asked to do something.	Tree met selfvertroue op wanneer gevra word om iets te doen.	Acts with self-confidence when asked to do something.	Acts with selfconfidence when asked to do something	Acts with confidence when asked to do something.
69.	Is able to take the lead when expected in class.	Kan leiding neem wanneer dit in die klas verwag word.	Can take leadership when expected to in class	Can take the lead when it is expected in class	Can take the lead when required in class.
71.	Readiness to learn: The learner	Gereedheid om te leer: Die leerder	Readiness to learn: The learner	Readiness to learn: The learner	Readiness to learn: The learner

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No.	English Source	Afrikaans Source	BTL-1	BTL-2	BTL-3
73.	Sits still when asked to do so or when busy with a task.	Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.	Sits still when asked to do it or when busy with a task.	Sit quietly when asked to do so or when doing a task	Sits quietly when asked to do so or when busy with a task.
74.	Pays attention and can focus on a task.	Gee aandag en kan fokus op 'n taak.	Gives attention and can focus on a task.	Give attention and can focus on a task	Can pay attention and focus on a task.
75.	Completes a task given to him/her within reasonable time.	Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.	Complete a task given to him/her within a reasonable time.	Complete a task that has been given to him/her within a reasonable timeframe.	Completes a task given within a reasonable time.
76.	Listens to and follow simple directions/ instructions from the teacher.	Luister na en volg eenvoudige aanwysings/opdragte van die onderwyser.	Listen to and follow simple directions/instructions from the teacher.	Listen to and follows simple directions/tasks from the teacher	Listens to and follows simple directions/tasks given by the teacher.
77.	Is able to follow rules in class or structured environments.	Kan die reëls in die klas of gestruktureerde omgewings volg.	Can follow the rules in the class or structured environments.	Can follow the rules in class or structured enivronments	Can follow the rules in the class or a structured environment.
78.	Can participate in group tasks (e.g. sit still and listen to a story).	Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).	Can participate in group tasks (e.g., sitting still and listening to a story).	Can participate in group tasks (eg.sitting quietly and listening to a story)	Can participate in group tasks (e.g. sit quietly and listen to a story).
85.	Is able to give peers a turn to start or play.	Kan maats 'n beurt gee om te begin of te speel.	Can give friends a turn to start or to play.	Can give friends a turn to play	Can give friends an opportunity to start or to play.
87.	Communication: The leaner	Kommunikasie: Die leerder	Communication: The leaner	Communication The learner	Communication: The leaner
88.	Speaks clearly and audibly without whispering or shouting.	Praat duidelik en hoorbaar sonder om te fluister of te skree	Speaks clearly and audibly without whispering or shouting	Speaks clearly and audible without whispering or shouting	Speaks clearly and audibly without whispering or shouting
91.	Can hold a conversation.	Kan 'n gesprek voer.	Can have a conversation.	Can have a conversation	Can have a conversation.
92.	Can communicate, say something in a group.	Kan in 'n groep kommunikeer, iets sê.	Can communicate in a group, saying something.	Can communicate in a group, will speak	Can communicate in a group, say something.
93.	Is able to answer direct questions when asked.	Kan direkte vrae beantwoord wanneer dit gevra word.	Can answer direct questions when it is being asked.	Can answer direct questions when asked	Can answer direct questions when asked.
94.	Can understand when spoken to or given simple verbal instructions.	Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.	Understands when being spoken to or simple verbal instructions are given.	Understands when spoken to him/her or when simple verbal tasks are given	Understands when he/she is spoken to or given simple verbal tasks.

Minor differences were noted in the use of synonyms between translated drafts. These are listed below.

- Item 54, "*Kan hom-/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het)*" (Afrikaans source), was translated as "Can place him-/herself in the shoes of <u>others</u> (e.g., <u>comfort</u> someone who got hurt)" (BTL-1), "Can place him/herself in the shoes of <u>another person</u> (eg. <u>Symphasise</u> with someone who got hurt)" (BTL-2), and "Can place himself/herself in someone else's shoes (e.g. <u>console</u> someone who is hurt)" (BTL-3), respectively.

- Item 85, "*Kan maats 'n beurt gee om te begin of te speel*" (Afrikaans source), was translated as "Can give friends a <u>turn</u> to start or to play" (BTL-1 & BTL-2) and "Can give friends an <u>opportunity</u> to start or to play" (BTL-3).

Despite the minor differences in synonyms used between translated drafts, translations were similar and captured the meaning clearly and consistently, thus suggesting equivalence. The English source and Afrikaans version were retained.

Coded yellow: The reviewers identified 13 items that had similar meanings, but different phrasing and colloquial expressions. Table 30 reflects the 13 items that were identified and reviewed. These items were coded yellow to indicate that they merited further discussion. For example, item 79, "*SOSIALE VAARDIGHEDE: Die leerder ...*" (Afrikaans source), was translated as "SOCIAL SKILLS: The learner ..." (BTL-1 & BTL-3) and "Social Abilities The learner" (BTL-2), respectively. Reviewers noted that differences could occur because of colloquial expressions and formality of words.

Similarly, item 89 reads: "*Kan in verstaanbare taal vra wat hy/sy nodig het*" (Afrikaans source). This item was translated as: "Can ask what he/she requires in <u>comprehensible</u> language" (BTL-1) and "Can ask in <u>understandable</u> language what he/she

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needs" (BTL-2 & BTL-3), respectively. The difference between the two translations is the use of the colloquial expressions: "comprehensible" and "understandable". After discussion with the reviewers, the reviewers were in agreement that the underlying meanings were similar despite different word phrases used across all back-translated items. All items were reviewed in the same procedure, and the decision was made by reviewers to retain the English and Afrikaans translations. The colour coding of each item changed from yellow to green to indicate approval of the English source and Afrikaans translation, and no phrasings were taken from the back-translations.

Table 30

E3SR Questionnaire – Items Coded Yellow

No	English Source	Afrikaans Source	BTL-1	BTL-2	BTL-3
61.	Can say what he/ she feels.	Kan sê wat hy/sy voel.	Can say/express what they feel.	Can vocalise how he/she feels	Can say what he/she feels.
67.	Is willing to learn/ take a risk even if a task seems difficult.	Is bereid om te leer/te waag selfs as 'n taak moeilik lyk.	Is willing to learn/take risks even if a task appears difficult.	Is prepared to learn even when a task is challenging	Is prepared to learn/to risk even when a task seems difficult.
70.	Able to stand his/ her own ground if peers have unrealistic demands.	Kan hom-/haarself laat geld as maats onrealistiese eise stel.	Can assert him-/herself if friends set unrealistic demands	Can identify their own value if friends have unrealistic expectations	Can assert himself/herself when friends make unrealistic demands.
72.	Can work quietly and calmly without constant feedback (e.g. praise and affirmation).	Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).	Can work silent and quietly without constant feedback (e.g., praise and reassurance).	Can work independently without receiving continuous feedback (eg. praise and reassurance)	Can work quietly and peacefully without ongoing feedback (e.g. praise and assurance).
79.	Social Skills: The Leaner	Sosiale Vaardigheid: Die Leerder	Social Skills: The learner ...	Social Abilities: The learner	Social Skills: The learner
80.	Considers other learners (e.g. can take turns to play with a toy).	Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).	Take other learners into consideration (e.g., can take turns to play with a toy)	Considers other learners (eg. takes turns to play with a toy)	Takes other learners into consideration (e.g. can take turns when playing with a toy).
81.	Is generally accepted and liked by other learners.	Word in die algemeen aanvaar en ander leerders hou van hom/haar.	Is accepted in general and other leaners like him/her.	Generally liked and accepted by other learners	Is accepted in general and other learners like him/her.
82.	Can make and maintain new friendships over time.	Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.	Can make/form new friendships that lasts for a while.	Can make new friendships and maintain them of a long time	Can form new friendships and maintain it for a long time.
83.	Plays cooperatively with one or more learners for up to 5 minutes with minimal supervision.	Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.	Play with other learners up to 5 minutes under minimal supervision.	Plays with one or more learners up to 5 minutes under minimal supervision	Plays with one or more learners for up to 5 minutes under minimal supervision.
84.	Willingly shares his/ her possessions with others his/ her own age.	Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.	Is willing to share his/her belongings with others his/her age	Is willing to share his/her property with others who are the same age	Is willing to share his/her possessions with others of his/her age.
86.	Tries to help/ intervene when someone is hurt, considerate towards others.	Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander	Tries to help/intervene when someone got hurt, is considerate towards others	Tries to assist when someone got hurt, is considerate towards others	Tries to help/intervene when someone is hurt, is courteous towards others
89.	Is able to ask for	Kan in verstaanbare	Can ask what	Can ask in	Can ask in

No	English Source	Afrikaans Source	BTL-1	BTL-2	BTL-3		
	what he/ she needs in understandable language.	taal vra wat hy/sy nodig het.	he/she requires in comprehensible language	understandable language what he/she needs	understandable language what he/she needs.		
90.	Can speak in full sentences.	Kan in vol sinne praat.	Can talk in full sentences.	Can speak in full sentences	Can speak in complete sentences.		

Coded orange: The review process identified three items where the underlying meanings ascribed to each of the translated items differed when they were compared to the source documents. These items were coded orange and are reflected in Table 31.

Table 31

E3SR Questionnaire – Items Coded Orange

No	English Source	Afrikaans Source	BTL-1	BTL-2	BTL-3		
59.	EMOTIONAL MANAGEMENT THE LEARNER …	EMOSIONELE BESTUUR: Die leerder	EMOTIONAL MANGEMENT: The learner	Emotional Drive The learner	EMOTIONAL MANAGEMENT: The learner		
65.	SENSE OF SELF THE LEARNER …	SELFBELEWING: Die leerder ...	EMOTIONAL MANAGEMENT: The learner	Self Experience The learner	SELF PERCEPTION The learner		
68.	Stands up for him/ herself.	Laat hom-/haarself geld.	Able to assert him-/herself	Allows him/herself to count/add value	Asserts himself/herself.		

From Table 31 above, an example of an item coded orange includes item 65, "*SELFBELEWING: Die leerder...*", which was translated as "EMOTIONAL MANAGEMENT: The learner" (BTL-1), "Self Experience The learner" (BTL-2), and "SELF PERCEPTION The learner" (BTL-3), respectively. Reviewers consulted the original English source, and the item reads "EMOTIONAL MANAGEMENT THE LEARNER ...". The differences in translations across the three back-translations compared to the source document were discussed. The primary researcher and supervisors concluded that the differences resulted because of differences in colloquial expression. Thus, they decided to retain both the English source and Afrikaans translation. The endorsed items' colour coding

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was changed to green, indicating that reviewers were in agreement of retaining the source version and Afrikaans translation.

Coded blue: The review process identified five items that were coded blue to indicate that refinement in the source documents may be required. Table 32 presents the items coded blue in the E3SR questionnaire.
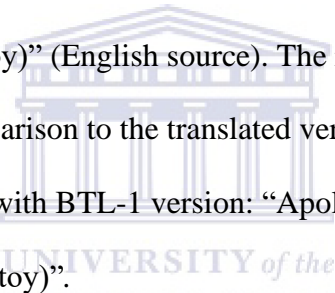
Table 32

E3SR Questionnaire – Items Coded Blue

No.	English Source	Afrikaans Source	BTL-1	BTL-2	BTL-3
44.	Below is a list of statements that describe the learner's emotional and social competencies/skills.	**Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vermoens/ vaardighede te beskryf.**	Below is a list of statement to describe the learners' emotional and social skills.	Below is a list of statements to describe the emotional and social abilities of the learner.	Below is a list of statements to describe the learner's emotional and social skills.
45.	For each item choose one description that best fits the learner's emotional and social competencies/skills now or within the past 3 months.	Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vermoens/vaardighede; tans of die afgelope 3 maande.	Choose one description which fits the learner's emotional and social skills best; currently or the past 3 months.	Choose one and describe at each item what suits the learners emotional and social abilities best; currently or over the last 3 months	**Choose one description for each item that will best fit the learner's emotional and social skills; currently or over the last 3 months.**
56.	Apologises if he/she acted wrong (e.g. hurt a peer, broke a toy).	Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speelding gebreek het).	**Apologise if he-/she did something wrong (e.g. hurt a friend, broke a toy).**	Apologises when he/ she behaved inappropriately (eg. hurt a friend, broke a toy).	Apologises if he/she acted wrongfully (e.g. when hurting a friend, or breaking a toy).
58.	Accepts correction/discipline.	Aanvaar teregwysing/dissipline. *Replace with korreksie	Accept reprimand/discipline.	Accepts discipline	Accepts admonishing/discipline
62.	Physically demonstrates emotions (e.g. hugs to express affection).	Wys emosies fisiek (bv. gee drukkies om liefde te wys).	**Show emotions physically (e.g., gives hugs to show love).**	Shows physical emotions (eg. give hugs to show love)	Physically shows emotion (e.g. gives hugs to show love).

A spelling error was noted by both reviewers in item 44 and item 45. Item 44 reads "*hieronder is 'n lys stellings om die leerder se emosionele en sosiale **vermoens**/vaardighede te beskryf*" (Afrikaans source), and item 45 reads "*Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale **vermoens**/vaardighede; tans of die afgelope 3 maande*". The correct spelling of the word is "***vermoëns***" instead of "***vermoens***". The word was replaced to present the correct spelling in the translated Afrikaans draft version of the E3SR.

The reviewers discussed item 45 and decided the BTL-3 version provided the test-taker with better insight as to how the questionnaire must be answered. Subsequently, it was decided to refine the English source by replacing it with the BTL-3 back-translation.

Item 56 was also noted for revision. The item reads: "Apologises if he/she acted wrong (e.g. hurt a peer, broke a toy)" (English source). The reviewers concluded that the English was more formal in comparison to the translated versions. Reviewers decided to replace the selected word/phrase with BTL-1 version: "Apologise if he-/she did something wrong (e.g. hurt a friend, broke a toy)".

Reviewers noted item 58 was misinterpreted by all translators. The item read: "*aanvaar teregwysing/dissipline*", which was interpreted by translators as: "accept reprimand/discipline" (see BTL-1), "accepts discipline" (see BTL-2), and "accepts admonishing/discipline" (see BTL-3). These differences were noted by both reviewers, and they concluded that "*teregwysing*" should be replaced with "*korreksie*" in the Afrikaans draft. Fundamentally, the meanings in context were maintained.

Lastly, item 62 was also noted for revision. Reviewers decided to utilise the BTL-1 version of the item, because it was more contextually relevant. The English source reads, "Physically demonstrates emotions (e.g. hugs to express affection)". However, the BTL-1

item reads: "Show emotions physically (e.g., gives hugs to show love)". Reviewers agreed to revise the English source items.

The primary researcher vetted the proposed resolutions to the observed differences in the comparison of translations. This step resulted in the final Afrikaans version of the E3SR shown below.

E3SR

ONDERWYSERWEERGAWE
AFDELING A

DEMOGRAFIE

PERSOONLIKE INLIGTING VAN LEERDER

Geboortedatum: Maand _____ Dag _____ Jaar ___   Ouderdom _____

Geslag: ☐ Seun ☐ Meisie   Etniese groep: _____

Huistaal/ moedertaal: ☐ Engels ☐ Afrikaans ☐ Xhosa   ☐ Ander, spesifiseer asb:

Voorskoolse ondderigtaal: ☐ Engels ☐ Afrikaans ☐ Xhosa ☐ Ander: _____

Voorskool: ☐ Staat ☐ Privaat ☐ Gemeenskap ☐ Ander, spesifiseer asb: _

Het die leerder enige siekte of gestremdheid?

☐ Ja ☐ Nee Indien Ja ☐ Fisiek ☐ Kognitief ☐ Sielkundig

Is hy of sy al ooit vir spesiale ondersteuning verwys? ☐ Ja ☐ Nee

☐ Indien Ja, ☐ Sielkundige ☐ Maatskaplike werker ☐ Arbeidsterapeut ☐

Spraakterapeut ☐ Pediater Ander, spesifiseer asb: _____

Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma? (bv: ontwrigting, egskeiding, verhuising, dood, afknouery)

☐ Ja ☐ Nee ☐ Onseker

Is die trauma verwerk? ☐ Ja ☐ Nee ☐ Onseker

Het die leerder teruggekeer na sy normale vlak van funksionering?

☐ Ja   ☐ Nee   ☐ Onseker

Noem enige uitdagings wat binne die klasomgewing ervaar word: _____

ONDERWYSER/ RESPONDENT SE VERSLAG:

Hoeveel maande lank ken u hierdie leerder? _____.

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HOE SAL U HIERDIE LEERDER BEOORDEEL WAT BETREF:	UITSTEKEND	GOED	BENODIG AANDAG	BENODIG BAIE AANDAG	SWAK
Algehele **emosionele** skoolgereedheid					
Algehele **sosiale** skoolgereedheid					

E3SR
ONDERWYSERWEERGAWE
AFDELING B

Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vermoëns/ vaardighede te beskryf. Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vermoëns/vaardighede; tans of die afgelope 3 maande. Dui u keuse aan met 'n kruisie (X).

EMOSIONELE VAARDIGHEDE						
	Nooit 1	Selde 2	Somtyds 3	Meeste van die tyd 4	Byna altyd 5	Kan nie beoordeel nie 0
EMOSIONELE VOLWASSENHEID **Die leerder…** Kan hom/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het)						
Aanvaar dit as hy/sy nie sy/haar sin kry nie.						
Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speelding gebreek het).						
Aanvaar verantwoordelikheid vir optrede.						
Aanvaar teregwysing/ dissipline/ korreksie.						
EMOSIONELE BEHEER **Die leerder…** Is bewus van sy/haar emosies.						
Kan sê wat hy/ sy voel.						
Wys emosies fisiek (bv. gee drukkies om liefde te wys).						
Kan emosies identifiseer (bv. gelukkig, hartseer).						
Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).						
SELFBELEWING **Die leerder….** Tree met selfvertroue op wanneer gevra						

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	Nooit 1	Selde 2	Somtyds 3	Meeste van die tyd 4	Byna altyd 5	Kan nie beoordeel nie 0
word om iets te doen.						
Is bereid om te leer/te waag selfs as 'n taak moeilik lyk.						
Laat hom/haarself geld.						
Kan leiding neem wanneer dit in die klas verwag word.						
Kan hom-/haarself laat geld as maats onrealistiese eise stel.						
GEREEDHEID OM TE LEER **Die leerder…** Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).						
Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.						
Gee aandag en kan fokus op 'n taak.						
Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.						
Luister na en volg eenvoudige aanwysings/ opdragte van die onderwyser.						
Kan die reëls in die klas of gestruktureerde omgewings volg.						
Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).						

SOSIALE VAARDIGHEDE						
	Nooit 1	Selde 2	Somtyds 3	Meeste van die tyd 4	Byna altyd 5	Kan nie beoordeel nie 0
SOSIALE VAARDIGHEDE **Die leerder…** Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).						
Word in die algemeen aanvaar en ander leerders hou van hom/haar.						
Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.						
Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.						
Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.						
Kan maats 'n beurt gee om te begin of te speel.						
Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander.						

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	Nooit 1	Selde 2	Somtyds 3	Meeste van die tyd 4	Byna altyd 5	Kan nie beoordeel nie 0
KOMMUNIKASIE **Die leerder…** Praat duidelik en hoorbaar sonder om te fluister of te skree.						
Kan in verstaanbare taal vra wat hy/sy nodig het.						
Kan in vol sinne praat.						
Kan 'n gesprek voer.						
Kan in 'n groep kommunikeer, iets sê.						
Kan direkte vrae beantwoord wanneer dit gevra word.						
Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.						

Step Five: Assessing the Quality of the Translation and Equivalence Process

In this step, the linguistic equivalence of the translated Afrikaans version of the E3SR was established. The translation process was captured in a response form (Appendix V). The results were extracted from Appendix W and are presented per section of the QTLC to facilitate ease of presentation and reading[10].

Section A: Translation Processes

Subsection 1: Experience of Translators

Subsection 1 assessed the experience of the translators. Table 33 summarises the scores obtained across the three items.

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[10] The results and outcomes of Step Five contains content that was submitted for publication.

Table 33

Experience of Translators: Subsection 1 Scores

Criterion **Experience of raters**	Rater 1	Rater 2	Coding
What percentage of the translators possessed formal qualifications translation or editing?	2	2	
What percentage of the translators possessed formal qualifications in language studies?	3	3	
How much cumulative experience do the translators have in the source and target languages?	3	3	
Subscore 1	8	8	

The scoring of items in subsection 1 were identical across raters as indicated by the green coding. A subsection score of 8 out of a possible 9 was attained in the two ratings. Thus there was a high level of agreement between the raters' evaluation of the experience of the translators.

Subsection 2: Process of Translation

Subsection 2 assessed the quality of the translation process. Table 34 provides a summary of the raters' scores.
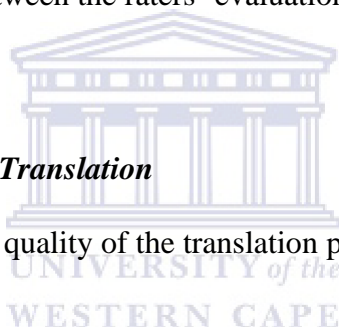
Table 34

Process of Translation: Subsection 2 Scores

Criterion Process of Translation	Rater 1	Rater 2	Coding
Was the forward translation conducted by at least two independent translators?	1	1	
Were the resultant translations compared to each other?	1	1	
How were discrepancies resolved?	3	3	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was an integrated version produced in the target language?	1	1	
Was back-translation conducted?	1	1	
Was the back-translation conducted by at least two independent translators?	1	1	
Was the integrated version produced from the forward translation used as a basis for the back-translation?	1	1	
Was the back-translation conducted by at least two independent translators?	1	1	
Were the resultant translations compared to each other?	1	1	
How were discrepancies resolved?	3	3	
Was there any external auditing conducted to confirm resolutions?	1	1	
Subscore 2	16	16	

The scoring of items in subsection 2 was identical for the raters, as indicated by the green

colour coding. A subsection maximum score of 16 was attained in both ratings. Thus, there

was a high level of agreement between the raters on this subsection.

Section Score: Rating the Translation Process

As mentioned before, the section score is the sum of subsection 1 and subsection 2.

Table 35 reflects the calculation.

Table 35

Rating the Quality of the Translation Process

Criterion	Rater 1	Rater 2	Coding
Subscore 1	8	8	
Subscore 2	16	16	
Section Score	**24**	**24**	
Quality Description	High level of compliance with ITC guidelines	High level of compliance with ITC guidelines	
Action	Proceed to establish equivalence	Proceed to establish equivalence	

A section score of 24 out of a possible score of 25 was attained on both ratings. According to

the quality description of the QTLC, the translation process followed a high level of

compliance with the ITC guidelines. The recommended action was to proceed with

establishing equivalence.

Section B: Linguistic equivalence

Sub-section 1: Comparison between the English E3SR and Afrikaans E3SR

Table 36 summarises the scores of the raters for subsection 1
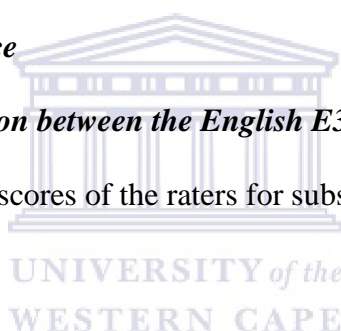
Table 36

Comparison between the English E3SR and Afrikaans E3SR: Subsection 1

Criterion: Comparison between Original (Source Document) and Draft in Target Language	Rater 1	Rater 2	Coding
Was there a process to evaluate whether the translated items were clear and unambiguous?	1	1	
Was there a process to evaluate whether the content of items in the original version were accurately captured in the translated version?	1	1	
Was there a process to evaluate whether the meanings of items in the original version were accurately captured in the translated version?	1	1	
Were there any items where there were concerns about the content?			
If yes, how was it resolved?	3	3	
Were there any items where there were concerns about the meaning?			
If yes, how was it resolved?	3	3	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was there a process to compare that the original version (source document) and translated version (target language) were equivalent in terms of:			
Wording (Vocabulary or word choice)	1	1	
Content	1	1	
Complexity	1	1	
Sentence structure	1	1	
Meaning	1	1	
Subscore 1	**15**	**15**	

The scoring of items in subsection 1 was identical for the raters as indicated in green. A

subsection score of 15 out of 15 was attained in both ratings.

Subsection 2: Comparison between the Afrikaans E3SR and Back-Translations

Subsection 2 assessed the linguistic equivalence between the Afrikaans version of the

E3SR and the back-translations. Table 37 summarises the scores awarded by the raters across

the ten items.

Table 37

Comparison between the Afrikaans E3SR and Back-Translations: Subsection 2 Scores

Criterion: Comparison between Translated Version (Target Language) and Back-Translations	Rater 1	Rater 2	Coding
Was there a process to evaluate whether the content of items in the translated version were accurately captured in the back translations?	1	1	
Was there a process to evaluate whether the meanings of items in the translated version were accurately captured in the back translations?	1	1	
Were there any items where there were concerns about the content of items in the back translations?			
If yes, how was it resolved?	3	2	
Were there any items where there were concerns about the meaning of items in the back translations?			
If yes, how was it resolved?	3	2	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was there a documented process to establish whether the translated version and the back translations were equivalent in terms of:			
Wording (Vocabulary or word choice)	1	1	
Content	1	1	
Complexity	1	1	
Sentence structure	1	1	
Meaning	1	1	
Subscore 2	**14**	**12**	

There was a difference of two points between the scores of the raters for subsection 2. Rater 1 assigned this subsection a total of 14 out of 15. Rater 2 awarded this subsection a total of 12 out of the possible 15. The differences in ratings were on the items that dealt with the resolution of differences. The text on the QTLC template indicated that the reviewers discussed the differences and reached a decision. Rater 1 scored this as 'consensus' and awarded a score of 3 points. Rater 2 scored this as resolution by 'discussion' and awarded a score of 2 points.

Subsection 3: Comparison between the English E3SR and Back-Translations

Subsection 3 assessed the linguistic equivalence between the original E3SR and back-translations. Table 38 summarises the score for the raters across the ten items.

Table 38

Comparison between the English E3SR and Back-Translations: Subsection 3 Scores

Criterion: Comparison Between Original Version (Source) and Back-Translations	Rater 1	Rater 2	Coding
Was the content of items in the original accurately captured in the back translations?	1	1	
Were the meanings of items in the original accurately captured in the integrated version?	1	1	
Were there any items where there were concerns about the content?			
If yes, how was it resolved?	3	2	
Were there any items where there were concerns about the meaning?			
If yes, how was it resolved?	3	2	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was there a documented process to establish whether the translated version and the back translations were equivalent in terms of:			
Wording (Vocabulary or word choice)	1	1	
Content	1	1	
Complexity	1	1	
Sentence structure	1	1	
Meaning	1	1	
Subscore 3	**14**	**12**	

There was a difference of two points between the scores of the raters for subsection 3. There was the same discrepency in the manner in which concerns about the content and meanings of items were scored between Rater 1 and Rater 2. Rater 1 awarded a total of 14 out of 15, whereas Rater 2 awarded a total of 12 out of 15 for subsection 3. As before, the difference occured on two items dealing with how differences were resolved. The description on the QTLC template, like before, stated that differences were discussed and a final conclusion reached. Rater 1 viewed this as 'consensus' and awarded a score of 3 points. Rater 2 viewed this as resolution by 'discussion' and awarded a score of 2 points. The QTLC does not make clear the distinction between discussion and consensus, resulting in the different interpretations of the reviewers on these items. The difference in two scoring items was coded blue.

Section Score: Rating the Linguistic Equivalence

As described previously, the section score is the sum of subsection 1, subsection 2 and subsection 3, thus this section score comprises three subsections. Table 39 reflects the calculation. Each subsection has a total potential score of 15.

Table 39

Rating the Linguistic Equivalence

Score	Rater 1	Rater 2	Coding
Subscore 1	15	15	
Subscore 2	14	12	
Subscore 3	14	12	
Section Score	**43**	**39**	
Quality Description	High level of equivalence	High level of equivalence	
Action	Equivalence established	Equivalence established	

In subsection 1, the scoring between the two raters was equivalent and consistent, and raters awarded a total of 15 for this section. In subsection 2 and subsection 3, there was a discrepency in scoring which affected the section scores. The total section score awarded by Rater 1 is 43, and Rater 2 awarded 39. Despite the four-point difference between the two raters, according to the QTLC description, both raters established a high level of equivalence between the English and the Afrikaans versions of the E3SR. Linguistic equivalence between the English and Afrikaans draft has therefore been endorsed.

Inter-Rater Reliability

As mentioned before, the agreement between raters was established using the Kappa statistic. Table 40 reflects the results of the Kappa statistic; this was tested at a 0.05 alpha level.

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Table 40

Inter-Rater Reliability: Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.777	.087	6.853	.000
N of Valid Cases		46			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

A Kappa statistic of 0.78 was reported, indicating a substantial agreement between the raters on their assessment of the quality of the translation process. The Kappa statistics tested significant at a 0.00 alpha level. The inter-rater agreement (0.78) exceeded the threshold of 0.61 recommended by McHugh (2012). This is a good indication of high inter-rater reliability, and was achieved despite the reported differences in interpretation of identified items in subsection 2 and 3, respectively.

Discussion   WESTERN CAPE

The QTLC provided raters with an organised and well-structured format in line with the compliance with the ITC guidelines. Both raters found a high level of equivalence; however, the differences in scoring cannot be overlooked. The scores of the raters for subsections 2 and 3 differed by two points. The reviewers discussed the differences and reached a decision. Rater 1 interpreted the item to mean 'consensus' and scored 3 points, whereas Rater 2 interpreted the item as resolution by 'discussion' and scored 2 points. Despite this difference, both raters indicated that excellent equivalence was achieved between the Afrikaans E3SR and back-translations, as evidenced by a score exceeding 11 points.

The Kappa statistic indicated a substantial agreement between raters on the quality of the translation process and equivalence. The minimum threshold score for the inter-rater

reliability was set at 0.61; however, a high inter-rater reliability was achieved (0.78), despite the reported differences in scoring items of subsections 2 and 3. This speaks to the validity and the consistency in the application of the QTLC.

The ITC guidelines for adaptation through translation and linguistic equivalence are established and widely accepted. The QTLC constituted an operationalisation of the ITC guidelines for assessing good practice in translation and establishing equivalence. The results from the QTLC and the high inter-rater reliability suggested that the process followed in the adaptation of the E3SR through translation evidenced a systematic process and demonstrated a high level of alignment with the ITC guidelines that deal specifically with adaptation.

Conclusion

Phase Two entailed the translation of the E3SR into Afrikaans and establishing its linguistic equivalence. The steps involved in the translation and back-translation of the E3SR followed a thorough, coherent, and stringent process. The resulting Afrikaans version was thus underpinned by an empirical and rigorous process. All operational steps evidenced a high level of rigour. The quality of the translation process was found to have a high level of compliance with the ITC recommendations, as measured by the QTLC. There was substantial agreement between raters on their evaluation of the quality of the translation process, using the QTLC. The findings of this phase suggest that the resultant Afrikaans version of the E3SR is linguistically equivalent to the original English version of the E3SR.

Limitations of Phase Two

The newly constructed QTLC was piloted in this study. The QTLC did not provide a clear distinction between 'discussion' and 'consensus' as means of resolving differences. This resulted in raters awarding different scores based on their interpretations of the item. The

discrepancy did not impact overall outcomes; however, it is important to acknowledge that the instrument demonstrated differential functioning on two items in subsection 2 and two items in subsection 3. Revision of the scoring on the identified items was marked for refinement. This limitation was offset by following up with the raters to get a sense of the reasoning underpinning their scoring. Despite this occurrence, both raters achieved the same category and quality description.

Recommendations

The recommendations are framed as decisions for implementation in Phase Three. The resultant Afrikaans version of the E3SR was adopted. This decision rests on the following observations:

- The translation was developed through a rigorous and empirical process.

- The translation process had a high level of compliance with ITC guidelines.

- The resultant translation was equivalent to the original.

- The process for establishing linguistic equivalence had a high level of compliance with the ITC guidelines

Consequently, the Afrikaans version of the E3SR next needed to undergo an examination to establish content validity.

CHAPTER FIVE

PHASE THREE: CONTENT VALIDATION

SECTION A

Introduction

This chapter reports on the third phase of the study. As mentioned before, the chapter

contains two sections. Section A reports on the methodological decisions, and Section B

reports on the results and provides a discussion thereof.

Objective

To establish the content validity of the Afrikaans E3SR.

Research Design

The Delphi technique is an iterative process that involves the presentation of a particular

issue to a panel of experts (Veziari et al., 2018). This design allowed panellists to convey

their critical and constructive feedback anonymously, as per the recommendation of Ismail

and Taliep (2020). Panellists were required to provide critical and informative feedback on

the content validity of the Afrikaans E3SR, in terms of definition of items, attributes, and

domains. Figure 6 presents an overview of the operational steps for the Delphi study. These

steps are discussed below under their respective headings.
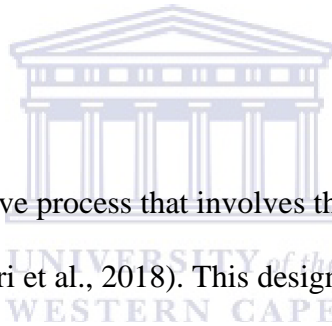
Figure 6

Overview of Delphi Operational Steps

Step One: Creation of the Stimulus Document

The stimulus document was prepared by the researcher in consultation with her supervisors over a period of two weeks. The stimulus document contained the Afrikaans content for the definition of domains, subdomains, attributes, and items. The stimulus document had prompt questions to establish content validity. The document made provision for panellists to give qualitative comments and make recommendations. The stimulus document contained two sections.

Section One: This section informed panellists what a Delphi entailed and delineated the purpose for conducting the Delphi study. The section further elaborated on the structure of the E3SR, gave instructions on how to complete the stimulus document, and contained information on what content validity seeks to establish. Prior to the study, all panellists were assigned a unique number to maintain anonymity of responses. Within this section, panellists were required to select their unique number assigned to them. This enabled the researcher to track the responses of each panellist.

Section Two: Section Two contained the definition of each subdomain with its respective attributes and items. Each subdomain was defined and co-occurred with its attribute, followed by the lists of items per subdomain. Prompt questions were posed, with specific focus on coherence and relevance between subdomains, attributes, and items.

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Panellists were required to read the definitions, look at the accompanying attributes, and then decide if the listed items were representative of the stated subdomain, definition, and attributes. Panellists were asked to indicate which items were representative of the content universe, considering the definition and attributes provided for each subdomain. Items were listed in the form of a checklist. Panellists were required to tick each item that they thought appropriately measured and reflected the definitions of each subdomain and attribute. The checklist was compulsory, as each item had to be reviewed. This ensured that no items were missed.

At the end of each section, panellists were given an opportunity to suggest any revisions in phrasing of items. This was an optional response which allowed panellists an opportunity to give their critical qualitative feedback on the items. The stimulus document was created on the Google Forms platform, to enable online collection of data. The structure of the platform necessitated that the content of the two sections be presented in subsections (Appendix X).

Pilot study: The primary researcher conducted a trial run administration to pilot the stimulus document. The objective was to ensure that instructions to panellists were clear and unambiguous. Online administration allowed flexibility to complete the questionnaire at a convenient time and was Covid compliant, preventing possible infection resulting from face-to-face participation. The link to the stimulus document was shared with the supervisors and primary researcher from a designated project email address (adams.ma.uwc@gmail.com).

Upon completion of the stimulus document, the supervisors made additional recommendations to revise the content and structure. Suggested revisions mainly included correction of grammatical errors, and the revision of technical aspects and the look and feel of the document (e.g. a readable font). Once the changes were implemented, a second trial run was conducted to ensure that the stimulus document was ready for circulation to the

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identified panellists. The stimulus document was opened on different devices to ensure readability and to confirm that the look and feel of the document was of acceptable quality. The stimulus document was considered finalised after the grammatical errors and technical aspects were attended to. The trial runs took place over the course of three working days.

Step Two: Mode of Administration

The Delphi process was administered online. Online administration was deemed appropriate, because panellists had easy access to email and had secure internet connections. Additionally, they could complete the questionnaire at any time of the day, which allowed for easy administration and created easy mechanisms for follow-up. The Google platform, more specifically Google Forms, was used as a basis for the Delphi for data collection. Google Forms is software which is user friendly, easily accessible, free to use, and reliable.

Step Three: Identification of Panellists

A list of potential panellists was compiled by the supervisors and primary researcher. Individuals working or specialising in the content area of early child development, test construction, teaching, therapeutic intervention, and psychology were nominated to partake in the study. Potential experts were identified based on published articles in areas of specialisation and their reputation in their discipline. Panellists were purposively selected, as their insights in the identified areas were desired. Purposive sampling was highly recommended to identify panellists who had knowledge or expertise in the field under study (Etikan et al., 2016). This method of sampling was deemed appropriate for a Delphi study because it allowed the researcher to identify and select participants who are proficient, well informed, and who desired to make contributions under their identified area of specialisation (Etikan et al., 2016).

Recruitment of panellists: A list of experts was identified across the professional fields mentioned above. Twenty-seven (N=27) potential panellists were identified across state

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organisations, higher education institutions, and private practices. Panellists were invited using their designated email address. The invitation email briefly explained what the study entailed and why they had been identified as a potential panellist. Interested invitees had to respond to the invitation email with "YES" in the subject line. Two follow-up emails were sent after the initial invitation to partake in the Delphi study. Eleven (N=11) participants responded with an expressed interest to partake in the study.

The primary researcher sent the formal invitation to partake in the study via email to the 11 potential panellists who responded with expressed interest. The email provided potential panellists with the aim, objectives, and purpose of the study, and what their participation would entail. Three attachments were included in the email. These included an information sheet explaining what the study entailed and the role and responsibilities of participants (Appendix Y). Secondly, the ethics clearance certificate was provided as evidence that the study was sanctioned and reviewed for ethical accountability. Lastly, a hyperlink to the consent form was included. The link was labelled, "consent". It took eligible invitees to a brief consent form that asked for basic demographic information, including name and surname, gender, profession, area of expertise, and years of experience.

Response rate: Gargon et al. (2019) recommended that a Delphi study with at least four or more panellists should have a response rate between 24% and 100%. Formal invitations were sent to the 11 potential panellists. Within two weeks, seven invitees completed the consent link, which constituted a response rate of 63.6% (7/11). A follow-up email was sent to the four non-responsive invitees. Two additional invitees completed the consent form, which increased the response rate to 81.8% (9/11) of the invitees who had expressed interest. The recipients who indicated interest in the study constituted the sampling frame for the Delphi study. All panellists were assigned a unique identification number which had to be recorded on all communication.

Retention rate: Panellists who completed the consent link received an email containing their unique number and a link to the stimulus document (Appendix Z). Panellists were given a period of two weeks to complete the stimulus document. There were only five panellists (55.6%) who completed the stimulus document. A reminder email was sent to the four (44.4%) non-responsive panellists to prompt them to complete the stimulus document, and the time frame to complete the stimulus document was extended by one week. The four participants successfully engaged with the stimulus document. The retention rate increased to 100%, as all participants engaged with the stimulus document.

Demographics of panellists: Table 41 provides an overview of the demographics of the panellists who participated.

Table 41

Demographics of panellists

Unique Code	Gender	Profession	Area of Expertise	Years of Experience
001	Female	Educator	Teaching and child development	16-20 years
002	Female	Registered counsellor and psychometrist	Educational psychometric assessments	6-10 years
003	Female	Psychologist	Teaching and therapeutic interventions	6-10 years
004	Male	Psychologist	Child development and therapeutic interventions	1-5 years
005	Female	Psychologist, lecturer and academic	Teaching and therapeutic interventions	6-10 years
006	Female	Psychologist	Therapeutic interventions	21 years and more
007	Male	Psychologist	Therapeutic interventions	21 years and more
008	Female	Psychologist	Therapeutic interventions	1-5 years
009	Female	Principal/teacher	Teaching and child development	21 years and more

Amongst the nine panellists who completed the consent link, seven were female (77.8%) and two were male (22.2%). The professions of the panellists included psychologist, educator, a registered counsellor/psychometrist, and one participant employed as a psychologist, lecturer and academic. The panellists' areas of expertise included therapeutic interventions (33.3%), educational psychometric assessments (11.1%), teaching and child development (22.2%),

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teaching and therapeutic interventions (22.2%), and child development and therapeutic interventions (11.1%). The panellist's years of experience ranged from 1-5 years (22.2%), 6-10 years (33.3%), 16-20 years (11.1%), and 21 years and more (33.3%).

Step Four: Establishing Consensus

In a Delphi study, the level of agreement is crucial. The level of agreement is calculated and expressed as a percentage. Consensus was calculated as a percentage using the number of agreements relative to the total number of participants. A threshold consensus level must be established by the research team (Barrios et al., 2021). When this threshold is reached or exceeded, it can be inferred that consensus was reached by the panel (Barrios et al., 2021; Jorm, 2015). Barrios et al. (2021) reported that an acceptable threshold score ranges from 50%-97%. Jorm (2015) recommended a minimum of 70% agreement amongst panellists on each item in the Delphi process as an acceptable and rigorous threshold. The researcher and supervisors set the threshold level at 70%. Any items that obtained less than 70% agreement were to be highlighted for discussion and possible revision.

Step Five: Rounds

Round One: Panellists were asked to comment on the items on the stimulus prompts. The first round of the Delphi commenced on 07 March 2022. Panellists received an email with their unique identity number and a link to the stimulus document. Panellists were encouraged to complete and submit the stimulus via the provided link. Three weeks later, on 28 March 2022, four responses were still outstanding. A reminder email was sent to the four panellists on 29 March 2022 to alert them that Round One would be concluding within a week. All panellists managed to successfully engage with the stimulus document by 11 April 2022. Results were analysed and feedback was collated.

Data Analysis

Data analysis followed a two-tiered approach, namely: 1) coding and decision-making, and 2) content analysis. These are discussed below.

Coding and Decision-Making

Quantitative data analyses were used to analyse the level of agreement between panellists on each of the items. All responses were divided into three categories, namely, strong level of agreement, fair level of agreement, and low level of agreement. A level of consensus above 70% indicated a strong level of agreement. If a consensus above 70% was obtained, the items could be retained unchanged. If the agreement level ranged between 70% and 50%, it was considered to be fair. Items within this range were earmarked for discussion, to be either revised or retained depending on the qualitative feedback from the panellists. If the level of agreement was less than 50%, it was considered to be low. Items that obtained a low level of agreement (<50%) were earmarked for replacement, revision, or omission. Items were colour coded according to the interpretation matrix for the level of agreement reflected in Table 42.
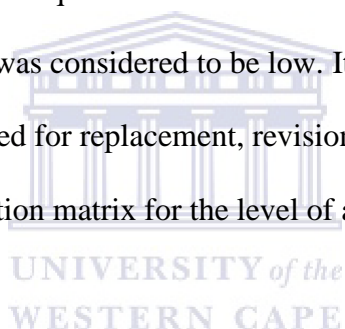
Table 42

Delphi Level of Agreement Coding

	Percentage	Level of Agreement	Action
	Above 70%	Strong level of agreement	Retain items
	Between 50% and 70%	Fair level of agreement	Revise or retain items
	Less than 50%	Low level of agreement	Replace, omit, or revise items

Content Analysis

The content analysis aimed to provide a universal description of the feedback from panellists. Content analysis was used to summarise the qualitative comments made by panellists for potential modification, rewriting, or replacement. This entailed grouping similar content in the responses to items in the first round of the Delphi, as proposed by Hasson et al. (2000).

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Content items placed together were verified by supervisors to ensure fair representation of the comments that panellists made. The researcher and her supervisors reflected on the qualitative responses of panellists on the items.

Ethics

Electronic invitations for Phase Three included an email (Appendix AA) which consisted of the consent link and an information sheet. The information sheet delineated the rights of participants, their responsibilities, possible risks involved, and the right to withdraw without fear of negative consequence. All panellists in Phase Three completed the online consent form. Panellists were assigned a unique number to maintain anonymity of responses. Participation within Phase Three was completely voluntary. Panellists had the right to choose to not participate in this study, and they were free to withdraw at any time, without fear of any negative consequences or loss of perceived benefits. All personal data was de-identified and stored in line with the specified guidelines of the Protection of Personal Information Act (POPIA). All data collected from respondents was stored in the UWC data repository with appropriate protection. No data collected from panellists were earmarked for publication.

RESULTS AND DISCUSSION

This section presents an integrated results and discussion for the Delphi study. The
results and discussion for the Emotional Competence domain are presented first, followed by
the Social Competence domain. The level of consensus reached for each of the items is
displayed in tabular form per subdomain, followed by a summary of the qualitative feedback
from the panellists for each subdomain.

Emotional Competence

As mentioned before, the Emotional Competence domain comprised four subdomains
namely, Emotional Maturity, Emotional Management, Sense of Self, and Readiness to Learn.
The level of agreement on the validity of items is presented per subdomain within Emotional
Competence.

Emotional Maturity: The first subdomain was Emotional Maturity which included
five items. Table 43 presents the level of agreement on each item.

Table 43

Emotional Maturity Subdomain: Items, Scores, and Targeted Action

	Subdomain: Emotional Maturity/Emosionele Volwassenheid	Score	Coding	Action
1.	Kan hom/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het).	88.9%		Retained
2.	Aanvaar dit as hy/sy nie sy/haar sin kry nie.	77.8%		Retained
3.	Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speelding gebreek het).	100%		Retained
4.	Aanvaar verantwoordelikheid vir optrede.	100%		Retained
5.	Aanvaar teregwysing/ dissipline/ korreksie.	77.8%		Retained

All items achieved a level of agreement above 70%. The levels of agreement ranged from 77.8% to 100%. The items exceeded the 70% level of consensus and were coded green. The coding indicated that there was a strong level of agreement between panellists about the content validity of the items. All items in the Emotional Maturity subdomain were endorsed by the panellists to be representative of the domain of emotional maturity.

Emotional Management: The Emotional Management subdomain comprised five items in total. Table 44 represents the lists of items and indicates the level of agreement on each item, coding, and required action.

Table 44

Emotional Management Subdomain: Items, Scores and Targeted Action

Subdomain: Emotional Management (Emosionele Bestuur)	Score	Coding	Action
1. Is bewus van sy/haar emosies.	100%		Retained
2. Kan sê wat hy/ sy voel.	100%		Retained
3. Wys emosies fisiek (bv. gee drukkies om liefde te wys).	88.9%		Retained
4. Kan emosies identifiseer (bv. gelukkig, hartseer).	100%		Retained
5. Kan emosionele ervarings aan onderwyser of versorger. kommunikeer (bv. hoe was jou dag?).	100%		Retained

Items across the Emotional Management subdomain obtained levels of agreement ranging between 77.8% and 100%. All items exceeded the threshold of 70% agreement. Therefore, it was concluded that consensus was reached on the content validity of the items on this subdomain, and items were coded green. The items were retained in their original format.

Sense of Self: The Sense of Self subdomain comprised five items. Table 45 lists the items, the level of agreement for each item, coding, and required action.

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Table 45

Sense of Self Subdomain: Items, Scores, and Targeted Action

	Subdomain: Sense of Self (Selfsin)	Score	Coding	Action
1.	Tree met selfvertroue op wanneer gevra word om iets te doen.	100%		Retained
2.	Is bereid om te leer/te waag selfs as 'n taak moeilik lyk.	100%		Retained
3.	Laat hom/haarself geld.	88.9%		Retained
4.	Kan leiding neem wanneer dit in die klas verwag word.	77.8%		Retained
5.	Kan hom-/haarself laat geld as maats onrealistiese eise stel.	100%		Retained

Three items reached the 100% level of agreement. The remaining two items reached 77.8% and 88.9%, respectively. There was a strong level of agreement across all items, which exceeded the threshold requirement of 70% agreement. Therefore, the items were coded green and retained.

Readiness to Learn: The Readiness to Learn subdomain consisted of seven items in total. Table 46 lists all the items under the subdomain, agreement score obtained for each item, coding, as well as the required action for each item.
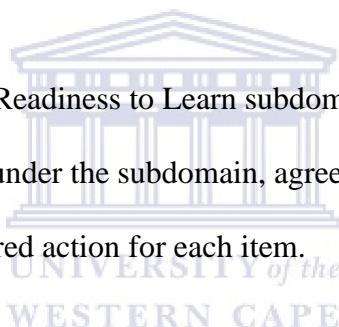
Table 46

Readiness to Learn Subdomain: Items, Scores, and Targeted Action

	Subdomain: Readiness to Learn (Leergereedheid)	Score	Coding	Action
1.	Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).	88.9%		Retained
2.	Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.	77.8%		Retained
3.	Gee aandag en kan fokus op 'n taak.	66.7%		Retained
4.	Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.	88.9%		Retained
5.	Luister na en volg eenvoudige aanwysings/ opdragte van die onderwyser.	100%		Retained
6.	Kan die reëls in die klas of gestruktureerde omgewings volg.	100%		Retained
7.	Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).	88.9%		Retained

Six out of the seven items obtained a high level of agreement that exceeded the 70% threshold. The six items were retained. As indicated in Table 46, item 3 received an agreement level of 66.7%. This suggested that there was a fair level of agreement among

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panellists. Thus, the item was coded yellow for further discussion amongst the researchers.

Social Competence

The Social Competence domain comprised two subdomains, namely: Social Skills and Communication. The results of each item are comprehensively discussed under each of the mentioned subdomains.

Social Skills: The Social Skills subdomain consisted of seven items in total. Table 47 lists the items, agreement score of each item, coding, as well as the required action for each item.

Table 47

Social Skills Subdomain: Items, Scores, and Targeted Action

	Subdomain: Social Skills (Sosiale Vaardighede)	Score	Coding	Action
1.	Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).	100%		Retained
2.	Word in die algemeen aanvaar en ander leerders hou van hom/haar.	88.9%		Retained
3.	Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.	100%		Retained
4.	Speel saam met een of meer leerders vir tot fyv minute onder minimale toesig.	88.9%		Retained
5.	Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.	100%		Retained
6.	Kan maats 'n beurt gee om te begin of te speel.	88.9%		Retained
7.	Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander.	100%		Retained

The level of agreement for all seven items ranged from 88.9% to 100%. All items exceeded the threshold level of agreement and were coded green, thus indicating a strong level of consensus. All items were retained.

Communication: The Communication subdomain consisted of seven items in total. Table 48 lists all items in this subdomain, agreement score of each item, coding, and required action.

Table 48

Communication Subdomain: Items, Scores, and Targeted Action

	Subdomain: Communication (Kommunikasie)	Score	Coding	Action
1.	Praat duidelik en hoorbaar sonder om te fluister of te skree.	88.9%		Retained
2.	Kan in verstaanbare taal vra wat hy/sy nodig het.	100%		Retained
3.	Kan in vol sinne praat.	77.8%		Retained
4.	Kan 'n gesprek voer.	100%		Retained
5.	Kan in 'n groep kommunikeer, iets sê.	88.9%		Retained
6.	Kan direkte vrae beantwoord wanneer dit gevra word.	100%		Retained
7.	Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.	100%		Retained

The items obtained a level of agreement between 77.8% and 100%. All items exceeded the threshold agreement level of 70% and were coded green. Therefore, all items were retained.

At the end of the first round, all except one item met the threshold level of agreement. Thus, all items with levels of agreement exceeding 70% were considered to have reached consensus that they had content validity. The high level of consensus meant that only one item had to be reviewed based on the level of agreement below 70%.

Qualitative Feedback

Readiness to Learn Subdomain

Six out of the nine panellists (66.7%) felt that item 3 should not be included in the Readiness to Learn subdomain. The qualitative feedback suggested a revision of the item. The original format of item read: "Can attend and focus on a task/*Gee aandag en kan fokus op 'n taak*". One panellist advised that Readiness to Learn also forms part of children's interest or curiosity to learn. Another panellist advised that the researcher should add more context to the item. A revision to the item was recommended by the panellist: "Pay attention and can

focus on a task even if he/she does not necessarily feel like the activity/*Gee aandag en kan fokus op 'n taak al is hy/sy nie noodwendig lus vir die aktiwiteit nie*".

The original item focused on the actions that the child would be capable of, whereas the additional phrase introduced motivation. However, motivation did not speak to the subdomain and its attributes but related more to Emotional Management. The research team decided to retain the item in its original format. The proposed revision would have changed the meaning of the item, which was not in line with the subdomain's definition and attributes. There were no concerns expressed about the item, in essence. The panellists recommended a refinement that highlighted the importance of motivation which was not part of the subdomain. Thus, the item was retained in its original form.

Rounds

As mentioned before, the primary researcher and both supervisors concluded that the round would continue until consensus of 70% was reached on all items for each subdomain. After the conclusion of the first round there was a satisfactory level of agreement across all subdomains except on one item. As mentioned above, the research team decided, after discussion, to retain the said item in its current form. The panellists were informed via email that only one item was identified for revision, and they were provided with a motivation as to why the decision was taken to retain the item. The panellists did not express any concerns about the decision and accepted the motivation to retain the item. Thus, all the items were accepted and retained after the first round, and a second round of the Delphi was not required. The conclusion after one round is uncommon. The most common number of rounds for a Delphi study ranges between two and five rounds (Niederberger & Spranger, 2020). In the present study, the focused nature of the stimulus prompt contributed to the earlier conclusion of the Delphi. In addition, the stimulus prompt was a translation of the English source version for which content validity was already established. Thus, the consensus here suggests that the

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translation had face and content validity, as the source document that underpinned the translation had already achieved content validity.

Conclusion

Phase Three entailed the establishment of the content validity of the Afrikaans E3SR. The methodological approach adopted for this phase was the Delphi technique. Panellists provided critical and informative feedback anonymously on a stimulus document via the Google Forms platform. The results revealed that there was a strong level of agreement amongst panellists. As a result, the Delphi study was concluded after the first round. The results revealed that there was only one item that achieved a lower rating than the threshold score of 70%. The feedback pertaining to the specific item was considered carefully, and the decision was made to retain the item in its original form. Furthermore, the outcome of Phase Three revealed that the definitions of subdomains, attributes, and items do relate to the Social and Emotional Domains of the Afrikaans E3SR. One can therefore conclude that the content validity of the Afrikaans E3SR was thus established in Phase Three.

Limitations of Phase Three

The Delphi study revealed that there was a high level of agreement between panellists; however, there was a minor flaw within the construction of the stimulus document. Panellists were able to select items and provide qualitative feedback where necessary. The challenge here was that, when items did not reach the threshold, two panellists did not provide any reason for why the items should be excluded. In future, the qualitative feedback should be a forced response. This will provide the researcher with more information on the level of agreement and reason as to why items were excluded.

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Conclusion

This study established the construct validity of the revised E3SR. The findings of Phase One

suggested that the revised E3SR attained a moderate level of construct validity through

focusing on the accurate conceptual definition of the construct, emotional-social competence.

The second phase produced an Afrikaans version of the E3SR following a rigorous

translation process as per the ITC recommendations. Linguistic equivalence was established

between the English and Afrikaans versions of the E3SR. Linguistic equivalence was

demonstrated through the QTLC and substantial agreement between raters. The third phase

established the content validity of the E3SR through a Delphi technique. Content validity was

established in a single Delphi round, which attests to the high quality of the translations.

The multiphase design proved beneficial as it allowed each phase to adopt specific

methodologies without forcing an ill-fitting overarching design. The triangular nature of the

study strengthened the overall outcomes and did not constitute a mixed-methods design. The

overarching framework for the study, DeVellis' test construction theory, provided a useful,

non-linear way to understand the cyclical nature of test adaptation and refinement.

The CCVAC and QTLC were newly constructed measures that were piloted in

Phase One and Two, respectively. The CCVAC operationalised Rossiter's (2012) theory on

conceptual validation using the C-OAR-SE formulation. The QTLC operationalised the ITC

guidelines for quality translations and establishing linguistic equivalence. Both measures

made possible quantitative estimates that were not possible before. The QTLC has been

accepted for publication in the African Journal of Psychological Assessment (AJOPA). The

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CCVAC is currently under review. Piloting added a valuable dimension to the study and enhanced the rigour of the study overall.

Significance of the Study

This study made a significant contribution to the use of the E3SR in the South African context. The translation of the E3SR into Afrikaans broadens its applicability and use in the South African context, as Afrikaans speakers constituted 46.6% of the Western Cape population (*South African government*, n.d.). The study assisted in redressing the scarcity of locally developed, contextually relevant, and culturally sensitive assessment measures for the South African context. Below is an overview of the contribution of this study to research methodology and clinical practice.

Contribution to Research Methodology

The development of the Afrikaans E3SR followed a multiphase process that drew on various methodologies for each phase to strengthen the translation and adaptation process. All phases aimed to apply a rigorous empirical process to the translation of the E3SR, which extends the culture fairness of screening for social-emotional competence in pre-school children. The study paved the way for more qualitative methodological approaches that can be adopted, while still ensuring a rigorous and thorough process in translation and equivalence studies. The translation process itself was rigorous; however, the benefit of a well-executed methodological approach speaks to the establishment of linguistic equivalence in the translated Afrikaans version of the E3SR. It contributed to broadening new knowledge in test construction and test adaptation. This enhanced insights in understanding the process of test development.

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Contribution to South African Psychological Assessments

The thorough process addressed the linguistic and cultural congruence between the original and the translated Afrikaans E3SR. This study expanded further on the usability of the E3SR to Afrikaans speakers with the removal of linguistic constraints. It contributed to both clinical and educational practice within the South African context in the detection of strengths and weaknesses of children's social and emotional competencies. Both educators and clinical practitioners can use the Afrikaans E3SR to evaluate social-emotional competence in pre-schoolers. Thus, the range of assessments available to assess social and emotional competencies amongst the Afrikaans-speaking population has been increased.

Recommendations for Further Study

The Afrikaans E3SR should be piloted to establish its construct validity using data-reduction methods. This will enable the test developer to establish the psychometric properties of the Afrikaans version. It is appropriate to proceed with the data-reduction methods after conceptual validity has been established.

A recommendation to translate the E3SR to other native official languages, such as isiXhosa, is made. Although there are other native languages, isiXhosa is most spoken and understood amongst South Africans in the Western Cape. To avoid linguistic constraints for isiXhosa-speaking test-takers whose mother tongue is not English, nor Afrikaans, the E3SR should be made available in isiXhosa, using the methodological process followed within this study.

Personal Reflection

The MA Psychology degree (thesis) has contributed and enhanced my skills as a Masters-by-thesis student in various ways. I truly underestimated the breadth and depth of knowledge and

expertise that I would gain during the period of two years enrolled to do my degree. It created room for growth, not only within the discipline of psychology, but also in broader aspects, such as to broaden and deepen my skills in research methodology, for example. I will reflect on some of the knowledge and skills acquired through the past two years more closely now.

Enhanced Academic Skills

The Masters' degree enhanced and improved both my research skills and my writing skills tremendously. When comparing my first thesis draft to the final write-up of my thesis, I realised the positive impact the course has had on my academic skills. I was exposed to new methodologies and taught effective skills on how to manage and interpret the findings, through the guidance of my supervisors.

Production of New Knowledge

The MA course exposed me to new methodologies that I never knew existed. The outcome of my study is an Afrikaans version of the E3SR that can be used by Afrikaans home-language teachers and parents to screen children for emotional and social readiness to enter mainstream schooling. This contribution to the discipline of psychology is heart-warming and equally motivating to continue to pursue academia. The experience was challenging; however, this enhanced my critical thinking skills, and my understanding of psychological assessments and the importance of validity.

Importance of Ethics in Research

The nature of this study required me to learn about and apply various ethics principles. For example, the Protection of Personal Information Act (POPIA) aims to protect people from any harm by protecting their personal information. Throughout my study, this Act was constantly emphasised by my supervisors when servicing data collection across all phases of my research. As a student, I developed increased ability to reflect on different ethics principles and to discern which were applicable to my study. I learnt how to prepare and

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submit an application for ethics clearance and learnt about the structure of different ethics committees at the university.

Personal Challenges

I will be eternally grateful for the learning experience I gained from the programme. The implications of the Covid-19 pandemic led to my Masters degree being conducted solely online. This was challenging, as poor connectivity influenced my supervision meetings. Despite the challenges that were encountered, this experience taught me the importance of adapting to change.

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APPENDIX A

10 November 2021

Ms N Adams
Psychology
Faculty of Community and Health Sciences

HSSREC Reference Number:	HS21/9/2
Project Title:	Translation of the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers into Afrikaans: An equivalence and validation study
Approval Period:	**29 October 2021 – 29 October 2024**

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology, and amendments to the ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

For permission to conduct research using student and/or staff data or to distribute research surveys/questionnaires please apply via:
https://sites.google.com/uwc.ac.za/permissionresearch/home

The permission letter must then be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse events and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

NHREC Registration Number: HSSREC-130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE.

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2283, Fax: 27 21-959 3515
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APPENDIX B

21 May 2021

To whom it may concern

PERMISSION FOR THE USE OF THE E3SR

I hereby grant permission to Ms. Nuraan Adams, student number 3741363, to use the E3SR for her Masters by thesis research project entitled: "Translation of the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers into Afrikaans: An equivalence and validation study".

Warm regards
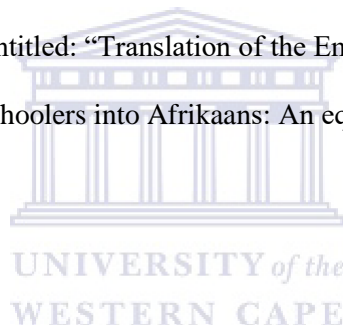
E Munnik

Senior lecturer, Clinical Psychologist
Department of Psychology
Faculty of Community and Health Sciences
University of the Western Cape

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Viv O'Neill

M.A. (Couns. Psych.) (Natal)

Counselling Psychologist

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17 Kinnoull Road

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Rooms: 033 386-7211

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14th September 2022

To Whom It May Concern

This confirms that I have edited the following thesis by Nuraan Adams:

Translation of the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers into Afrikaans: An equivalence and validation study

I completed a three-day Basic Editing and Proofreading course with John Linnegar (from McGillivray Linnegar Associates) in March, 2008. Since then, I have undertaken extensive copy editing work for Oxford University Press (South Africa), including editing both the first and second editions of their *Abnormal Psychology* text.

I have also edited articles for submission to journals in South Africa and abroad, as well as numerous Masters and Doctoral theses.

V.C. O'Neill

APPENDIX D

The Conceptual Construct Validity Appraisal Checklist (CCVAC)

Authors: Mario R. Smith & Erica Munnik (2021)

Intended User group: The CCVAC is designed to be used by trained professionals who have a working knowledge of test construction, instruments development and measurement.

This checklist is based on the C-OAR-SE framework proposed by Rossiter (2011). The CCVAC attempts to assess whether the construct being measured has been defined properly. This constitutes a qualitative process of achieving construct validity at a theoretical or conceptual level. Well-defined constructs produce coherent instruments that can then be used judiciously to test construct validity using data reduction techniques..

The CCVAC consists of three subsections that are aligned with the C-OAR-SE.

Section 1: Theoretical definition
Section 2: Operational classification
Section 3: Technical aspects

Section 1: Theoretical (construct) definition		
This section assesses whether the construct has been defined properly at a conceptual or theoretical level in terms of its constituents and components.		
Criterion		
Was the intended use (purpose) of the construct clarified		*Yes* *1* *No* *0*
Was a theoretical definition provided?		*Yes* *1* *No* *0*
Was the definition rational?		*Yes* *2* *Partially* *1* *No* *0*
Was the definition clear and unambiguous?		*Yes* *2* *Partially* *1* *No* *0*
Did the intended use precede the definition of the construct?		*Yes* *1* *No* *0*
Section score		**/7**

Section 2: Operational definitions (Construct classification)

This section assesses the process by which the theoretical definition was deconstructed or operationalised for measurement. The aim is to evaluate the process followed to operationalise (classify) the construct.

(i)	The nature of the construct being measured (*Object classification*)		
Was there a classification process?	Yes – classification was explicit Partially – classification was implicit No – no classification was attempted	*Yes* *Partially* *No*	*2* *1* *0*
What kind of classification does the construct approximate?	*Concrete singular*: the construct has a single component with a singular meaning that is understood universally *Abstract Collective*: the construct is comprised of multiple components that form a single meaning entity or unit *Abstract Formed:* the construct has multiple components with multiple possible meanings		
Does the inferred classification align with the theoretical definition(s)		*Yes* *Partially* *No*	*2* *1* *0*
	Subsection score		**/4**
(ii) The nature of the *Attributes being measured*			
Is there evidence that the nature of the attributes was considered in the process of operationalisation?		*Yes* *Partially* *No*	*2* *1* *0*
Does the stated nature of the attributes align with the theoretical definition?		*Yes* *Partially* *No*	*2* *1* *0*
What classification does it approximate?	*Concrete perceptual*: A self-reportable attribute within the conscious awareness of the person that has only one meaning. *Concrete psychological:* An attribute that is not within the conscious awareness of the person and cannot be self-reported. It must be inferred by an observer or rater. *Abstract achieved*: An attribute with multiple components that are outlined clearly in the conceptual definition. The attribute is something that is formed or achieved e.g. knowledge and can be perceived directly by the rater. *Abstract dispositional*: An attribute that has multiple components that are clearly outlined in the conceptual definition. The attribute cannot be directly perceived by		

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	the rater and must be inferred by the researcher or test developer.		
Does the inferred classification align with the theoretical definitions?		*Yes* *2* *Partially* *1* *No* *0*	
		Subsection score	***/6***

(iii). *Rater identification*			
Has specific raters been identified?	Raters are the individuals who will complete the instrument or respond directly to the items.	*Yes* *1* *No* *0*	
Was a category of raters selected?	**Individuals**: The *individual* is considered the rater in self-report measures **Groups**: A *group* rater-entity is considered a representative sample of a group **Experts**: Trained professionals or experts that will perform or conduct ratings.	*Yes* *1* *No* *0*	
Was the rater aligned with the theoretical definition?		*Yes* *1* *No* *0*	
Was the rater aligned with the intended use of the instrument?		*Yes* *1* *No* *0*	
Was the rater aligned with the operational definition?		*Yes* *1* *No* *0*	
Was the rater aligned with the nature of the attributes?		*Yes* *1* *No* *0*	
	Subsection score		**/6**

Section 3: Technical components This section assesses the technical components of the scale. Two aspects are assessed namely, (i) Scale formation and (ii) Enumeration and reporting.		
(i) Scale formation		
Has an item-type been selected?		*Yes* *1* *No* *0*
Has an answer scale/ response option been selected?		*Yes* *1* *No* *0*
Was the item format pre-tested?		*Yes* *1* *No* *0*
Were the items understood as intended by the raters?		*Yes* *1* *No* *0*
Was there a process reported		*Yes* *2* *Partially* *1*

whereby the relationship (alignment) between scale items, and the nature of the construct and attributes was considered.		*No* *0*
Subsection score		**/6**
(i) *Quantification and reporting*		
Have scoring rules been developed for scales across item?		*Yes* *1* *No* *0*
How were scoring rules derived?		*Across items* *2* *From single items* *1*
Were rules developed for combining individual and group scores?		*Yes* *1* *No* *0*
Were the scoring rules developed for interpreting the scale totals?		*Yes* *1* *No* *0*
Can scale scores be interpreted as an indicator of the construct being measured?		*Yes* *1* *No* *0*
If group statistics can be derived, were any rules developed to create group statistics?		*Yes* *1* *No* *0*
Subsection score		**/7**

SCORING
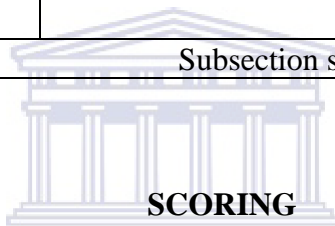
The CCVAC is scored on three levels.

Items

The CCVAC includes individual and composite items. The individual items on the CCVAC are

scored as follows:

- Yes -1; No – 2.
- Where indicated, partially was included as a response and assigned a score. This is to be used where there appears to be an implicit or incomplete process for a particular function in scale development

Subsection scores
Subsection scores are generated by the summation of individual and composite items in that subsection.

Section scores
The CCVAC produces a score for each section that is derived across items and subsections where applicable. The score is an indication of the extent to which the objective of that section has been achieved.
Scores are allocated as follows:
       3 – Achieved
       2 – Partially achieved
       1 – Not Achieved
Global score

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The CCVAC produces a global score. This is a descriptive categorisation that is derived from the interpretive guide for the three sections. The score is an indication of the extent to which construct validity has been achieved at a conceptual level.

Section 1

Interpretation Guide Section 1 Was the proposed construct was properly defined?		
Yes	Affirmative answers must be derived on all five questions above. (Maximum score obtained for this subsection would be 7)	3
Partially	One of the first two questions have negative answers.	2
No	Fewer than three affirmative responses recorded.	1

Section 2

	Interpretation Guide Section 2 Was the proposed construct adequately classified?	
Yes	Maximum score achieved on all three subsections	3
Partially	Affirmative scores must be obtained across all subsections At least eight affirmative responses across the three subsections and a maximum of five in subsection 3	2
No	At least one subsection obtained 0 (i.e. no affirmative responses) or Fewer than eight affirmative responses across subsections	1

Section 3

	Interpretation Guide Section 3 Were the technical components adequately addressed?	
Yes	Maximum score achieved on both subsections	3
Partially	Affirmative scores must be obtained across all subsections At least seven affirmative responses across the two subsections.	2
No	At least one subsection obtained 0 (i.e. no affirmative responses) or Fewer than seven affirmative responses across subsections	1

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INTERPRETATION OF SECTION SCORES

Indicate the subsection score on the table below.

Subsection	Rating		
	Yes (3)	Partially (2)	No (1)
1	Sound conceptual definition of the construct	Partially correct conceptual definition of the construct	Poor conceptual definition of the construct
2	Sound and correct classification	Partially correct classification	Poor classification
3	Sound technical scalar decisions	Partially sound technical scalar decisions	Poor technical scalar decisions

Global score

Construct validity	Subsection 1 Theoretical Definition	Subsection 2 Operational Definition	Subsection 3 Technical components	**Action**
HIGH	High (3)	High (3) or Partial (2)	High (3)	Proceed with psychometric testing
MEDIUM	High (3) or Partial (2)	High (3) or Partial (2)	High (3) or Partial (2)	Cautiously proceed with psychometric testing
POOR	Partial (2) or Poor (1)	Partial (2) or Poor (1)	Partial (2) or Poor (1)	Revise instrument and repeat conceptual assessment

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<table>
<tr><td colspan="2" align="center">

CCVAC TEMPLATE

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Instruction: This template must be completed by the test developer or researchers that were involved in the scale development or adaptation process. Answer each of the items in each section by providing a description of the processes followed or decisions taken during the scale construction/ development.

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<tr><td colspan="2">

Section 1: Theoretical definition

    This section assesses whether the construct has been defined properly at a conceptual or theoretical level in terms of its constituents and components.

</td></tr>
<tr><td>**Theoretical definition**</td><td align="center">**Description**</td></tr>
<tr><td>Identify the scale that is being used</td><td>**The Emotional Social Screening Tool for School Readiness (E3SR) revised**</td></tr>
<tr><td>What construct(s) is being measured by the scale?</td><td>Emotional Social Competence
Emotional Competence
Social Competence</td></tr>
<tr><td>What is the intended use (purpose) of the construct(s) being measured</td><td>To screen for school readiness in the *emotional social* domain and *emotional and social domains* to better understand the child's developmental strengths and weaknesses in the social emotional domain, emotional and social domains before decisions are made about the need for additional assessments</td></tr>
</table>
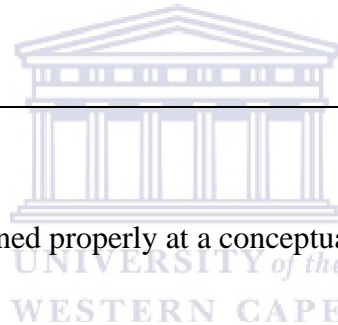
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	and ultimately readiness on an emotional social level for entry into mainstream education.
Provide the theoretical definition of the construct(s) under evaluation	*Emotional social competence*: Emotional-social competence is an interrelated set of skills including intrapersonal (emotional) and interpersonal (social) competencies. Emotional and social competencies are defined as follow as domains of emotional-social competence.

Emotional competence: Emotional competencies are directed by the child's internal sense of self and are mostly focused inward. Emotional competencies include the sub-domains of emotional maturity, emotional management, sense of self and readiness to learn, which would enable the child to cope with age appropriate challenges in emotional eliciting situations across contexts.

Social competence: Social competencies focus on the relationship between the individual and the external world or environment. It focuses on the interactional skills such as relationships with people and cooperative endeavours such as play. Social competencies include the sub-domains of social skills and communication. |
| Provide a motivation or rationale for the definition you adopted/ developed. | Two systematic reviews were done to establish which theoretical definitions exists internationally and local that could be used to form the theoretical basis of the development. Definitions that exists to describe emotional and social competence were sourced from high quality research that has been done. The evidence suggested that emotional and social skills are interrelated and dependent on one another. The theoretical definitions were borrowed and adjusted to make |

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	them contextually relevant. It was also established that the components or domains emotional and social skills can also be deconstructed to sub-components or domains. (These are mentioned under the following heading in the operationalisation section). Thus, the systematic review assisted me to find existing definitions and to adapt these definitions through multi-stakeholder consultation in the form of focus group discussions with parents, teachers and professionals to establish its contextual relevance. The identified constructs and their adapted definitions were use as the basis for scale development. Thus, theoretical definitions of emotional social competence, emotional competence and social competence were adapted to ensure contextual relevance.
Indicate the order in which the intended use and the definition of the construct were confirmed? In other words, which came first.	The purpose was established first where after the definition(s) were developed and adopted.
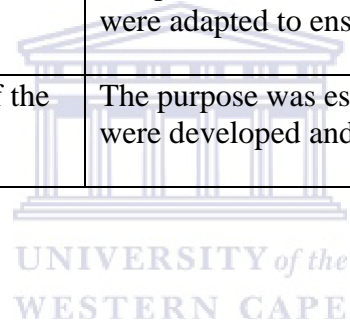
Section 2: Operational definition This section assesses the process by which the theoretical definition was deconstructed or operationalised for measurement. The aim is to evaluate the process followed to operationalise (classify) the construct. Answer each of the following questions by providing a description of the nature of the construct and the process followed in the operationalisation.

(i) The nature of the construct:	Description
How was the meaning of the construct derived? Indicate whether the construct has a single or multiple meanings?	A second systematic review on available screening tools that measure emotional and social competence in preschool children identified existing measures that are used locally and abroad. These instruments assisted me to deconstruct emotional and social competence into the different sub-components. It assisted to provide insight into which components or constituents needs to be considered to operationalise emotional and social competence components. Nine sub-components were originally identified namely: emotional maturity, emotional management, positive sense of self, dependence, mental wellbeing and alertness, social skills, prosocial behaviour, compliance to rules and communication. Each of these components had its own accompanied definition. The same process was followed above, i.e. consultation with multi-stakeholders to ensure that the sub-components (constructs) was understood in similar ways and that the constructs definition held similar meanings for every stakeholder. A panel of 18 identified experts were asked to comment on the identified components and sub components to ensure that theoretical and operational definitions were understood clearly and that it measured the construct that it is supposed to measure at face and content value.

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	The E3SR underwent revision two years later in 2020 and the components were reduced to 6 components, namely: emotional maturity, emotional management, sense of self, readiness to learn, social skills and communication. A similar process as above was engaged in to ensure that the components had a single meaning for multi-stakeholders and that it is understood in the same way by different roleplayers.
	The components with its definitions are listed below. In addition attributes were also provided for each of the six sub components to assist respondents to derive at similar meanings when they read the definitions of each subdomain. The attributes of each component is listed underneath the specific sub-domain or component.
	Emotional maturity: The ability to be self-reflective about choices and actions and how it might influence self and others.
	Emotional management: The ability to become aware of own and others' emotions, to identify emotions, to understand these emotions in context and regulate these emotions appropriately.
	Sense of self: The ability to hold onto a coherent and constructive sense of self that is not subject to situational outcomes.
	Readiness to learn: The readiness to learn domain refers to the child's general readiness for learning, including their awareness of surroundings and the ability to reason within the context of social rules.
	Social skills: The ability to interact with others in an age-appropriate way.

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	Communication: The ability to use language and non-verbal expression clearly and effectively to express thoughts, feelings, and needs.
	To summarise: Initially it was established that some components/ sub-domains were understood in different ways by different role players. Stakeholder consultations assisted to ensure that the domains were clear and that the definitions and domains hold the same meaning for all the respondents. To further ensure that the constructs hold similar meanings a Delphi study was done after construction of the screening tool to ensure that the definitions and domains were understood in a similar way by a panel of experts They were able to provide feedback on definitions and components/ domains that was not clear. This assisted me as the test developer to ensure that the identified components/ domains were clear and unambiguously defined and operationalised. I decided to include attributes to further assist the respondents to be familiar with the sub-components to guide them to understand and interpret components in a similar way. The constructs thus *have single meanings and are understood in similar* ways.
Indicate whether the construct has single or multiple interpretations? In other words, can the construct be described or understood differently or similarly (universally) by raters?	Various consultations with stakeholders and a rigorous process in the form of the Delphi study made it possible to *interpret the construct in similar ways.* The addition of attributes also made it easier for respondents to see the construct in similar ways and to ensure singular interpretations by respondents or raters.
How were the components of the construct derived? Indicate whether the construct has one or many components? If many, indicate how many and describe how they are related.	The components/ subdomains (currently 6) have been subjected to a panel of experts to establish face and content validity. Thereafter the 6-factor structure was tested by means of data reduction procedures to establish reliability and construct validity. As already mentioned the construct (emotional social competence) have six components that are interrelated. The sub-domain/ component Emotional Competence consists of emotional maturity, emotional management, sense of self,

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	readiness to learn and the Social Competence component consists of social skills and communication. All of these constituents are interrelated and forms part of the Emotional-Social Competence Scale.
Describe the nature of the component(s) that make up the construct. Are the component(s) of the construct concrete or abstract?	The components are abstract, one is only able to evaluate if they are present through observation of the preschoolers behaviour. The raters will therefor need to have a clear understanding of the process before they are able to use the screening measure.
What level of expertise is required to measure this construct? Can individual's measure or is expertise required?	The respondents (in this case) teachers or parents needs to be familiar with the preschoolers behaviour based on their knowledge and observations of the child's patterns of behaviour or abilities in their natural class environment, on the playground or at home.
Do the components form a category or grouping (unit) that describe the construct? Will such a category be endorsed by experts on the subject matter?	As already explained above. The components forms a category or unit that all describes the construct. These categories were already endorsed by experts in the field and by means of data reduction techniques such as factor analysis.
Is it possible to measure the construct in more than one way i.e. are there different ways of operationalising measures for this construct?	The construct was measured in more than one way, first by means of expert opinion to establish face and content validity and secondly by the use of data reduction techniques to establish construct validity. The construct is measured by observation of the child's abilities or competencies.
(ii) Attributes of the construct	**Description**
Describe how the attributes of the construct were derived. Indicate how many attributes were identified	In addition to the identification of the components and sub-components, attributes were also provided for each of the six sub components to assist respondents to derive at similar meanings when they read the definitions of each subdomain. The attributes of each component is listed underneath the specific sub-domain or component.

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Provide definitions or descriptions of the attributes of the construct.	Attributes of *emotional maturity* are the following: taking responsibility for actions and emotions, learn from experiences, adjust to changes in a positive/functional way, deal with their emotions in an age-appropriate ways
	Attributes for *emotional management* are the following: becoming aware of their own and others' emotions, to identify emotions, to understand these emotions in context, regulate these emotions appropriately.
	Attributes for *sense of self* are the following: showing self-confidence, can see benefits in required tasks or requests, and show willingness to engage with challenges, show a willingness to persevere, can accept negative feedback and see it as separate from the self.
	Attributes for *readiness to learn* are the following: the ability to follow and adhere to ground rules stipulated in specific contexts, to be responsive to feedback about one's behaviour in relation to complying with rules, and to be able to focus and attend to tasks independently.
	Attributes for *social skills* are the following: establishing warm and empathic relationships, maintain productive and constructive interpersonal relationships, assert themselves in social contexts in a socially acceptable manner, and achieve social tasks by being aware of thoughts and feelings of others, direct actions appropriately to achieve goals.
	Attributes for *communication* are the following: articulating his or her needs effectively, confidently and clearly, be aware of the need to pay attention to the expressed thoughts, feelings and needs of others, listen to and understand the expressed thoughts, feelings and needs of others,

	read and accurately understand non-verbal cues.
How many meanings do the attributes have? Are the attributes concrete or abstract?	Although the attributes are abstract, the attributes are operationalised as observable behaviour that measures a specific competency in the specific component.
Describe how many components the attributes have. Was it singular or multiple?	The attributes had multiple components. Each with their own meaning attached.
Indicate how the components of the attributes are outlined in the theoretical definition	The attributes assist to describe what is meant by the theoretical definitions of each sub-component and component.
Indicate whether the attributes represent something that is formed or achieved e.g. knowledge. Clearly explain how the attributes work as a whole.	The attributes assists the rater to fully understand the components, sub-components. It also assists raters to provide a context to rate the items using observable behaviour, thus each of the identified components represent competencies that has either been fully achieved, partially achieved on not achieved at all.
How would the attributes be perceived? Indicate whether raters or evaluators would be able to elicit a conscious response from persons under study?	The rates will only be able to make an inferred decision if the child has the specific competency by means of observation of the child in the classroom, playground or at home. The identified attributes assist the rater to better understand the specific items.
How would the attribute(s) be observed? Indicate whether attributes can be observed directly or indirectly.	The characteristics would be observed characteristics via behaviour in the classroom or on the playground.
How would the attribute be reported? Would individuals be able to self-report? Would the researcher or test developer infer the attributes of the construct?	It will be inferred through the responses of the teacher or the parents.
(iii) Rater selection (brief description of a rater)	**Description**
Identify who is eligible to rate the construct being measured	The raters can be parents or teachers, as the raters needs to be familiar

i.e. who can score and use the measure. Indicate why this type of rater was selected	with the preschoolers behaviour based on their knowledge and observations of the child's patterns of behaviour or abilities in their natural class environment, on the playground or at home.
Would an individual be required to complete the measure in a personal capacity? (e.g. in a self-report measure)	The child or learner will not be able to complete the measure themselves. Parents or teachers needs to complete the measure on behalf of the child/ learner.
Would an individual be able to complete the measure as a representative of a group?	Yes, one teacher, for instance the teacher that have the most contact with the child will be able to complete the measure as a representative of the school that the child is in. The same applies for the parent or caregiver.
Would trained professionals or experts be required to perform or conduct ratings	Teachers will be able to use the measure. Trained professionals for instance psychologists will only be able to complete the measure if they are very familiar with the child's behaviour through direct observation i.e. if they are situated at school and were able to observe the child for at least three months.
Describe the relationship between the theoretical definition and the selection of raters.	The definitions have been written in such a way that raters will be able to fully understand what is meant by each construct/ component. The definitions can be used to provide clarity to assist them to fully understand what is being measured.
Describe the relationship between the operational definition and the selection of the raters.	Same as the above. The raters will be able to use the operational definitions/domains to assist them to complete the questionnaire.
Describe the relationship between the nature of the attributes and the selection of raters.	The attributes will assist the raters to fully understand what is being measured. It will provide sufficient context for the rater to be able to complete the questionnaire.
Describe the relationship between the intended use of the	The purpose of the instrument needs to be clearly understood by the

instrument and the selection of raters.	raters, that the instrument is used to establish a profile of the child's strengths and weaknesses to inform the decision for entry into mainstream education. Raters needs to know the child sufficiently to be able to complete the questionnaire with the aim to establish emotional and social competence before school entry.

Section 3: *Technical components*	
This section assesses the technical components of the scale. Two aspects are assessed namely, (i) Scale formation and (ii) Enumeration and reporting.	

(i) *Scale formation*	**Description**
Describe the item type that was selected.	Items are in questions format
Describe the answer scale that was selected	Lickert scale – 5 point
Describe how the generation of the scale items was informed by the theoretical definition, object representation and attribute representation.	The theoretical definition, object representation and attributes formed the overarching frame for question or item selection. A list of potential items that fits in with the theoretical definition identified components, sub-components and attributes were sourced from existing measures. Additional items were also sourced from stakeholder consultations and a few items were written. The items were selected based on the chronological age and expected competencies of children aged 5-7 years. The most appropriate items per component that were clear and unambiguous were identified by the test developer and her supervisor. At least ten items for each component were sourced. After identification of the items, the items were subjected to a panel of experts for their input. The panel members had to comment on the appropriateness of the items considering the component, accompanying theoretical definition and attributes. Items endorsed by panel members were included in the draft version of the instrument and subjected to data reduction techniques to establish which items hang together and which items fits the theoretical model the best. After the second data reduction process the E3SR-R consisted of the following components (amount of items included in the bracket) Emotional maturity (5 items) Emotional management (5 items) Sense of Self (5 items)

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	Readiness to learn (7 items) Social skills (7 items) Communication (7 items)
Describe how the generation of the scale items was informed by the operational definition.	Items were chosen to measure the specific component/domain and subdomain that they resorted under. Each item had to be representative of the specific component/ subdomain/domain.
Describe how the generation of the scale items was informed by the attributes of the construct.	Items were generated to be representative of the specific attributes or characteristics identified.
Describe any processes aimed at checking whether the items were understood as intended by the raters.	Focus group discussion were held with all stakeholders to ensure that theoretical definitions, attributes, items were contextually appropriate and representative of the construct being measured. Delphi study – experts were able to look at items, components and attributes and comment on it. Pilot study – teachers were able to report on items
(ii) *Enumeration and scoring*	**Description**
Describe the scoring rules across items?	Composite scores – overall score for emotional social competence, for emotional competence and social competence. Subdomain scores – each items can score a possible 0-5 points with the maximum point (5) showing that the child has mastered the specific competency.
How were the scoring rules derived? Indicate whether scoring rules were from single items and/or across items.	Scores were computed to give an indication of readiness on each item, on each of the 6 components, the emotional and social domain and in the emotional-social domain.
Do the scoring rules make provision for the combination of individual scores and group scores? Describe the process.	Yes, already explained above.
Describe how scale totals are interpreted using the scoring	For example Emotional maturity have 5 items with a maximum of 25

rules?	points. If the child scores between 20-25 the child is seen to emotionally mature, self-reflective about choices and actions that might influence him or herself and others in the class environment. Each of the six components are first interpreted in their own, then emotional and social competence and then the overall readiness of the child in terms of emotional-social competence.
Describe how scale scores are interpreted as an indicator of the construct being measured.	Already explained above.
Do the scoring rules make group statistics possible?	Not sure that this means – that you are able to use components and subcomponents together to form a global picture of the child's competencies or does this refer to looking at readiness in the class context by screening the whole class and then establishing how many are school ready or not?

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The CCVAC consists of three subsections that are aligned with the C-OAR-SE.

Section 1: Theoretical definition

Section 2: Operational classification

Section 3: Technical aspects

Section 1: Theoretical (construct) definition			
This section assesses whether the construct has been defined properly at a conceptual or theoretical level in terms of its constituents and components.			
Criterion		**Rater 1**	**Rater 2**
Was the intended use (purpose) of the construct clarified		**1**	**1**
Was a theoretical definition provided?		**1**	**1**
Was the definition rational?		**1**	**1**
Was the definition clear and unambiguous?		**1**	**1**
Did the intended use precede the definition of the construct?		**1**	**1**
	Section score	**7**	**7**

Section 2: Operational definitions (Construct classification)			
This section assesses the process by which the theoretical definition was deconstructed or operationalised for measurement. The aim is to evaluate the process followed to operationalise (classify) the construct.			
(ii) The nature of the construct being measured (*Object classification*)		**Rater 1**	**Rater 2**
Was there a classification process?	Yes – classification was explicit Partially – classification was implicit No – no classification was attempted	**2**	**2**
What kind of classification does the construct approximate?	*Concrete singular*: the construct has a single component with a singular meaning that is understood universally *Abstract Collective*: the construct is comprised of multiple components that form a single meaning entity or unit *Abstract Formed:* the construct has multiple components with multiple possible meanings		
Does the inferred classification		**2**	**2**

align with the theoretical definition(s)			
Subsection score		**4**	**4**
(ii) The nature of the *Attributes being measured*		**Rater 1**	**Rater 2**
Is there evidence that the nature of the attributes was considered in the process of operationalisation?		**2**	**1**
Does the stated nature of the attributes align with the theoretical definition?		**2**	**1**
What classification does it approximate?	*Concrete perceptual*: A self-reportable attribute within the conscious awareness of the person that has only one meaning. *Concrete psychological:* An attribute that is not within the conscious awareness of the person and cannot be self-reported. It must be inferred by an observer or rater. *Abstract achieved*: An attribute with multiple components that are outlined clearly in the conceptual definition. The attribute is something that is formed or achieved e.g. knowledge and can be perceived directly by the rater. *Abstract dispositional*: An attribute that has multiple components that are clearly outlined in the conceptual definition. The attribute cannot be directly perceived by the rater and must be inferred by the researcher or test developer.		
Does the inferred classification align with the theoretical definitions?		**2**	**1**
Subsection score		**6**	**3**

(iii). *Rater identification*		**Rater 1**	**Rater 2**
Has specific raters been identified?	Raters are the individuals who will complete the instrument or respond directly to the items.	**1**	**1**
Was a category of raters selected?	**Individuals**: The *individual* is considered the rater in self-report measures **Groups**: A *group* rater-entity is considered a representative sample of a group **Experts**: Trained professionals or	**1**	**1**

	experts that will perform or conduct ratings.		
Was the rater aligned with the theoretical definition?		**1**	**1**
Was the rater aligned with the intended use of the instrument?		**1**	**1**
Was the rater aligned with the operational definition?		**1**	**1**
Was the rater aligned with the nature of the attributes?		**1**	**1**
Subsection score		**6**	**6**

Section 3: Technical components
This section assesses the technical components of the scale. Two aspects are assessed namely, (i) Scale formation and (ii) Enumeration and reporting.

(ii) Scale formation		**Rater 1**	**Rater 2**
Has an item-type been selected?		**1**	**1**
Has an answer scale/ response option been selected?		**1**	**1**
Was the item format pre-tested?		**1**	**1**
Were the items understood as intended by the raters?		**1**	**1**
Was there a process reported whereby the relationship (alignment) between scale items, and the nature of the construct and attributes was considered.		**2**	**2**
Subsection score		**6**	**6**
(ii) Quantification and reporting		**Rater 1**	**Rater 2**
Have scoring rules been developed for scales across item?		**1**	**1**
How were scoring rules derived?		**1**	**2**
Were rules developed for combining individual and group scores?		**1**	**1**
Were the scoring rules developed for interpreting the scale totals?		**1**	**1**
Can scale scores be interpreted as an indicator of the construct being measured?		**1**	**1**
If group statistics can be derived, were any rules developed to create group statistics?		**0**	**1**
Subsection score		**5**	**7**

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APPENDIX G

PERMISSION TO MAKE USE OF CCVAC

17 September 2021

To whom this may concern.

I hereby give Ms Nuraan Adams permission to use the Conceptual Construct Validity Appraisal Checklist (CCVAC) as part of her Masters' research project titled, **"Translation of the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers into Afrikaans: An equivalence and validation study"** at the University of the Western Cape.
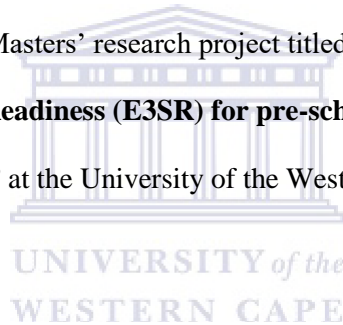
Regards,

Prof Mario Smith
Clinical Psychologist
PS9900147

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APPENDIX H

CONTRACT FOR RATING SERVICES OF CCVAC

07 December 2021

Dear CCVAC Rater,

Thank you for your willingness to participate in my Masters' study.

My study seeks to translate the revised Emotional Social Screening tool for School Readiness (E3SR) into Afrikaans. Your assistance is needed to establish the validity of the E3SR. As a rater, you will be asked to evaluate the construct validity of the revised E3SR. To preserve copyright and intellectual property of Conceptual Construct Validity Appraisal Checklist (CCVAC) constructed by Smith (2021), please read the below terms and conditions:

i. I confirm that I have read and understood the above research project and I had the opportunity to ask questions about the project.

ii. I understand that my participation is completely voluntary. I am free to withdraw at any time without giving any reason and without there being any negative consequences.

iii. I understand the CCVAC is an intellectual property of Smith and Munnik (2021). I will not, under no circumstance, make use of these instruments for personal use or share it with anyone parties external to this study.

iv. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result from the research.

v. I agree to take part in the above research project.

I grant permission to the researcher to disseminate the information obtained in the following formats:

- Unpublished thesis
- Conference presentation
- Published manuscript or article

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I take cognisance that all documents will be kept safe for the period of five years and then destroyed.

By attaching your signature below, you acknowledge that:
   a) You are well informed about the Terms and Conditions.
   b) You agree that information can be disseminated
   c) You will not use the CCVAC for personal use or share it with third parties.

I, _____ (*insert full name*), fully understand the research aims, and my role as a rater in the study, as well as issues related to confidentiality, as outlined above.

_____   _____

(Insert signature above)   *(Insert date above)*

Researcher's Contact Details
Should you have any questions regarding this study and your rights as a translator, or if you wish to report any problems you have experienced related to the study, please contact:

Researcher: Ms. Nuraan Adams
               Dept. of Psychology, UWC
               +27 79-162-0868
               3741363@myuwc.ac.za

Supervisor: Dr Erica Munnik
               Dept. of Psychology, UWC
               emunnik@uwc.ac.za

Co-supervisor: Prof. Mario Smith
               Dept. of Psychology, UWC
               mrsmith@uwc.ac.za

Thank you for your cooperation and you are welcome to contact me for any queries at the address given above

English Source	Afrikaans translation
Annexure A- E3SR	
Teacher's version	
Section A	
Demographics	
Personal particulars of learner	
Learner's birth date	
Month __Day _Year__	
Age	
Gender	
Boy	
Girl	
Ethnic group	
Home language/ mother tongue	
Language of instruction at pre-school	
English Afrikaans Xhosa Other, specify please	
Preschool	
Governmental	
Private	
Community	
Other, specify please	
Does the learner have any illness or disability?	
Yes No If Yes,	
Physical	
Cognitive	
Psychological	
Has he/ she ever been referred for special support?	
Yes No	
Psychologist Social worker Occupational therapist Speech therapist Paediatrician Other, please specify	
Is there trauma in the learner's life at present or history of trauma?	
(e.g. Disruption, divorce, move, death, bullying)	
Yes No Unsure	
List any challenges experienced in the class environment	
Respondent information	
For how many months have you known this learner? ---months.	
How would you rate this learner's?	
Overall emotional readiness for school	

Overall social readiness for school	
Excellent	
Good	
Needs some attention	
Needs lots of attention	
Poor	
Section B:	
Below is a list of statements that describe the learner's emotional and social competencies/skills.	
For each item choose one description that best fits the learner's emotional and social competencies/skills now or within the past 3 months.	
Indicate your choice with a cross (X)	
Never	
Rarely	
Some of the time	
Almost Most of the time	
Always	
Cannot assess	
Emotional maturity The learner:	
Is able to place him/herself in the shoes of others (e.g. consoles when someone is hurt).	
Accepts when things are not going his/her way.	
Apologises if he/she acted wrong (e.g. hurt a peer, broke a toy).	
Accepts responsibility for actions.	
Accepts correction/discipline.	
Emotional management The learner:	
Is aware of their emotions.	
Can say what he/ she feels.	
Physically demonstrates emotions (e.g. hugs to express affection).	
Able to identify emotions (e.g. happy, sad).	
Able to communicate emotional experiences to teacher or caregiver (e.g. how was your day?).	
Sense of self: The learner	
Acts with self-confidence when asked to do something.	
Is willing to learn/ take a risk even if a task seems difficult.	
Stands up for him/ herself.	
Is able to take the lead when expected in class.	
Able to stand his/ her own ground if peers have unrealistic demands.	
Readiness to learn: The learner	
Can work quietly and calmly without constant	

feedback (e.g. praise and affirmation).	
Sits still when asked to do so or when busy with a task.	
Pays attention and can focus on a task.	
Completes a task given to him/her within reasonable time.	
Listens to and follow simple directions/ instructions from the teacher.	
Is able to follow rules in class or structured environments.	
Can participate in group tasks (e.g. sit still and listen to a story).	
Social skills: The learner	
Considers other learners (e.g. can take turns to play with a toy).	
Is generally accepted and liked by other learners.	
Can make and maintain new friendships over time.	
Plays cooperatively with one or more learners for up to 5 minutes with minimal supervision.	
Willingly shares his/ her possessions with others his/ her own age.	
Is able to give peers a turn to start or play.	
Tries to help/ intervene when someone is hurt, considerate towards others.	
Communication: The learner	
Speaks clearly and audibly without whispering or shouting.	
Is able to ask for what he/ she needs in understandable language.	
Can speak in full sentences.	
Can hold a conversation.	
Can communicate, say something in a group.	
Is able to answer direct questions when asked.	
Can understand when spoken to or given simple verbal instructions.	

APPENDIX J

Template for comparison of translated content

TL-1	TL-2	Coding	TL-3

APPENDIX K

Afrikaanse terme en items	English translation
AANHANGSEL A – E3SR	
ONDERWYSERWEERGAWE	
AFDELING A	
DEMOGRAFIE	
PERSOONLIKE INLIGTING VAN LEERDER	
Geboortedatum:	
Maand __ Dag __Jaar	
Ouderdom	
Geslag	
Seun	
Meisie	
Etniese groep	
Huistaal/moedertaal	
Voorskoolse onderrigtaal	
Engels Afrikaans Xhosa Ander spesifiseer asb	
Voorskool	
Staat	
Privaat	
Gemeenskap	
Ander, spesifiseer asb	
Het die leerder enige siekte of gestremdheid?	
Ja Nee Indien ja	
Fisiek	
Kognitief	
Sielkundig	
Is hy/sy al ooit vir spesiale ondersteuning verwys?	
Ja Nee Indien ja	
Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, spesifiseer asb	
Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma?	
(bv. ontwrigting, egskeiding, verhuising, dood, afknouery)	
Ja Nee Onseker	
Noem enige uitdagings wat binne die klasomgewing ervaar word	

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Afrikaanse terme en items	English translation
ONDERWYSER/RESPONDENT SE VERSLAG	
Hoeveel maande lank ken u hierdie leerder?	
Hoe sal u hierdie leerder beoordeel wat betref	
Algemene emosionele skoolgereedheid	
Algemene sosiale skoolgereedheid	
Uitstekend	
Goed	
Benodig aandag	
Benodig baie aandag	
Swak	
AFDELING B:	
Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vaardighede te beskryf. Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vaardighede; tans of die afgelope 3 maande.	
Dui u keuse aan met 'n kruisie (X).	
Nooit	
Selde	
Soms	
Meeste van die tyd	
Byna altyd	
Kan nie beoordeel nie	

Afrikaanse terme en items	English translation
EMOSIONELE VOLWASSENHEID: **Die leerder …**	
Kan hom-/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het).	
Aanvaar dit as hy/sy nie sy/haar sin kry nie.	
Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speelding gebreek het).	
Aanvaar verantwoordelikheid vir optrede	
Aanvaar teregwysing/dissipline.	

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EMOSIONELE BESTUUR: Die leerder	
Is bewus van sy/haar emosies.	
Kan sê wat hy/sy voel.	
Wys emosies fisiek (bv. gee drukkies om liefde te wys).	
Kan emosies identifiseer (bv. gelukkig, hartseer).	
Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).	
SELFBELEWING: **Die leerder …**	
Tree met selfvertroue op wanneer gevra word om iets te doen.	
Is bereid om te leer/te waag selfs as 'n taak moeilik lyk.	
Laat hom-/haarself geld.	
Kan leiding neem wanneer dit in die klas verwag word.	
Kan hom-/haarself laat geld as maats onrealistiese eise stel.	
GEREEDHEID OM TE LEER: **Die leerder …**	
Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).	
Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.	
Gee aandag en kan fokus op 'n taak.	
Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.	
Luister na en volg eenvoudige aanwysings/opdragte van die onderwyser.	
Kan die reëls in die klas of gestruktureerde omgewings volg.	
Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).	

Afrikaanse terme en items	**English translation**
SOSIALE VAARDIGHEDE: **Die leerder …**	
Neem ander leerders in ag (bv. kan beurte maak	

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om met 'n speelding te speel).	
Word in die algemeen aanvaar en ander leerders hou van hom/haar.	
Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.	
Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.	
Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.	
Kan maats 'n beurt gee om te begin of te speel.	
Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander	
KOMMUNIKASIE: **Die leerder …**	
Praat duidelik en hoorbaar sonder om te fluister of te skree	
Kan in verstaanbare taal vra wat hy/sy nodig het.	
Kan in vol sinne praat.	
Kan 'n gesprek voer.	
Kan in 'n groep kommunikeer, iets sê.	
Kan direkte vrae beantwoord wanneer dit gevra word.	
Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.	

English source	Afrikaans draft	B-TL1	B-TL2	B-TL3	Coding

Section 1: Translation

1.1. Experience of translators

- What percentage of the translators possessed formal qualifications translation or editing?

   None (0)   Less than 50% (1)   50% - 80% (2)   More than 80% (3)

- What percentage of the translators possessed formal qualifications in language studies?

   None (0)   Less than 50% (1)   50% - 80% (2)   More than 80% (3)

- How much cumulative experience does the translators have in the source and target languages?

   None (0)   Less than 5 years (1)   5-10 years (2)   More than 10 years (3)

Subscore 1:   /9

1.2. Process of translation

- Was the forward translation conducted by at least 2 independent translators?

   Yes (1)   No (0)

- Were the resultant translations compared to each other?

   Yes (1)   No (0)

- How were discrepancies resolved?

   Executive decision (1)   Discussion (2)   Consensus (3)

- Was there any external auditing conducted to confirm resolutions?

   Yes (1)   No (0)

- Was an integrated version produced in the target language?

   Yes (1)   No (0)

- Was back translation conducted?

   Yes (1)   No (0)

- Was the fback translation conducted by at least 2 independent translators?

Yes (1)   No (0)

- Was the integrated version produced from the forwards translation used as a basis for the back translation?

    Yes (1)   No (0)

- Was the back translation conducted by at least 2 independent translators?
    Yes (1)   No (0)

- Were the resultant translations compared to each other?
    Yes (1)   No (0)

- How were discrepancies resolved?

        Executive decision (1)   Discussion (2)   Consensus (3)

- Was there any external auditing conducted to confirm resolutions?

    Yes (1)   No (0)

Subscore 2:   /16

Rate the quality of the translation process

Rating	Poor	Good	Excellent
Score (SS1 + SS2)	>12	12-18	<18
Quality level	Low level of compliance with ITC guidelines	Basic compliance with ITC guidelines	High level of compliance with ITC guidelines
Action	Redo as per recommended guidelines	Identify and revise items where concerns have been raised.	Proceed to establish equivalence

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Section 2: Linguistic equivalence

1.3.1   Comparison between original (source document) and draft in target language

•   Was there a process to evaluate whether the translated items were clear and
     unambiguous?

<div align="center">Yes (1)   No (0)</div>

•   Was there a process to evaluate whether the content of items in the original version
     were accurately captured in the translated version?

<div align="center">Yes (1)   No (0)</div>

•   Was there a process to evaluate whether the meanings of items in the original version
     were accurately captured in the translated version?

<div align="center">Yes (1)   No (0)</div>

•   Were there any items where there were concerns about the content?

<div align="center">Yes   No</div>

•   If yes, how was it resolved?

<div align="center">Executive decision (1)   Discussion (2)   Consensus (3)</div>

•   Were there any items where there were concerns about the meaning?

<div align="center">Yes   No</div>

•   If yes, how was it resolved?

<div align="center">Executive decision (1)   Discussion (2)   Consensus (3)</div>

•   Was there any external auditing conducted to confirm resolutions?

<div align="center">Yes (1)   No (0)</div>

•   Was there a process to compare the original version (source document) and translated
version (target language) were equivalent in terms of

o	Wording (Vocabulary or word choice)	Yes (1)	No (0)
o	Content	Yes (1)	No (0)
o	Complexity	Yes (1)	No (0)
o	Sentence structure	Yes (1)	No (0)
o	Meaning	Yes (1)	No (0)

<div align="right">Sub score 1:   /14</div>

1.3.2   Comparison between Translated version (Target language) and Back translations

- Was there a process to evaluate whether the content of items in the translated version were accurately captured in the back translations?

  Yes (1)   No (0)

- Was there a process to evaluate whether the meanings of items in the translated version were accurately captured in the back translations?

  Yes (1)   No (0)

- Were there any items where there were concerns about the content of items in the back translations?

  Yes   No

- If yes, how was it resolved?

  Executive decision (1)   Discussion (2)   Consensus (3)

- Were there any items where there were concerns about the meaning of items in the back translations?

  Yes   No

- If yes, how was it resolved?

  Executive decision (1)   Discussion (2)   Consensus (3)

- Was there any external auditing conducted to confirm resolutions?

  Yes (1)   No (0)

- Was there a documented process to establish whether the translated version and the back translations were equivalent in terms of

o	Wording (Vocabulary or word choice)	Yes (1)	No (0)
o	Content	Yes (1)	No (0)
o	Complexity	Yes (1)	No (0)
o	Sentence structure	Yes (1)	No (0)
o	Meaning	Yes (1)	No (0)

Sub score 2:   /14

1.3.3   **Comparison between original version (source) and back translations**

• Was the content of items in the original accurately captured in the back translations?

<div align="center">Yes (1)   No (0)</div>

• Were the meanings of items in the original accurately captured in the integrated version?

<div align="center">Yes (1)   No (0)</div>

• Were there any items where there were concerns about the content?

<div align="center">Yes   No</div>

• If yes, how was it resolved?

<div align="center">Executive decision (1)   Discussion (2)   Consensus (3)</div>

• Were there any items where there were concerns about the meaning?

<div align="center">Yes   No</div>

• If yes, how was it resolved?

<div align="center">Executive decision (1)   Discussion (2)   Consensus (3)</div>

• Was there any external auditing conducted to confirm resolutions?

<div align="center">Yes (1)   No (0)</div>

• Was there a documented process to determine whether the original and back translations were equivalent in terms of

o	Wording (Vocabulary or word choice)	Yes (1)	No (0)
o	Content	Yes (1)	No (0)
o	Complexity	Yes (1)	No (0)
o	Sentence structure	Yes (1)	No (0)
o	Meaning	Yes (1)	No (0)

<div align="right">Sub score 3:   /14</div>

Rating	Poor	Good	Excellent
Score Individual subscores Composite score (/421)	< 5 <21 (< 50%)	5 - 10 21-33 (50% - 78%)	11 -14 34 - 42 (80% - 100%)
Quality assurance	Low level of equivalence	Basic equivalence	High level of equivalence
Action	Redo as per recommended guidelines	Identify and revise items where concerns have been raised.	Proceed to establish equivalence

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Translation			
Criterion	Rater 1	Rater 2	Coding
Experience of raters			
What percentage of the translators possessed formal qualifications translation or editing?	2	2	
What percentage of the translators possessed formal qualifications in language studies?	3	3	
How much cumulative experience do the translators have in the source and target languages?	3	3	
Sub-score 1	8	8	
Process of translation			
Was the forward translation conducted by at least 2 independent translators?	1	1	
Were the resultant translations compared to each other?	1	1	
How were discrepancies resolved?	3	3	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was an integrated version produced in the target language?	1	1	
Was back translation conducted?	1	1	
Was the back translation conducted by at least 2 independent translators?	1	1	
Was the integrated version produced from the forwards translation used as a basis for the back translation?	1	1	
Was the back translation conducted by at least 2 independent translators?	1	1	
Were the resultant translations compared to each other?	1	1	
How were discrepancies resolved?	3	3	
Was there any external auditing conducted to confirm resolutions?	1	1	
Sub-score 2	16	16	
Section Score	24	24	
Quality description	High	High	
Action	**Proceed with equivalence**	**Proceed with equivalence**	
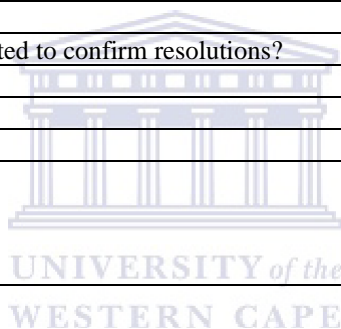
Linguistic equivalence			
Criterion	Rater 1	Rater 2	Coding
Comparison between original (source document) and draft in target language			
Was there a process to evaluate whether the translated items were clear and unambiguous?	1	1	
Was there a process to evaluate whether the content of items in the original version were accurately captured in the translated version?	1	1	
Was there a process to evaluate whether the meanings of items in the original version were accurately captured in the translated version?	1	1	
Were there any items where there were concerns about the content?			
If yes, how was it resolved?	3	3	
Were there any items where there were concerns about the meaning?			
If yes, how was it resolved?	3	3	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was there a process to compare the original version (source document) and translated version (target language) were equivalent in terms of			
Wording (Vocabulary or word choice	1	1	
Content	1	1	
Complexity	1	1	
Sentence structure	1	1	
Meaning	1	1	
Sub-score 1	15	15	
Comparison between Translated version (Target language) and Back translations			

Was there a process to evaluate whether the content of items in the translated version were accurately captured in the back translations?	1	1	
Was there a process to evaluate whether the meanings of items in the translated version were accurately captured in the back translations?	1	1	
Were there any items where there were concerns about the content of items in the back translations?			
If yes, how was it resolved?	3	2	
Were there any items where there were concerns about the meaning of items in the back translations?			
If yes, how was it resolved?	3	2	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was there a documented process to establish whether the translated version and the back translations were equivalent in terms of			
Wording (Vocabulary or word choice)	1	1	
Content	1	1	
Complexity	1	1	
Sentence structure	1	1	
Meaning	1	1	
Sub score 2	14	12	
Comparison between original version (source) and back translations			
Was the content of items in the original accurately captured in the back translations?	1	1	
Were the meanings of items in the original accurately captured in the integrated version?	1	1	
Were there any items where there were concerns about the content?			
If yes, how was it resolved?	3	2	
Were there any items where there were concerns about the meaning?			
If yes, how was it resolved?	3	2	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was there a documented process to establish whether the translated version and the back translations were equivalent in terms of			
Wording (Vocabulary or word choice)	1	1	
Content	1	1	
Complexity	1	1	
Sentence structure	1	1	
Meaning	1	1	
Sub-score 3	14	12	
Section Score	43	39	
Quality description	High	High	
Action	Equivalence established	Equivalence established	

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APPENDIX O

PERMISSION TO MAKE USE OF QTLC

17 September 2021

To whom this may concern.

I hereby give Ms Nuraan Adams permission to use the Quality of the Translation and Linguistic Checklist (QTLC) as part of her Masters' research project titled, **"Translation of the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers into Afrikaans: An equivalence and validation study"** at the University of the Western Cape.

Regards,

Prof Mario Smith
Clinical Psychologist
PS9900147

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UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Researcher: 3741363@myuwc.ac.za, cell: +27 79-162-0868
Supervisor: emunnik@uwc.ac.za
Co-supervisor: mrsmith@uwc.ac.za

APPENDIX P

CONTRACT FOR TRANSLATORS: COPY RIGHT AND INTELLECTUAL PROPERTY OF E3SR

07 December 2021

Dear Translator,

Thank you for your willingness to participate in my Masters' study.

The translation process is the second phase of my masters' study. My study seeks to translate the Emotional Social Screening tool for School Readiness into Afrikaans. As a translator, you will be asked to perform forward translation i.e., from English to Afrikaans, or perform back-translation i.e., from Afrikaans to English. To preserve copyright and intellectual property of Munnik (2018) of the E3SR original and Afrikaans draft version, please read the below terms and conditions.

vi. I confirm that I have read and understood the above research project and I have had the opportunity to ask questions about the project.

vii. I understand that by participating in the translation process is completely voluntary. I am free to withdraw at any time without giving any reason and without there being any negative consequences.

viii. I understand the E3SR is an intellectual property of Munnik (2018) and I will not, under no circumstance, make use of the E3SR for personal use or share it with anyone parties external to this study.

ix. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result from the research.

x. I agree to take part in the above research project.

I grant permission to the researcher to disseminate the information obtained in the following formats:

- Unpublished thesis
- Conference presentation
- Published manuscript or article

I take cognisance that all documents will be kept safe for the period of five years and then destroyed.

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By attaching your signature below, you acknowledge that:
  d) You are well informed about the Terms and Conditions.
  e) You agree that information can be disseminated
  f) You will not use the E3SR for personal use or share it with third parties.

I, _____ (*insert full name*), fully understand the research aims, and my role as a translator in the study, as well as issues related to confidentiality, as outlined above.

_____   _____

  (Insert signature above)   *(Insert date above)*

Researcher's Contact Details
Should you have any questions regarding this study and your rights as a translator, or if you wish to report any problems you have experienced related to the study, please contact:

Researcher: Ms. Nuraan Adams
                 Dept. of Psychology, UWC
                 +27 79-162-0868
                 3741363@myuwc.ac.za

Supervisor: Dr Erica Munnik
                 Dept. of Psychology, UWC
                 emunnik@uwc.ac.za

Co-supervisor: Prof. Mario Smith
                 Dept. of Psychology, UWC
                 mrsmith@uwc.ac.za

Thank you for your cooperation and you are welcome to contact me for any queries at the address given above

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Researcher: 3741363@myuwc.ac.za, cell: +27 79-162-0868
Supervisor: emunnik@uwc.ac.za
Co-supervisor: mrsmith@uwc.ac.za

APPENDIX Q

CONTRACT FOR TRANSLATORS: COPY RIGHT AND INTELLECTUAL PROPERTY OF QTLC

07 December 2021

Dear Raters,

Thank you for your willingness to participate in my Masters' study.

The translation process is the second phase of my masters' study. My study seeks to translate the Emotional Social Screening tool for School Readiness (E3SR) into Afrikaans. As a rater, you will be asked to evaluate the translation and linguistic equivalence of the E3SR. To preserve copyright and intellectual property of the Quality of Translation and Linguistic Equivalence Checklist (QTLC) constructed by Smith and Munnik (2021), please read the below terms and conditions:

i.   I confirm that I have read and understood the above research project and I have had the opportunity to ask questions about the project.

ii.   I understand that my participation in the translation process is completely voluntary. I am free to withdraw at any time without giving any reason and without there being any negative consequences.

iii.   I understand the QTLC is an intellectual property of Smith and Munnik (2021). I will not, under no circumstance, make use of these instruments for personal use or share it with anyone parties external to this study.

iv.   I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result from the research.

v.   I agree to take part in the above research project.

I grant permission to the researcher to disseminate the information obtained in the following formats:

- Unpublished thesis
- Conference presentation
- Published manuscript or article

I take cognisance that all documents will be kept safe for the period of five years and then destroyed.

By attaching your signature below, you acknowledge that:

g) You are well informed about the Terms and Conditions.
h) You agree that information can be disseminated
i) You will not use the E3SR for personal use or share it with third parties.

I, _____ (*insert full name*), fully understand the research aims, and my role as a rater in the study, as well as issues related to confidentiality, as outlined above.

_____   _____

(Insert signature above)   *(Insert date above)*

Researcher's Contact Details

Should you have any questions regarding this study and your rights as a translator, or if you wish to report any problems you have experienced related to the study, please contact:

Researcher: Ms. Nuraan Adams
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                3741363@myuwc.ac.za

Supervisor: Dr Erica Munnik
                Dept. of Psychology, UWC
                emunnik@uwc.ac.za

Co-supervisor: Prof. Mario Smith
                Dept. of Psychology, UWC
                mrsmith@uwc.ac.za

Thank you for your cooperation and you are welcome to contact me for any queries at the address given above

APPENDIX R

TL1	TL2	Agreement	Final draft
BYLAE A – E3SR (ONDERWYSERWEERGAWE)	AANHANGSEL A – E3SR (ONDERWYSERWEERGAWE)	√	AANHANGSEL A – E3SR (ONDERWYSERWEERGAWE)
AFDELING A	AFDELING A	√	AFDELING A
DEMOGRAFIE	DEMOGRAFIE	√	DEMOGRAFIE
PERSOONLIKE INLIGTING VAN LEERDER	PERSOONLIKE INLIGTING VAN LEERDER	√	PERSOONLIKE INLIGTING VAN LEERDER
Leerder se verjaarsdag	Geboortedatum:	√	Geboortedatum:
Maand ___ Dag ___Jaar____	Maand __ Dag __Jaar	√	Maand __ Dag __Jaar
Ouderdom van leerder:	Ouderdom	Voeg dubbelpunt by	Ouderdom:
Geslag	Geslag		Geslag
Seun	Seun		Seun
Meisie	Meisie		Meisie
Etniese	Etniese groep	√	Etniese groep
Huistaal/moedertaal	Huistaal/moedertaal		Huistaal/moedertaal
Onderrigtaal op voorskool	Voorskoolse onderrigtaal	√	Voorskoolse onderrigtaal
Engels Afrikaans Xhosa Ander spesifiseer	Engels Afrikaans Xhosa Ander spesifiseer	Asb ingevoeg vir konsekwentheid	Engels Afrikaans Xhosa Ander spesifiseer asb
Voorskool	Voorskool:		Voorskool:
Staat	Staat		Staat
Privaat	Privaat		Privaat
Gemeenskap	Gemeenskap		Gemeenskap
Ander, spesifiseer	Ander, spesifiseer	Asb ingevoeg vir konsekwentheid	Ander, spesifiseer asb
Het die leerder enige siekte of gestremdheid?	Het die leerder enige siekte of gestremdheid?		Het die leerder enige siekte of gestremdheid?

Ja Nee Indien Ja	Ja Nee Indien ja		Ja Nee Indien ja
Fisiese	Fisiek	v	Fisiek
Kognitiewe	Kognitief	v	Kognitief
Sielkundig	Sielkundig		Sielkundig
Was die leerder al verwys vir spesiale ondersteuning?	Is hy/sy al ooit vir spesiale ondersteuning verwys?	v	Is hy/sy al ooit vir spesiale ondersteuning verwys?
Ja Nee	Ja Nee Indien ja	v	Ja Nee Indien ja
Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, spesifiseer asb	Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, Spesifiseer		Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, spesifiseer asb
Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma?	Is daar tans trauma of 'n geskiedenis van trauma in die leerder se lewe?	v	Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma?
(bv. ontwrigting, egskeiding, verhuis, dood, boelie)	(bv. ontwrigting, egskeiding, verhuising, dood, afknouery)	v	(bv. ontwrigting, egskeiding, verhuising, dood, afknouery)
Ja Nee Onseker	Ja Nee Onseker		Ja Nee Onseker
Lys die uitdagings wat leerder in klaskamer ervaar.	Noem enige uitdagings wat binne die klasomgewing ervaar word	v	Noem enige uitdagings wat binne die klasomgewing ervaar word

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T1	T2		
RESPONDENT SE VERSLAG	ONDERWYSER/RESPONDENT SE VERSLAG	**√**	ONDERWYSER/RESPONDENT SE VERSLAG
Hoe lank ken u die leerder?	Hoeveel maande lank ken u hierdie leerder?	**√**	Hoeveel maande lank ken u hierdie leerder?
HOE BEOORDEEL JY DIE LEERDER SE GEDRAG?	HOE SAL U HIERDIE LEERDER BEOORDEEL WAT BETREF	**√**	HOE SAL U HIERDIE LEERDER BEOORDEEL WAT BETREF
Algehele **emosionele** gereedheid vir skool	Algemene emosionele skoolgereedheid	**√**	Algemene emosionele skoolgereedheid
Algehele **sosiale** gereedheid vir skool	Algemene sosiale skoolgereedheid	**√**	Algemene sosiale skoolgereedheid
UITSEKEND	UITSEKEND		UITSEKEND
GOED	GOED		GOED
BENODIG AANDAG	BENODIG AANDAG		BENODIG AANDAG
BENODIG BAIE AANDAG	BENODIG BAIE AANDAG		BENODIG BAIE AANDAG
SWAK	SWAK		SWAK
AFDELING B: Hieronder is 'n lys van stellings wat die leerder se emosionele en sosiale vaardighede beskryf. Kies een opsie vir elke item wat die leerder se emosionele en sosiale vaardighede tans en vir die laaste drie maande die beste beskryf	AFDELING B: Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vaardighede te beskryf. Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vaardighede; tans of die afgelope 3	Dui u keuse aan met 'n kruis<mark>ie</mark>?	AFDELING B: Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vaardighede te beskryf. Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vaardighede; tans of die afgelope 3 maande. Dui u keuse aan met 'n kruis (X).

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(X).	maande. Dui u keuse aan met 'n kruis (X).		
Response options			
Nooit	Nooit		Nooit
Selde	Selde		Selde
Soms	Partykeer	√	Soms
Meeste van die tyd	Meestal	√	Meeste van die tyd
Omtrent altyd	Byna altyd	√	Byna altyd
Kan nie beoordeel nie	Kan nie beoordeel nie		Kan nie beoordeel nie

EMOSIONELE VOLWASSENHEID DIE LEERDER …	EMOSIONELE VOLWASSENHEID: Die leerder …		EMOSIONELE VOLWASSENHEID: Die leerder …
Hy/sy kan hulself in ander se skoene plaas (bv. ondersteuning bied wanneer iemand seerkry).	Kan hom-/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het).	√	Kan hom-/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het).
Aanvaar wanneer dinge nie in sy/haar gang gaan nie.	Aanvaar dit as hy/sy nie sy/haar sin kry nie.	√	Aanvaar dit as hy/sy nie sy/haar sin kry nie.
Vra verskoning as hy/sy verkeerd opgetree het (bv. portuur seermaak of speelding gebreek het).	Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speelding gebreek het).		Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speelding gebreek het).
Aanvaar verantwoordelikheid vir dade.	Aanvaar verantwoordelikheid vir optrede	√	Aanvaar verantwoordelikheid vir optrede
Aanvaar regstelling/dissipline.	Aanvaar teregwysing/dissipline.	√	Aanvaar teregwysing/dissipline.
EMOSIONELE BESTUUR DIE LEERDER …	EMOSIONELE BESTUUR: Die leerder		EMOSIONELE BESTUUR: Die leerder

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Is bewus van hy/sy emosies.	Is bewus van sy/haar emosies.		Is bewus van sy/haar emosies.
Kan sê wat hy/sy voel.	Kan sê wat hy/sy voel.		Kan sê wat hy/sy voel.
Fisiese demonstrasie van emosies (bv. drukkies om liefde te betoon).	Wys emosies fisiek (bv. gee drukkies om liefde te wys).	√	Wys emosies fisiek (bv. gee drukkies om liefde te wys).
In staat om emosies identifiseer (bv. gelukkig, hartseer).	Kan emosies identifiseer (bv. gelukkig, hartseer).	√	Kan emosies identifiseer (bv. gelukkig, hartseer).
In staat om emosionele ervarings aan die onderwyser of versorger oor te dra (bv. hoe was jou dag?).	Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).	√	Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).
GEVOEL VAN SELF **DIE LEERDER …**	**SELFBELEWING:** **Die leerder …**		
Tree op met selfvertroue wanneer hy/sy gevra word om iets te doen.	Tree met selfvertroue op wanneer gevra word om iets te doen	Punt ingevoeg	Tree met selfvertroue op wanneer gevra word om iets te doen.
Is bereid om te leer/waag, selfs al lyk 'n taak moeilik.	Is bereid om te leer/te waag selfs as 'n taak moeilik lyk.		Is bereid om te leer/te waag selfs as 'n taak moeilik lyk.
Staan op vir hom/haarself.	Laat hom-/haarself geld.	√	Laat hom-/haarself geld.
Kan die leiding neem wanneer dit in die klas verwag word.	Kan leiding neem wanneer dit in die klas verwag word.		Kan leiding neem wanneer dit in die klas verwag word.
In staat om sy/haar eie stand te hou as eweknieë onrealistiese eise stel.	Kan hom-/haarself laat geld as maats onrealistiese eise stel.	√	Kan hom-/haarself laat geld as maats onrealistiese eise stel.
GEREEDHEID OM TE LEER **DIE LEERDER …**	**GEREEDHEID OM TE LEER:** **Die leerder …**		**GEREEDHEID OM TE LEER:** **Die leerder …**
Kan rustig en kalm werk sonder	Kan stil en rustig werk sonder	√	Kan stil en rustig werk sonder

konstante terugvoer (bv. lof en goedkeuring).	voortdurende terugvoer (bv. lof en versekering).		voortdurende terugvoer (bv. lof en versekering).
Sit stil wanneer gevra word dit te doen of wanneer besig is met taak.	Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.		Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.
Gee aandag en kan fokus op 'n taak.	Gee aandag en kan fokus op 'n taak.		Gee aandag en kan fokus op 'n taak.
Voltooi 'n taak wat aan hom/haar gegee is binne 'n redelike tyd.	Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.		Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.
Luister en volg eenvoudige instruksies van die onderwyser.	Luister na en volg eenvoudige aanwysings/opdragte van die onderwyser.	Die tweede vertaling is beter, wys op twee opeenvolgende aksies	Luister na en volg eenvoudige aanwysings/opdragte van die onderwyser.
Kan reëls volg in die klas en gestruktureerde omgewings.	Kan die reëls in die klas of gestruktureerde omgewings volg.		Kan die reëls in die klas of gestruktureerde omgewings volg.
Kan deelneem aan groepstake (bv. sit stil en luister na storie).	Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).		Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).

SOSIALE VAARDIGHEDE DIE LEERDER …	SOSIALE VAARDIGHEDE: Die leerder …		SOSIALE VAARDIGHEDE: Die leerder …
Oorweeg ander leerders (bv. kan beurte maak om met speelding te speel).	Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).	**√**	Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).
Word in die algemeen aanvaar en ander leerders hou van hom/haar.	Word in die algemeen aanvaar en ander leerders hou van hom/haar.		Word in die algemeen aanvaar en ander leerders hou van hom/haar.
Kan oor tyd nuwe vriendskappe maak en dit onderhou.	Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.	**√**	Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.
Speel tot 5 minute saam met een of meer leerders met minimale toesig.	Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.	**√**	Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.

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Deel sy /haar besittings met ander leerders van hul eie ouderdom.	Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.	√	Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.
Is in staat om eweknieë 'n beurt te gee om te begin speel.	Kan maats 'n beurt gee om te begin of te speel.	√	Kan maats 'n beurt gee om te begin of te speel.
Probeer om ander te help/ sal ingryp as ander seer gemaak word en is bedagsaam teenoor hulle.	Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander	√	Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander
KOMMUNIKASIE **DIE LEERDER …**	**KOMMUNIKASIE:** **Die leerder …**		**KOMMUNIKASIE:** **Die leerder …**
Praat duidelik en hoorbaar sonder om te fluister of te skreeu.	Praat duidelik en hoorbaar sonder om te fluister of te skree		Praat duidelik en hoorbaar sonder om te fluister of te skree
Is in staat om in verstaanbare taal te vra wat hy/sy nodig het.	Kan in verstaanbare taal vra wat hy/sy nodig het.	√	Kan in verstaanbare taal vra wat hy/sy nodig het.
Kan in volsinne praat.	Kan in volsinne praat.		Kan in vol sinne praat.
Kan 'n gesprek hou.	Kan 'n gesprek voer.	√	Kan 'n gesprek voer.
Kan kommunikeer en iets in 'n groep sê.	Kan in 'n groep kommunikeer, iets sê.	√	Kan in 'n groep kommunikeer, iets sê.
Kan direkte vrae beantwoord wanneer gevra word.	Kan direkte vrae beantwoord wanneer dit gevra word.		Kan direkte vrae beantwoord wanneer dit gevra word.
Kan verstaan as daar met hul gepraat word of eenvoudige mondelinge instruksies gegee word.	Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.	√	Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.

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<div align="center">

APPENDIX S

E3SR
ONDERWYSERWEERGAWE
AFDELING A

</div>

DEMOGRAFIE

PERSOONLIKE INLIGTING VAN LEERDER

Geboortedatum   Maand ____ Dag ____ Jaar___   Ouderdom

_____

Geslag: ☐ Seun ☐ Meisie   Etniese groep:

_____

Huistaal/ moedertaal: ☐ Engels ☐ Afrikaans ☐ Xhosa ☐ Ander, spesifiseer asb:

_____

Voorskoolse ondderigtaal: ☐ Engels ☐ Afrikaans ☐ Xhosa ☐ Ander:

_____

Voorskool: ☐ Staat ☐ Privaat ☐ Gemeenskap ☐ Ander, spesifiseer asb:

_____

Het die leerder enige siekte of gestremdheid?

☐ Ja ☐ Nee.   Indien Ja ☐ Fisiek ☐ Kognitief ☐ Sielkundig

Is hy of sy al ooit vir spesiale ondersteuning verwys? ☐ Ja ☐ Nee.

☐ Indien Ja, ☐ Sielkundige ☐ Maatskaplike werker ☐ Arbeidsterapeut ☐

☐ aakterapeut

   Pediater

Ander, spesifiseer asb:

_____

Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma? (bv:

ontwrigting, egskeiding, verhuising, dood, afknouery)

☐ Ja ☐ Nee ☐ Onseker

Is die trauma verwerk? ☐ Ja ☐ Nee ☐ Onseker

Het die leerder teruggekeer na sy normale vlak van funksionering? ☐ Ja ☐ Nee ☐

Onseker

Noem enige uitdagings wat binne die klasomgewing ervaar word:

_____

_____

_____

_____

ONDERWYSER/ RESPONDENT SE VERSLAG:

Hoeveel maande lank ken u hierdie leerder? _____.

HOE SAL U HIERDIE LEERDER BEOORDEEL WAT BETREF:	UITSTEKEND	GOED	BENODIG AANDAG	BENODIG BAIE AANDAG	SWAK
Algehele **emosionele** skoolgereedheid					
Algehele **sosiale** skoolgereedheid					

e/m-2021

E3SR
ONDERWYSERWEERGAWE
AFDELING B

Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vermoens/ vaardighede te beskryf. Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vermoens/vaardighede; tans of die afgelope 3 maande. Dui u keuse aan met 'n kruisie (X).

EMOSIONELE VAARDIGHEDE						
EMOSIONELE VOLWASSENHEID **Die leerder…**	Nooit 1	Selde 2	Somtyds 3	Meeste van die tyd 4	Byna altyd 5	Kan nie beoordeel nie 0
Kan hom/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het)						
Aanvaar dit as hy/sy nie sy/haar sin kry nie.						
Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speeding gebreek het).						
Aanvaar verantwoordelikheid vir optrede.						
Aanvaar teregwysing/ dissipline.						
EMOTIONELE BEHEER **Die leerder…**	Nooit 1	Selde 2	Somtyds 3	Meeste van die tyd 4	Byna altyd 5	Kan nie beoordeel nie 0

	Nooit	Selde	Somtyds	Meeste van die tyd	Byna altyd	Kan nie beoordeel nie
Is bewus van sy/haar emosies.						
Kan sê wat hy/ sy voel.						
Wys emosies fisiek (bv. gee drukkies om liefde te wys).						
Kan emosies identifiseer (bv. gelukkig, hartseer).						
Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was hou dag?).						
SELFBELEWING **Die leerder**…	**Nooit** **1**	**Selde** **2**	**Somtyds** **3**	**Meeste van die tyd** **4**	**Byna altyd** **5**	**Kan nie beoordeel nie** **0**
Tree met selfvertroue op wanneer gevra word om iets te doen.						
Is bereid oom te leer/te waag selfs as 'n taak moeilik lyk.						
Laat hom/haarself geld.						
Kan leiding neem wanneer dit in die klas verwag word.						
Kan hom-/haarself laat geld as maats onrealistiese eise stel.						
GEREEDHEID OM TE LEER **Die leerder…**	**Nooit** **1**	**Selde** **2**	**Somtyds** **3**	**Meeste van die tyd** **4**	**Byna altyd** **5**	**Kan nie beoordeel nie** **0**
Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).						
Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.						
Gee aandag en kan fokus op 'n taak.						
Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.						
Luister na en volg eenvoudige aanwysings/ opdragte van die onderwyser.						
Kan die reëls in die klas of gestruktureerde omgewings volg.						
Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).						

SOSIALE VAARDIGHEDE						
SOSIALE VAARDIGHEDE **Die leerder…**	Nooit 1	Selde 2	Somtyds 3	Meeste van die tyd 4	Byna altyd 5	Kan nie beoordeel nie 0
Neem ander leerders in ag (bv. kan						

beurte maak om met 'n speelding te speel).						
Word in die algemeen aanvaar en ander leerders hou van hom/haar.						
Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.						
Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.						
Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.						
Kan maats 'n beurt gee om te begin of te speel.						
Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander.						
KOMMUNIKASIE **Die leerder…**	Nooit 1	Selde 2	Somtyds 3	Meeste van die tyd 4	Byna altyd 5	Kan nie beoordeel nie 0
Praat duidelik en hoorbaar sonder om te fluister of te skree.						
Kan in verstaanbare taal vra wat hy/sy nodig het.						
Kan in vol sinne praat.						
Kan 'n gesprek voer.						
Kan in 'n groep kommunikeer, iets sê.						
Kan direkte vrae beantwoord wanneer dit gevra word.						
Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.						

e/m-

Dec 2021 hersien

Demographics back-translation

No	BTL-1	BTL-2	BTL-3
1.	APPENDIX A – E3SR	Attachment A – E3SR	ADDENDUM A – E3SR
2.	EDUCATION VERSION	Teacher's version	TEACHER'S EDITION
3.	SECTION A	Section A	SECTION A
4.	DEMOGRAPHICS	Demographics	DEMOGRAPHICS
5.	PERSONAL INFORMATION OF LEARNER	Personal details of learner	LEARNER'S PERSONAL INFORMATION
6.	Date of birth	Date of birth	Birth date:
7.	Month__Date__Year	Month_Day_ Year	Month __Day __ Year
8.	Age	Age	Age
9.	Sex/Gender	Gender	Sex
10.	Boy	Boy	Boy
11.	Girl	Girl	Girl
12.	Ethnicity	Ethnic group	Ethnic group
13.	Home language/mother tongue	Home language / First Language	Home language/mother tongue
14.	Pre-school language of education/instruction	Language used for teaching at Preschool / Preschool teaching language	Pre-school medium of instruction
15.	English Afrikaans Xhosa Other specify please	English Afrikaans Xhosa Other: Please specify	English Afrikaans isiXhosa Other please specify
16.	Pre-school	Preschool	Pre-school
17.	State	Government	State
18.	Private	Private	Private
19.	Community	Community	Community
20.	Other, specify please	Other: Please specify	Other, please specify
21.	Does the learner have any illness or disability?	Does the learner have any illness or disability?	Does the learner have any illness or disability?
22.	Yes No If yes	Yes No If yes,	Yes No If yes
23.	Physical	Physical	Physical
24.	Cognitive	Cognitive	Cognitive
25.	Psychological	Psychological	Psychological
26.	Has he/she ever been referred for special needs support?	Has he/she ever been referred for special support?	Has he/she ever been referred for special support?
27.	Yes No If yes	Yes No If yes,	Yes No If yes
28.	Psychologist Social worker Occupational therapist Speech therapist Pediatrician Other, specify please	Psychologist Social Worker Occupational Therapist Speech Therapist Paediatrician Other, please specify	Psychologist Social worker Occupational therapist Speech therapist Pediatrician Other, please specify
29.	Is there currently and trauma present in the learner's life, or a history of trauma?	Is there any trauma in the learners life currently or a history of trauma?	Is there currently any trauma present in the learner's life or is there a history of trauma?
30.	(e.g. disruption, divorce, relocation, death, bullying)	Eg. Uprooting, divorce, moving, death or bullying	(e.g. disruption, divorce, moving home, death, bullying)
31.	Yes No Unsure/ Not Sure	Yes No Unsure	Yes No Unsure
32.	Name any challenges experienced within the classroom environment	Name any challenges that are experienced in the classroom environment	Name any challenges that are experienced in the classroom environment
33.	TEACHER/RESPONDENT'S REPORT	TEACHER/ RESPONDENTS REPORT	TEACHER'S/RESPONDENT'S REPORT
34.	How many months do you know the learner?	How many months do you know the learner?	How many months have you known this learner?
35.	How would you rate/judge this	How would you rate the learner	How would you evaluate this

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No	BTL-1	BTL-2	BTL-3
	learner regarding	with regards to the following	learner according to your opinion?
36.	General emotional school readiness	General emotional school readiness	General emotional school readiness
37.	General social school readiness	General social school readiness	General social school readiness
38.	Exceptional	Excellent	Excellent
39.	Good	Good	Good
40.	Requires/Needs attention	Attention needed	Needs attention
41.	Requires a lot of attention	Alot of attention needed	Needs a lot of attention
42.	Poor	Bad/Weak	Poor

Questionnaire back-translation

No.	BTL-1	BTL-2	BTL-3
1.	SECTION B:	Section B	SECTION B:
2.	Below is a list of statement to describe the learners' emotional and social skills.	Below is a list of statements to describe the emotional and social abilities of the learner.	Below is a list of statements to describe the learner's emotional and social skills.
3.	Choose one description which fits the learner's emotional and social skills best; currently or the past 3 months.	Choose one and describe at each item what suits the learners emotional and social abilities best; currently or over the last 3 months	Choose one description for each item that will best fit the learner's emotional and social skills; currently or the last 3 months.
4.	Indicate your choice with a cross (X).	Indicate your choice with a cross (X)	Indicate your choice with a cross (X).
5.	Never	Never	Never
6.	Rarely	Almost never	Seldom
7.	Sometimes	Sometimes	Sometimes
8.	Most of the time	Most of the time	Most of the time
9.	Almost always	Almost always	Almost always
10.	Cannot judge/ unable judge	Cannot indicate / Cannot judge	Cannot judge
11.	EMOTIONAL MATURITY: The learner	Emotional Maturity: The learner	EMOTIONAL MATURITY: The learner
12.	Can place him-/herself in the shoes of others (e.g., comfort someone who got hurt).	Can place him/herself in the shoes of another person (eg. Symphasise with someone who got hurt).	Can place himself/herself in someone else's shoes (e.g. console someone who is hurt).
13.	Accept when he-/she does not get their way.	Accepts when he/she does not get their way	Accepts it if he/she does not get his/her way.
14.	Apologise if he-/she did something wrong (e.g. hurt a friend, broke a toy).	Apologises when he/ she behaved inappropriately (eg. hurt a friend, broke a toy).	Apologises if he/she acted wrongfully (e.g. when hurting a friend, or breaking a toy).
15.	Take responsibility for their behaviour	Accepts responsibility for actions	Accepts responsibility for actions
16.	Accept reprimand/discipline.	Accepts discipline	Accepts admonishing/discipline
17.	EMOTIONAL MANGEMENT: The learner	Emotional Drive The learner	EMOTIONAL MANAGEMENT: The learner
18.	Is aware of his/-her emotions.	Is aware of his/her emotions	Is aware of his/her emotions.
19.	Can say/express what they feel.	Can vocalise how he/she feels	Can say what he/she feels.
20.	Show emotions physically (e.g., gives hugs to show love).	Shows physical emotions (eg. give hugs to show love)	Physically shows emotion (e.g. gives hugs to show love).
21.	Can identify emotions (e.g., happy, sad)	Can identify emotions (eg. Happy, sad)	Can identify emotions (e.g. happy, sad).
22.	Is able to communicate emotional experiences to a teacher or caregiver (e.g., how	Can communicate emotional experiences to the teacher or caregiver (eg. How was your	Can communicate emotional experiences to teacher or carer (e.g. how was your day?).

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	was your day?).	day?).	
23.	EMOTIONAL MANGEMENT:The learner	Self Experience The learner	SELF PERCEPTION The learner
24.	Acts with self-confidence when asked to do something.	Acts with selfconfidence when asked to do something	Acts with confidence when asked to do something.
25.	Is willing to learn/take risks even if a task appears difficult.	Is prepared to learn even when a task is challenging	Is prepared to learn/to risk even when a task seems difficult.
26.	Able to assert him-/herself	Allows him/herself to count/add value	Asserts himself/herself.
27.	Can take leadership when expected to in class	Can take the lead when it is expected in class	Can take the lead when required in class.
28.	Can assert him-/herself if friends set unrealistic demands	Can identify their own value if friends have unrealistic expectations	Can assert himself/herself when friends make unrealistic demands.
29.	READINESS TO LEARN: The learner	Readiness to Learn: The learner	READINESS TO LEARN: The learner...
30.	Can work silent and quietly without constant feedback (e.g., praise and reassurance).	Can work independently without receiving continuous feedback (eg. praise and reassurance)	Can work quietly and peacefully without ongoing feedback (e.g. praise and assurance).
31.	Sits still when asked to do it or when busy with a task.	Sit quietly when asked to do so or when doing a task	Sits quietly when asked to do so or when busy with a task.
32.	Gives attention and can focus on a task.	Give attention and can focus on a task	Can pay attention and focus on a task.
33.	Complete a task given to him/her within a reasonable time.	Complete a task that has been given to him/her within a reasonable timeframe	Completes a task given within a reasonable time.
34.	Listen to and follow simple directions/instructions from the teacher.	Listen to and follows simple directions/tasks from the teacher	Listens to and follows simple directions/tasks given by the teacher.
35.	Can follow the rules in the class or structured environments.	Can follow the rules in class or structured environments	Can follow the rules in the class or a structured environment.
36.	Can participate in group tasks (e.g., sitting still and listening to a story).	Can participate in group tasks (eg.sitting quietly and listening to a story)	Can participate in group tasks (e.g. sit quietly and listen to a story).
37.	SOCIAL SKILLS: The learner ...	Social Abilities The learner	SOCIAL SKILLS: The learner
38.	Take other learners into consideration (e.g., can take turns to play with a toy)	Considers other learners (eg. takes turns to play with a toy)	Takes other learners into consideration (e.g. can take turns when playing with a toy).
39.	Is accepted in general and other leaners like him/her.	Generally liked and accepted by other learners	Is accepted in general and other learners like him/her.
40.	Can make/form new friendships that lasts for a while.	Can make new friendships and maintain them of a long time	Can form new friendships and maintain it for a long time.
41.	Play with other learners up to 5 minutes under minimal supervision.	Plays with one or more learners up to 5 minutes under minimal supervision	Plays with one or more learners for up to 5 minutes under minimal supervision.
42.	Is willing to share his/her belongings with others his/her age	Is willing to share his/her property with others who are the same age	Is willing to share his/her possessions with others of his/her age.
43.	Can give friends a turn to start or to play.	Can give friends a turn to play	Can give friends an opportunity to start or to play.
44.	Tries to help/intervene when someone got hurt, is considerate towards others	Tries to assist when someone got hurt, is considerate towards others	Tries to help/intervene when someone is hurt, is courteous towards others
45.	COMMUNICATION: The learner …	Communication The learner	COMMUNICATION The learner...
46.	Speaks clearly and audibly	Speaks clearly and audible	Speaks clearly and audibly without

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		without whispering or shouting	whispering or shouting
	without whispering or shouting		
47.	Can ask what he/she requires in comprehensible language	Can ask in understandable language what he/she needs	Can ask in understandable language what he/she needs.
48.	Can talk in full sentences.	Can speak in full sentences	Can speak in complete sentences.
49.	Can have a conversation.	Can have a conversation	Can have a conversation.
50.	Can communicate in a group, saying something.	Can communicate in a group, will speak	Can communicate in a group, say something.
51.	Can answer direct questions when it is being asked.	Can answer direct questions when asked	Can answer direct questions when asked.
52.	Understands when being spoken to or simple verbal instructions are given.	Understands when spoken to him/her or when simple verbal tasks are given	Understands when he/she is spoken to or given simple verbal tasks.

APPENDIX U

PHASE 1 – TRANSLATION

Coding	Qualitative description	Interpretation	Action
	Meaning clearly and consistently captured by translators	Translations are equivalent	No action required
	Meaning captured, but idiomatic expression differs	Translations are equivalent, but different phrasings and colloquial expressions possible.	Deterrmine most appropriate versions. Assess source documents for possible differences in interpretations.
	Meaning and construction differs	Afrikaans Source document may be different from English source	Revisit both source documents for revision
			Refining the source document or draft translation

COMPARISON OF BACK TRANSLATORS

English Source	Afrikaans Source	BTL1	BTL2	BTL3	R1	R2
ANNEXURE A – E3SR	AANHANGSEL A – E3SR	APPENDIX A – E3SR	Attachment A – E3SR	ADDENDUM A – E3SR	🟧	🟩
TEACHER'S VERSION	ONDERWYSERWEERGAWE	EDUCATION VERSION	Teacher's version	TEACHER'S EDITION	🟧	🟩
SECTION A	AFDELING A	SECTION A	Section A	SECTION A		🟩
DEMOGRAPHICS	DEMOGRAFIE	DEMOGRAPHICS	Demographics	DEMOGRAPHICS		🟩
PERSONAL PARTICULARS of learner	PERSOONLIKE INLIGTING VAN LEERDER	PERSONAL INFORMATION OF LEARNER	Personal details of learner	LEARNER'S PERSONAL INFORMATION	🟧	E
Learner's birth date	Geboortedatum:	Date of birth	Date of birth	Birth date:		🟩
Month __Day _Year__	Maand __ Dag __Jaar	Month__Date__Year	Month_Day_ Year	Month __Day __ Year		🟩
Age	Ouderdom	Age	Age	Age		🟩
Gender	Geslag	Sex/Gender	Gender	Sex		🟩
Boy	Seun	Boy	Boy	Boy		🟩
Girl	Meisie	Girl	Girl	Girl		🟩
Ethnic group	Etniese groep	Ethnicity	Ethnic group	Ethnic group		🟩
Home language/ mother tongue	Huistaal/moedertaal	Home language/mother tongue	Home language / First Language	Home language/mother tongue	🟨	🟩
Language of instruction at pre-school	Voorskoolse onderrigtaal	Pre-school language of education/instruction	Language used for teaching at Preschool / Preschool teaching language	Pre-school medium of instruction	🟨	🟩
English Afrikaans Xhosa Other, specify please	Engels Afrikaans Xhosa Ander spesifiseer asb	English Afrikaans Xhosa Other specify please	English Afrikaans Xhosa Other: Please specify	English Afrikaans isiXhosa Other please specify		🟩
Preschool	Voorskool	Pre-school	Preschool	Pre-school		🟩

Governmental	Staat	State	Government	State		
Private	Privaat	Private	Private	Private		
Community	Gemeenskap	Community	Community	Community		
Other, specify please	Ander, spesifiseer asb	Other, specify please	Other: Please specify	Other, please specify		
Does the learner have any illness or disability?	Het die leerder enige siekte of gestremdheid?	Does the learner have any illness or disability?	Does the learner have any illness or disability?	Does the learner have any illness or disability?		
Yes No If Yes,	Ja Nee Indien ja	Yes No If yes	Yes No If yes,	Yes No If yes		
Physical	Fisiek	Physical	Physical	Physical		
Cognitive	Kognitief	Cognitive	Cognitive	Cognitive		
Psychological	Sielkundig	Psychological	Psychological	Psychological		
Has he/ she ever been referred for special support?	Is hy/sy al ooit vir spesiale ondersteuning verwys?	Has he/she ever been referred for special needs support?	Has he/she ever been referred for special support?	Has he/she ever been referred for special support?		E
Yes No	Ja Nee Indien ja	Yes No If yes	Yes No If yes,	Yes No If yes		
Psychologist Social worker Occupational therapist Speech therapist Paediatrician Other, please specify	Sielkundige Maatskaplike werker Arbeidsterapeut Spraakterapeut Pediater Ander, spesifiseer asb	Psychologist Social worker Occupational therapist Speech therapist Pediatrician Other, specify please	Psychologist Social Worker Occupational Therapist Speech Therapist Paediatrician Other, please specify	Psychologist Social worker Occupational therapist Speech therapist Pediatrician Other, please specify		
Is there trauma in the learner's life at present or history of trauma?	Is daar tans enige trauma in die leerder se lewe of 'n geskiedenis van trauma?	Is there currently and trauma present in the learner's life, or a history of trauma?	Is there any trauma in the learners life currently or a history of trauma?	Is there currently any trauma present in the learner's life or is there a history of trauma?		E
(e.g. Disruption, divorce, move, death, bullying)	(bv. ontwrigting, egskeiding, verhuising, dood, afknouery)	(e.g. disruption, divorce, relocation, death, bullying)	Eg. Uprooting, divorce, moving, death or bullying	(e.g. disruption, divorce, moving home, death, bullying)		E
Yes No Unsure	Ja Nee Onseker	Yes No Unsure/ Not Sure	Yes No Unsure	Yes No Unsure		

List any challenges experienced in the class environment	Noem enige uitdagings wat binne die klasomgewing ervaar word	Name any challenges experienced within the classroom environment	Name any challenges that are experienced in the classroom environment	Name any challenges that are experienced in the classroom environment		

English Source	Afrikaans Source	BTL1	BTL2	BTL3	R1	R2
RESPONDENT INFORMATION	ONDERWYSER/RESPONDENT SE VERSLAG	TEACHER/RESPONDENT'S REPORT	TEACHER/ RESPONDENTS REPORT	TEACHER'S/RESPONDENT'S REPORT		E
For how many months have you known this learner? ---months.	Hoeveel maande lank ken u hierdie leerder?	How many months do you know the learner?	How many months do you know the learner?	How many months have you known this learner?		
HOW WOULD YOU RATE THIS LEARNER'S?	Hoe sal u hierdie leerder beoordeel wat betref	How would you rate/judge this learner regarding	How would you rate the learner with regards to the following	How would you evaluate this learner according to your opinion?		
Overall emotional readiness for school	Algemene emosionele skoolgereedheid	General emotional school readiness	General emotional school readiness	General emotional school readiness		
Overall social readiness for school	Algemene sosiale skoolgereedheid	General social school readiness	General social school readiness	General social school readiness		
EXCELLENT	Uitstekend	Exceptional	Excellent	Excellent		

GOOD	Goed	Good	Good	Good		
NEEDS SOME ATTENTION	Benodig aandag	Requires/Needs attention	Attention needed	Needs attention		E
NEEDS LOTS OF ATTENTION	Benodig baie aandag	Requires a lot of attention	Alot of attention needed	Needs a lot of attention		E
POOR	Swak	Poor	Bad/Weak	Poor		
SECTION B:	AFDELING B:	SECTION B:	Section B	SECTION B:		

Below is a list of statements that describe the learner's emotional and social competencies/skills.	Hieronder is 'n lys stellings om die leerder se emosionele en sosiale vermoens/ vaardighede te beskryf.	Below is a list of statement to describe the learners' emotional and social skills.	Below is a list of statements to describe the emotional and social abilities of the learner.	Below is a list of statements to describe the learner's emotional and social skills.		A
For each item choose one description that best fits the learner's emotional and social competencies/skills now or within the past 3 months. Choose one description for each item that will best fit the learner's emotional and social competencies/ skills; currently or the last 3 months.	Kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vermoens/vaardighede; tans of die afgelope 3 maande.	Choose one description which fits the learner's emotional and social skills best; currently or the past 3 months.	Choose one and describe at each item what suits the learners emotional and social abilities best; currently or over the last 3 months	Choose one description for each item that will best fit the learner's emotional and social skills; currently or the last 3 months.		E/A
Indicate your choice	Dui u keuse aan met 'n kruisie	Indicate your choice with a	Indicate your choice	Indicate your choice		A

with a cross (X)	(X).	cross (X).	with a cross (X)	with a cross (X).		
Never	Nooit	Never	Never	Never		
Rarely	Selde	Rarely	Almost never	Seldom		E
Some of the time	Soms	Sometimes	Sometimes	Sometimes		
Almost Most of the time	Meeste van die tyd	Most of the time	Most of the time	Most of the time		
Always	Byna altyd	Almost always	Almost always	Almost always		
Cannot assess	Kan nie beoordeel nie	Cannot judge/ unable judge	Cannot indicate / Cannot judge	Cannot judge		

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English Source	Afrikaans Source	BTL1	BTL2	BTL3	R1	R2
EMOTIONAL MATURITY THE LEARNER …	EMOSIONELE VOLWASSENHEID: Die leerder …	EMOTIONAL MATURITY: The learner ...	Emotional Maturity: The learner	**EMOTIONAL MATURITY: The learner...**		
Is able to place him/herself in the shoes of others (e.g. consoles when someone is hurt).	Kan hom-/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het).	Can place him-/herself in the shoes of others (e.g., comfort someone who got hurt).	Can place him/herself in the shoes of another person (eg. Symphatise with someone who got hurt).	Can place himself/herself in someone else's shoes (e.g. console someone who is hurt).		
Accepts when things are not going his/her way.	Aanvaar dit as hy/sy nie sy/haar sin kry nie.	Accept when he-/she does not get their way.	Accepts when he/she does not get their way	Accepts it if he/she does not get his/her way.		
Apologises if he/she acted wrong (e.g. hurt a peer, broke a toy).	Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speelding gebreek het).	Apologise if he-/she did something wrong (e.g. hurt a friend, broke a toy).	Apologises when he/she behaved inappropriately (eg. hurt a friend, broke a toy).	Apologises if he/she acted wrongfully (e.g. when hurting a friend, or breaking a toy).		E
Accepts responsibility for actions.	Aanvaar verantwoordelikheid vir optrede	Take responsibility for their behaviour	Accepts responsibility for actions	Accepts responsibility for actions		
Accepts correction/discipline.	Aanvaar teregwysing/dissipline. korreksie	Accept reprimand/discipline.	Accepts discipline	Accepts admonishing/discipline		A
EMOTIONAL MANAGEMENT THE LEARNER …	EMOSIONELE BESTUUR: Die leerder	EMOTIONAL MANGEMENT: The learner	Emotional Drive The learner	EMOTIONAL MANAGEMENT: The learner		
Is aware of their emotions.	Is bewus van sy/haar emosies.	Is aware of his/-her emotions.	Is aware of his/her emotions	Is aware of his/her emotions.		
Can say what he/ she feels.	Kan sê wat hy/sy voel.	Can say/express what they feel.	Can vocalise how he/she feels	Can say what he/she feels.		

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						E
Physically demonstrates emotions (e.g. hugs to express affection).	Wys emosies fisiek (bv. gee drukkies om liefde te wys).	Show emotions physically (e.g., gives hugs to show love).	Shows physical emotions (eg. give hugs to show love)	Physically shows emotion (e.g. gives hugs to show love).		E
Able to identify emotions (e.g. happy, sad).	Kan emosies identifiseer (bv. gelukkig, hartseer).	Can identify emotions (e.g., happy, sad)	Can identify emotions (eg. Happy, sad)	Can identify emotions (e.g. happy, sad).		
Able to communicate emotional experiences to teacher or caregiver (e.g. how was your day?).	Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).	Is able to communicate emotional experiences to a teacher or caregiver (e.g., how was your day?).	Can communicate emotional experiences to the teacher or caregiver (eg. How was your day?).	Can communicate emotional experiences to teacher or carer (e.g. how was your day?).		
SENSE OF SELF THE LEARNER …	SELFBELEWING: Die leerder ...	EMOTIONAL MANGEMENT: The learner	Self Experience The learner	SELF PERCEPTION The learner		
Acts with self-confidence when asked to do something.	Tree met selfvertroue op wanneer gevra word om iets te doen.	Acts with self-confidence when asked to do something.	Acts with selfconfidence when asked to do something	Acts with confidence when asked to do something.		
Is willing to learn/ take a risk even if a task seems difficult.	Is bereid om te leer/te waag selfs as 'n taak moeilik lyk.	Is willing to learn/take risks even if a task appears difficult.	Is prepared to learn even when a task is challenging	Is prepared to learn/to risk even when a task seems difficult.		
Stands up for him/ herself.	Laat hom-/haarself geld.	Able to assert him-/herself	Allows him/herself to count/add value	Asserts himself/herself.		
Is able to take the lead when expected in class.	Kan leiding neem wanneer dit in die klas verwag word.	Can take leadership when expected to in class	Can take the lead when it is expected in class	Can take the lead when required in class.		
Able to stand his/ her own ground if peers have unrealistic demands.	Kan hom-/haarself laat geld as maats onrealistiese eise stel.	Can assert him-/herself if friends set unrealistic demands	Can identify their own value if friends have unrealistic expectations	Can assert himself/herself when friends make unrealistic demands.		

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READINESS TO LEARN THE LEARNER…	GEREEDHEID OM TE LEER: Die leerder …	READINESS TO LEARN: The learner	Readiness to Learn: The learner	READINESS TO LEARN: The learner...		

Can work quietly and calmly without constant feedback (e.g. praise and affirmation).	Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).	Can work silent and quietly without constant feedback (e.g., praise and reassurance).	Can work independently without receiving continuous feedback (eg. praise and reassurance)	Can work quietly and peacefully without ongoing feedback (e.g. praise and assurance).		
Sits still when asked to do so or when busy with a task.	Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.	Sits still when asked to do it or when busy with a task.	Sit quietly when asked to do so or when doing a task	Sits quietly when asked to do so or when busy with a task.		
Pays attention and can focus on a task.	Gee aandag en kan fokus op 'n taak.	Gives attention and can focus on a task.	Give attention and can focus on a task	Can pay attention and focus on a task.		
Completes a task given to him/her within reasonable time.	Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.	Complete a task given to him/her within a reasonable time.	Complete a task that has been given to him/her within a reasonable timeframe	Completes a task given within a reasonable time.		
Listens to and follow simple directions/ instructions from the teacher.	Luister na en volg eenvoudige aanwysings/opdragte van die onderwyser.	Listen to and follow simple directions/instructions from the teacher.	Listen to and follows simple directions/tasks from the teacher	Listens to and follows simple directions/tasks given by the teacher.		
Is able to follow rules in class or structured environments.	Kan die reëls in die klas of gestruktureerde omgewings volg.	Can follow the rules in the class or structured environments.	Can follow the rules in class or structured enivronments	Can follow the rules in the class or a structured environment.		
Can participate in group tasks (e.g. sit still and listen to a story).	Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).	Can participate in group tasks (e.g., sitting still and listening to a story).	Can participate in group tasks (eg.sitting quietly and listening to a story)	Can participate in group tasks (e.g. sit quietly and listen to a story).		

English Source	Afrikaans Source	BTL1	BTL2	BTL3	R1	R2
SOCIAL SKILLS THE LEARNER …	SOSIALE VAARDIGHEDE: Die leerder …	SOCIAL SKILLS: The learner ...	Social Abilities The learner	**SOCIAL SKILLS: The learner**		
Considers other learners (e.g. can take turns to play with a toy).	Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).	Take other learners into consideration (e.g., can take turns to play with a toy)	Considers other learners (eg. takes turns to play with a toy)	Takes other learners into consideration (e.g. can take turns when playing with a toy).		
Is generally accepted and liked by other learners.	Word in die algemeen aanvaar en ander leerders hou van hom/haar.	Is accepted in general and other leaners like him/her.	Generally liked and accepted by other learners	Is accepted in general and other learners like him/her.		
Can make and maintain new friendships over time.	Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.	Can make/form new friendships that lasts for a while.	Can make new friendships and maintain them of a long time	Can form new friendships and maintain it for a long time.		
Plays cooperatively with one or more learners for up to 5 minutes with minimal supervision.	Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.	Play with other learners up to 5 minutes under minimal supervision.	Plays with one or more learners up to 5 minutes under minimal supervision	Plays with one or more learners for up to 5 minutes under minimal supervision.		
Willingly shares his/ her possessions with others his/ her own age.	Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.	Is willing to share his/her belongings with others his/her age	Is willing to share his/her property with others who are the same age	Is willing to share his/her possessions with others of his/her age.		
Is able to give peers a turn to start or play.	Kan maats 'n beurt gee om te begin of te speel.	Can give friends a turn to start or to play.	Can give friends a turn to play	Can give friends an opportunity to start or to play.		

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Tries to help/ intervene when someone is hurt, considerate towards others.	Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander	Tries to help/intervene when someone got hurt, is considerate towards others	Tries to assist when someone got hurt, is considerate towards others	Tries to help/intervene when someone is hurt, is courteous towards others	🟨	🟩
COMMUNICATION THE LEARNER…	KOMMUNIKASIE: Die leerder …	COMMUNICATION: The learner …	Communication The learner	COMMUNICATION The learner...	🟩	🟩
Speaks clearly and audibly without whispering or shouting.	Praat duidelik en hoorbaar sonder om te fluister of te skree	Speaks clearly and audibly without whispering or shouting	Speaks clearly and audible without whispering or shouting	Speaks clearly and audibly without whispering or shouting	🟩	🟩
Is able to ask for what he/ she needs in understandable language.	Kan in verstaanbare taal vra wat hy/sy nodig het.	Can ask what he/she requires in comprehensible language	Can ask in understandable language what he/she needs	Can ask in understandable language what he/she needs.	🟨	🟩
Can speak in full sentences.	Kan in vol sinne praat.	Can talk in full sentences.	Can speak in full sentences	Can speak in complete sentences.	🟨	🟩
Can hold a conversation.	Kan 'n gesprek voer.	Can have a conversation.	Can have a conversation	Can have a conversation.	🟩	🟩
Can communicate, say something in a group.	Kan in 'n groep kommunikeer, iets sê.	Can communicate in a group, saying something.	Can communicate in a group, will speak	Can communicate in a group, say something.	🟩	🟩
Is able to answer direct questions when asked.	Kan direkte vrae beantwoord wanneer dit gevra word.	Can answer direct questions when it is being asked.	Can answer direct questions when asked	Can answer direct questions when asked.	🟩	🟩
Can understand when spoken to or given simple verbal instructions.	Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.	Understands when being spoken to or simple verbal instructions are given.	Understands when spoken to him/her or when simple verbal tasks are given	Understands when he/she is spoken to or given simple verbal tasks.	🟩	🟩

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	QTLC TEMPLATE: TRANSLATION	

CRITERION	DESCRIPTION	RESPONSE
Formal qualifications translation or editing	Indicate the number of translators:	5
	How many translators have formal qualifications in translation or editing	3
	Express as a percentage	60%
Formal qualifications in language studies	Indicate the number of translators:	5
	How many translators have formal qualifications in translation or editing	5
	Express as a percentage	100%
Cumulative experience in the source and target languages?	Indicate number of years of experience in translation for each translator • Translator 1 • Translator 2 • Translator X (add lines for each additional translator	Translator 1 (TL1)- 45 years Translator 2 (TL2)- 40 years Back-Translator 1 (B-TL1)- 4 years Back-Translator 2 (B-TL2)- 3 years Back-Translator 3 (B-TL3)- 30 years
	Total number of years of experience:	Average number of translation experience is 24 years
Forward translation	How many translators were involved with forward translation?	2
	Did the translators conduct their translations independently?	Yes
	Were the resultant translations compared to each other?	Yes
	Describe how discrepancies between the translations were resolved.	The translated drafts (TL1 and TL2) were compared for similarities and differences. Items that differed in term of words, phrases and sentences were highlighted by

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		reviewers for discussion. An online meeting was held, and these discrepancies was discussed by both reviewers and external auditor. All items were strictly evaluated in terms of contextual meanings and colloquial expressions. Reviewers collectively decided to either retain items or amend the Afrikaans translated draft where needed. These differences in items were continuously discussed until consensus was reached.
	Were the resolutions presented to an external person for confirmation and verification?	Yes
	Was a single translated version produced from the forward translations after comparison?	Yes
Back translation	Was back translation conducted?	Yes
	How many translators were involved with back translation?	3
	Did the translators conduct their translations independently?	Yes
	What was used as the basis for the back translation?	The translated Afrikaans draft was used for basis of back translation. No other instruments were used in the process of back translation.
	Were the resultant translations compared to each other?	Yes
	Describe how discrepancies between the translations were resolved.	The three back translated drafts (B-TL1, B-TL2 and B-TL3) were compared to establish the linguistic equivalence of items. The two reviewers and external auditor held an online meeting and highlighted discrepancies of words, phrases, sentences, and items that differed in terms of content and meanings. These differences were discussed until consensus were reached. In some cases, some items' meanings were retained, and others were amended in both original source draft and the translated original draft.

	Were the resolutions presented to an external person for confirmation and verification?	Yes
Additional notes	Report anything that you considered during translation that was not assessed above.	

QTLC TEMPLATE: EQUIVALENCE (Original version and translated version)

CRITERION	DESCRIPTION	RESPONSE
Original (source document) and translated version (in target language)	Describe the process (if any) to evaluate whether the translated items were clear and unambiguous.	The original version and the translated Afrikaans version were tabularised for similarities, ambiguities, and discrepancies of any words, phrases, sentences, and meanings. This process was independently conducted by reviewer 1. Using a colour coded interpretation, green was used to highlight items that were clear, easy to understand, contextually appropriate and culturally relevant. Following this, the results was forwarded to the second reviewer for further evaluation. An "√" symbol was used by the second reviewer to indicate approval of highlighted items. Note that there were no disapproval of suggested words, phrases and sentences of items between reviewer 1 and reviewer 2.
Equivalence of <u>content</u> between original version and the translated version	Describe the process (if any) to evaluate whether the content of items in the original version were accurately captured.	The translated and original draft was compared to highlight similarities and differences between the content of items. Items that were accurately and consistently captured between the translated and original draft was highlighted using green by reviewer 1. Once completed, the document was forwarded to the second reviewer for further evaluation. All discrepancies and differences in the content of items between the original and translated Afrikaans draft were noted by reviewers for discussion. This was indicated using blue by reviewer 1. Reviewer 2 either accepted or rejected the suggested items. An online meeting was held to conduct this process and the external auditor sat in during this process.
Equivalence of	Describe the process (if any) to evaluate whether	Like the previous process, the meanings of items were

meaning between original version and the translated version	the meanings of items were accurately captured.	compared and evaluated independently by both reviewers. There were similarities and noticeable differences between the translated drafts and the original version. The first reviewer highlighted the similarities using green and where differences occurred between items, blue was used as an indication. The second reviewer either accepted or rejected the suggested items. Subsequently this required both reviewers and the external auditor to consult until an agreement was reached regarding items that differed in terms of meanings.
Problematic items	List any items where there were concerns about the content.	The reviewers noted some minor grammatical error of items in the agreement column. Comments that were noted includes: (a) inserting a colon where necessary, (b) adding "*asb*" to a phrase for consistency, (c) indicating a full stop must be added to a particular phrase or sentence, and (d) using the word "*kruisie*" instead of "*kruis*". These comments were noted in the agreement column for discussion between the reviewers and external auditor.
	How was it resolved?	The two reviewers discussed the grammatical errors in a meeting held online with the external auditor. The reviewers concluded that suggested amendments must be made in the final translated draft. Approval was received by the external auditor regarding the matter. Verification was also given by the external auditor that consensus was reached between reviewers.
	List any items where there were concerns about the meaning.	There were many occurrences where the meanings of items between the two translated drafts and the original version were slightly different in terms of colloquial expressions. All items that differed in terms of meanings were independently highlighted by reviewers for discussion. An example of this included, "leerder se verjaarsdag" versus "geboortedatum"

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		another example includes "*aanvaar regstelling/dissipline*" versus "*aanvaar teregwysing/dissipline*". This is an example of items that were similar in meanings however differed slightly in terms of colloquial expressions which was of concern to both reviewers.
	How was it resolved?	The two drafts were first reviewed by reviewer 1. Blue was used to highlight the most preferred version of the two translated drafts. Following this, reviewer 2 would either accept the suggested recommendation or reject it. During an event where the suggestion was rejected, an online meeting was held by both reviewers for discussion regarding the matter concern. The external auditor sat in during this process until consensus was reached. Once resolved between reviewers, confirmation and verification was given by external auditor.
	Were the resolutions presented to an external person for confirmation and verification?	Yes
Process to compare the original version (source document) and translated version for equivalence	Describe the process to determine equivalence of wording, vocabulary or word choice.	The two reviewers compared both translated drafts and the original drafts to determine the equivalence of wording of items. Reviewer 1 highlighted items that were as close to the original in terms of linguistic equivalence. The second reviewer revisited the drafts and either accepted or rejected suggested items.
	Describe the process to determine equivalence of the complexity of items.	Items that were complex in terms of establishing equivalence were discussed in an online meeting between the reviewers and external auditor. These items were noted by reviewers and their concerns were brought forward for discussion.
	Describe the process to determine equivalence of the sentence structure.	The two translated drafts and the original version were compared to evaluate the sentence structure of the items. The reviewers viewed each sentence from a culturally relevant and

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		contextually appropriate lens. Sentences that were closely related to the original in terms of structure was highlighted using blue by reviewer 1. Reviewer 2 revisited both translated and original drafts for comparison. Sentence structures that were not equivalent was discussed online and amendments were made where necessary.
	Describe the process to determine equivalence of content.	Items were tabularised by reviewers to evaluate the equivalence of content. Once items were compared, reviewers selected items that were most relevant to the original. Items that differed between drafts in terms of content were highlighted by reviewers for discussion with the external auditor.
	Describe the process to determine equivalence of the meaning.	Like the previous process, items were tabularised by reviewers to evaluate meanings of items in terms of linguistic relevance. These items were compared and reviewer 1 selected the item that was easy to understand, unambiguous, and uses colloquial expressions and culturally relevant. Reviewer 2 further approved the suggested items. There was an occurrence where the suggested item was refuted however, this was discussed online with the external auditor and reviewers concluded the second item was more suitable in terms of meanings.

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QTLC TEMPLATE: EQUIVALENCE (Translated version and Back translations)

CRITERION	DESCRIPTION	RESPONSE
Translated version (Target language) and Back translations	Describe the process (if any) to evaluate whether the translated items were clear and unambiguous.	The preliminary translated version was translated back into English by three independent translators. The three back translated drafts (B-TL1, B-TL2 and B-TL3) and the Afrikaans draft were tabularised for comparison. Upon comparison for review, there were noticeable similarities and differences between the Afrikaans version and the three back translated drafts in terms of inconsistent words and phrases, unclarified and ambiguous phrases and sentences, and context and meanings of items. Using a colour coded interpretation, green was used by reviewer 1 to highlight words, phrases and sentences that were clearly and consistently understood and captured across all back translated drafts.
Equivalence of <u>content</u> between the translated version (Target language) and Back translations	Describe the process (if any) to evaluate whether the content of items was accurately captured.	The drafts (B-TL1, B-TL2, B-TL3 and the Afrikaans draft) was compared for similarities and differences in terms of content of items. Reviewer 1 highlighted items that were consistent in terms of content of items using green. Following this, reviewer 2 reviewed the highlighted items and approved the highlighted items using green. There were no reported cases of disagreement between reviewers in this matter.
Equivalence of <u>meaning</u> between the translated version (Target language) and Back translations	Describe the process (if any) to evaluate whether the meanings of items were accurately captured.	Like to the previous process, the drafts (B-TL1, B-TL2, B-TL3 and the Afrikaans draft) were tabularised for comparison to highlight similarities and differences in terms of meanings of items. Reviewer 1 highlighted items that were consistent in terms of meanings of items using green. Following this, reviewer 2 revisited the highlighted items and indicated

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		approval of items using green. There were no occurrences whereby reviewer 2 refuted the highlighted items made by reviewer 1 in this matter.
Problematic items	List any items where there were concerns about the content.	There were items that were equivalent but differed in terms of phrases, idiomatic and colloquial expressions. An example of this included the items "*is willing to learn/ take risks even if a task appears difficult*" versus "*is prepared to learn even when a task is challenging*". These differences were noted by both reviewers. Additionally, a grammatical error was noted by both reviewers. In the Afrikaans draft, the instruction read "*hieronder is 'n lys stellings om die leerder se emosionele en sosiale vermoens...*". Similarly, the instruction contuinued, "...*kies een beskrywing by elke item wat die beste pas by die leerder se emosionele en sosiale vermoens/vaardighede...*". This was a grammatically incorrect and amendments was encouraged by both reviewers.
	How was it resolved?	After consultation with the two reviewers, although there were differences in colloquial expressions, the reviewers concluded that the under lying meanings were still captured. Therefore, it was deduced to retain Afrikaans words, phrases, and sentences where colloquial expressions differed. The grammatical error mentioned above was corrected in the Afrikaans draft as "*vermoëns*". This was noted in the final auditing draft.
	List any items where there were concerns about the meaning.	There was an occurance where an Afrikaans word used was misinterpreted by all translators. In the Afrikaans draft, the item read "*aanvaar teregwysing/dissipline*" which was interpreted by

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		translators as "*accept* **repremand**/*discipline*" (B-TL1), "accepts discipline" (B-TL2) and "*accepts* **admonishing**/*discipline*" (B-TL3). These differences were noted by both reviewers.
	How was it resolved?	After consultation with the two reviewers and the external auditor, it was concluded that "***teregwysing***" should be replaced with "***korreksie***" in the Afrikaans draft. Fundamentally the meanings of context will be maintained. Blue was used to indicate refinement of the translated Afrikaans draft.
	Were the resolutions presented to an external person for confirmation and verification?	Yes
Process to compare the translated version and back translations for equivalence	Describe the process to determine equivalence of wording, vocabulary or word choice.	The Afrikaans draft and the three translated drafts were tabularised for comparison to determine the equivalence of wording of items. Reviewer 1 highlighted items that were as close to the original in terms of linguistic equivalence. The second reviewer revisited the drafts and either accepted or rejected suggested items. Items that were not linguistically equivalent were noted for discussion amongst the reviewers and the external auditor. Their area of concerns was discussed until consensus were reached. Example of this includes replacing "teregwysing" with "korreksie".
	Describe the process to determine equivalence of the complexity of items.	Items that were complex in terms of establishing equivalence between the Afrikaans drafts and three translated drafts were discussed in an online meeting between the reviewers and external auditor. These items were noted by reviewers and their concerns were brought forward for discussion. Reviewers concluded that although items may be complex in terms of translation, the underlying meanings were still captured across all drafts.

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	Describe the process to determine equivalence of the sentence structure.	The Afrikaans draft and three back translated drafts were compared to evaluate and assess the sentence structure of the items. The reviewers viewed each sentence across back translated drafts, and the Afrikaans version to establish whether meanings have been captured in terms of sentence structure. Reviewer 1 highlighted sentences that provided more insight in terms of context and cultural meanings. Reviewer 2 reviewed the highlighted sentences and discussion was held online with the external auditor. Sentence structures that were not equivalent was discussed amendments were made where necessary. Verification of resolution was given by external auditor once consensus was reached.
	Describe the process to determine equivalence of content.	The items of drafts were tabularised by reviewers to evaluate the equivalence of content. Once items were compared, reviewers selected items that were most relevant and consistent in terms of equivalence of content. Items that differed between back translated drafts and Afrikaans version in terms of content were highlighted by reviewers for discussion with the external auditor.
	Describe the process to determine equivalence of the meaning.	Similarly to the previous process, items were tabularised by reviewers to evaluate meanings of items in terms of linguistic relevance. These items were compared and reviewer 1 who selected items that were easy to understand, unambiguous, and uses colloquial expressions and culturally relevant. Reviewer 2 further approved the suggested items. There was an occurrence where the Afrikaans item was misinterpreted across all back translated drafts. As a result, this impacted the meanings of items. Subsequently, the reviewers and external auditor agreed to replace the word with a colloquial phrase.

CRITERION	DESCRIPTION	RESPONSE
QTLC TEMPLATE: EQUIVALENCE (Original version and back translations)		
Original version (source language) and Back translations	Describe the process (if any) to evaluate whether the translated items were clear and unambiguous.	The original E3SR and the three back translated drafts (B-TL1, B-TL2, and B-TL3) were tabularised for comparison. The colour coded interpretation was used to indicate the level of agreement by reviewers. The drafts were first reviewed by reviewer 1. Green was used to indicate items that were clearly and consistently captured without any ambiguity. This meant that all translations were equivalent, and no action was required. Green was used by the second reviewer as approval on the suggestions made by reviewer 1.
Equivalence of _content_ between the original version (Source language) and Back translations	Describe the process (if any) to evaluate whether the content of items were accurately captured.	The back translated drafts and the original E3SR were compared for similarities and differences in terms of content of items. Reviewer 1 first compared and reviewed the drafts and highlighted items in green that were consistent and accurately captured across all drafts. Subsequently, reviewer 2 evaluated the drafts and used green as an indication of approval of highlighted items. There were items that were not accurately captured and differed in terms of colloquial expressions. In this regard, items were highlight yellow and orange for discussion.
Equivalence of _meaning_ between the original version (Source language) and Back translations	Describe the process (if any) to evaluate whether the meanings of items were accurately captured.	Like the previous evaluation process, drafts were compared for similarities and differences. Upon review, there were visible differences in items where both meanings and construction differed. In this case, both reviewers had to revisit the original source document to determine the differences in wording. Any changes made within the original source document was noted using blue that the original E3SR needs refinement.

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Problematic items	List any items where there were concerns about the content.	Items that differed in terms of content includes an example extracted from the original source , "*emotional management the learner...*", however, this was translated as "*emotional drive the learner*" (B-TL2). The reviewers concluded that the translator performed direct translation on Afrikaans draft of that particular word phrase. Another similar occurance includes the phrase "*sense of self the learner...*" (original source), which was interpreted by translators as "*emotional management the learner*" (B-TL1), "*self-experience the learner*" (B-TL2), and "*self perception the learner*" (B-TL3). Although there were no consistency of items in terms of translation, the meanings and the context of the phrase was captured.
	How was it resolved?	In the first item discussed above, reviewers decided to retain the original phrase of the source document. Items that showed no consistency in terms of translation however the underlying meanings and content of the phrase was captured was retained by the reviewer. Reviewers preceded to approve the above scenario and verification was given by the external auditor.
	List any items where there were concerns about the meaning	Items that differed in terms of construction and meanings were evaluated by both reviewers and the external auditor. An example extracted from the original source includes "personal particulars of learner" which was translated as "personal information of learner" (B-TL1), "personal details of learner" (B-TL2), and "learner's personal information" (B-TL3).

		Another similar occurance extracted from the original source includes "respondent information" (original source) which was translated across all translations as "teacher/respondent's report".
	How was it resolved?	There were no consistency in the above translations however both reviewers reported that "particulars" in the source document should be changed to "information" (B-TL1) as it is more common colloquial phrase and does not provide any ambiguity. The external auditor approved of the suggested changes. Reviewers confirmed that "information" could be interpreted as information regarding the respondent whereas in reality, it is a report completed by the respondent. Subsequently they decided to amend the source document.
	Were the resolutions presented to an external person for confirmation and verification?	Yes
Process to compare the translated version and back translations for equivalence	Describe the process to determine equivalence of wording, vocabulary or word choice.	The original English draft and the three translated drafts were tabularised for comparison to determine the equivalence of wording of items. Reviewer 1 highlighted words that were consistent and accurate in terms of linguistic equivalence. Reviewer 2 revisited the drafts and either accepted or rejected suggested items. Items that were more concise and clearer were noted for discussion amongst reviewers. Additionally, items that were not linguistically equivalent were also noted for discussion. Example of this includes replacing "respondent information" with "teacher/respondent report".
	Describe the process to determine equivalence of the complexity of items.	Items that were complex in terms of establishing equivalence between the original draft and three back translated drafts were

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		discussed in an online meeting between the reviewers and external auditor. These items were noted by reviewers and their concerns were brought forward for discussion. Reviewers concluded that although items may be complex in terms of translation, the underlying meanings were still captured. An example of this includes "annexure A- E3SR" (original source) versus "appendix A- E3SR" (B-TL1), "attachment A- E3SR" (B-TL2), and "addendum A- E3SR" (B-TL3). In instances like this, the original words phrase was retained as the equivalence of complex items were still established.
	Describe the process to determine equivalence of the sentence structure.	The original draft and three back translated drafts were compared to evaluate and assess the sentence structure of the items. The reviewers viewed each sentence across back translated drafts, and the English version to establish whether meanings have been captured in terms of sentence structure. Reviewer 1 highlighted sentences that provided more insight and detail in terms of context and cultural meanings. Reviewer 2 reviewed the highlighted sentences and discussion was held online with the external auditor. Sentence structures that were more contextually appropriate was brought forward for discussion. Reviewers concluded to refine the original versions. Verification of amendments was noted by the external auditor.
	Describe the process to determine equivalence of content.	The items of drafts were tabularised by reviewers to evaluate the equivalence of content. Once items were compared, reviewers selected items that were most relevant and consistent in terms of equivalence of content. Items that differed between back translated drafts and English version in terms of content were highlighted by reviewers for discussion with the external auditor.

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	Describe the process to determine equivalence of the meaning.	To establish whether items were equivalent in terms of meanings, drafts were tabularised by reviewers to evaluate meanings of items in terms of linguistic relevance. These items were compared and reviewer 1 who selected items that were easy to understand, unambiguous, uses colloquial expressions and culturally relevant. An online meeting was held and reviewer 2 further approved or rejected the suggested items. There was an occurrence where the back translated item was more concise and clearer. As a result, the reviewers and external auditor agreed to replace the original source item with the back translated phrase.

Translation			
Criterion	Rater 1	Rater 2	
Experience of raters			
What percentage of the translators possessed formal qualifications translation or editing?	2	2	
What percentage of the translators possessed formal qualifications in language studies?	3	3	
How much cumulative experience do the translators have in the source and target languages?	3	3	
Sub-score 1	8	8	
Process of translation			
Was the forward translation conducted by at least 2 independent translators?	1	1	
Were the resultant translations compared to each other?	1	1	
How were discrepancies resolved?	3	3	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was an integrated version produced in the target language?	1	1	
Was back translation conducted?	1	1	
Was the back translation conducted by at least 2 independent translators?	1	1	
Was the integrated version produced from the forwards translation used as a basis for the back translation?	1	1	
Was the back translation conducted by at least 2 independent translators?	1	1	
Were the resultant translations compared to each other?	1	1	
How were discrepancies resolved?	3	3	
Was there any external auditing conducted to confirm resolutions?	1	1	
Sub-score 2	16	16	
Section Score	24	24	
Quality description	High level of compliance with ITC guidelines	High level of compliance with ITC guidelines	
Action	Proceed to establish equivalence	Proceed to establish equivalence	

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Linguistic equivalence

Criterion	Rater 1	Rater 2	
Comparison between original (source document) and draft in target language			
Was there a process to evaluate whether the translated items were clear and unambiguous?	1	1	
Was there a process to evaluate whether the content of items in the original version were accurately captured in the translated version?	1	1	
Was there a process to evaluate whether the meanings of items in the original version were accurately captured in the translated version?	1	1	
Were there any items where there were concerns about the content?			
If yes, how was it resolved?	3	3	
Were there any items where there were concerns about the meaning?			
If yes, how was it resolved?	3	3	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was there a process to compare the original version (source document) and translated version (target language) were equivalent in terms of			
Wording (Vocabulary or word choice	1	1	
Content	1	1	
Complexity	1	1	
Sentence structure	1	1	
Meaning	1	1	
Sub-score 1	15	15	
Comparison between Translated version (Target language) and Back translations			
Was there a process to evaluate whether the content of items in the translated version were accurately captured in the back translations?	1	1	
Was there a process to evaluate whether the meanings of items in the translated version were accurately captured in the back translations?	1	1	
Were there any items where there were concerns about the content of items in the back translations?			
If yes, how was it resolved?	3	2	
Were there any items where there were concerns about the meaning of items in the back translations?			
If yes, how was it resolved?	3	2	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was there a documented process to establish whether the translated version and the back translations were equivalent in terms of			

Wording (Vocabulary or word choice)	1	1	
Content	1	1	
Complexity	1	1	
Sentence structure	1	1	
Meaning	1	1	
Sub score 2	14	12	
Comparison between original version (source) and back translations			
Was the content of items in the original accurately captured in the back translations?	1	1	
Were the meanings of items in the original accurately captured in the integrated version?	1	1	
Were there any items where there were concerns about the content?			
If yes, how was it resolved?	3	2	
Were there any items where there were concerns about the meaning?			
If yes, how was it resolved?	3	2	
Was there any external auditing conducted to confirm resolutions?	1	1	
Was there a documented process to establish whether the translated version and the back translations were equivalent in terms of			
Wording (Vocabulary or word choice)	1	1	
Content	1	1	
Complexity	1	1	
Sentence structure	1	1	
Meaning	1	1	
Sub-score 3	14	12	
Section Score	43	39	
Quality description	High level of equivalence	High level of equivalence	
Action	Equivalence established	Equivalence established	

APPENDIX X

Agtergrond: Delphi-studie

Die doel van die Delphi is om die Afrikaanse weergawe van die Emosionele en Sosiale Skool gereedheid Siftingsinstrument (E3SR) te evalueer na aanleiding van inhoudsgeldigheid (content validity).

Die E3SR bestaan uit twee domeine naamlik Emosionele bekwaamheid (Emotional competence) en Sosiale bekwaamheid (Social competence). Die Emosionele bekwaamheid domein het vier subdomeine, Emosionele volwassenheid (Emotional maturity), Emosionele bestuur (Emotional management), Selfsin (Sense of Self) en Leergereedheid (Readiness to learn). Elkeen van hierdie subdomeine het sy eie definisie (definition), gespesifiseerde eienskappe (attributes) en items. Die Sosiale bekwaamheid domein het twee subdomeine naamlik sosiale vaardighede (social skills) en kommunikasie (communication). Die subdomeine het ook hulle eie definisies (definitions), gespesifiseerde eienskappe (attributes) en items.

Inhoudgeldigheid verwys na 'n noukeurige ondersoek waar daar indringend gekyk word of elke item verteenwoordigend is van die onderskeie subdomein.

Die Delphi studie vind plaas in meer as een rondte totdat 'n minimum konsensus van 70% bereik is op alle respondent response. Voltooi asseblief elke rondte so gou as moontlik om die insameling van terugvoer voor die volgende rondte te vergemaklik. Ons sal u deurgaans op hoogte hou van die proses soos dit ontvou.

Neem asb kennis dat die vrae almal beantwoord moet word terwyl u besig is. Daar bestaan nie 'n opsie om u antwoorde te berg en 'n volgende keer voort te gaan nie.

* Required

Unieke identiteitsnommer

1. Kies asb u unieke identiteitsnommer: *

Mark only one oval.

- ◯ 001
- ◯ 002
- ◯ 003
- ◯ 004
- ◯ 005
- ◯ 006
- ◯ 007
- ◯ 008
- ◯ 009
- ◯ 010
- ◯ 011
- ◯ 012
- ◯ 013
- ◯ 014
- ◯ 015
- ◯ 016
- ◯ 017
- ◯ 018
- ◯ 019
- ◯ 020
- ◯ 021
- ◯ 022
- ◯ 023
- ◯ 024
- ◯ 025
- ◯ 026
- ◯ 027
- ◯ 028
- ◯ 029
- ◯ 030

INHOUDSGELDIGHEID

Hieronder is 'n uiteensetting van die definisie, eienskappe en items per sub-domein. Lees asseblief deur die definisie en eienskappe en besluit daarna of elke item verteenwoordigend lyk van die domein se definisie en eienskappe. Indien u voel dat sekere items nie relevant is nie en u dit nie afgemerk het nie, is daar die geleentheid om u indruk te staaf sodat die terugvoer beter verstaan kan word en in opeenvolgende rondtes geïnkorporeer kan word.

EMOSIONELE VOLWASSENHEID (Emotional maturity)

Definisie: Die vermoë om te besin oor eie keuses en optrede en hoe dit die self en ander mag raak.

Eienskappe: neem verantwoordelikheid vir optrede en emosies, leer uit vorige ervarings, pas aan by veranderinge op 'n aanvaarbare/funksionele manier, handel met emosies op 'n ouderdomstoepaslike manier.

2. Dui aan watter items verteenwoordigend is inaggenome die bogemelde definisie en eienskappe

Check all that apply.

- [ ] Kan hom/haarself in die skoene van ander plaas (bv. troos as iemand seergekry het)
- [ ] Aanvaar dit as hy/sy nie sy/haar sin kry nie.
- [ ] Vra verskoning as hy/sy verkeerd opgetree het (bv. 'n maat seergemaak, 'n speelding gebreek het).
- [ ] Aanvaar verantwoordelikheid vir optrede.
- [ ] Aanvaar teregwysing/ dissipline/ korreksie.

3. Is daar enige hersienings wat u aanbeveel?

_____

_____

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EMOSIONELE BESTUUR (Emotional management)

Definisie: Die vermoë om bewus te raak van eie en ander se emosies, om emosies te identifiseer, om hierdie emosies in konteks te verstaan en toepaslik te bestuur.

Eienskappe: raak bewus van hul eie en ander se emosies, identifiseer emosies, verstaan hierdie emosies in konteks, bestuur emosies toepaslik.

4.   Dui aan watter items verteenwoordigend is inaggenome die bogemelde definisie en eienskappe.

Check all that apply.

☐ Is bewus van sy/haar emosies.

☐ Kan sê wat hy/ sy voel.

☐ Wys emosies fisiek (bv. gee drukkies om liefde te wys).

☐ Kan emosies identifiseer (bv. gelukkig, hartseer).

☐ Kan emosionele ervarings aan onderwyser of versorger kommunikeer (bv. hoe was jou dag?).

5.   Is daar enige hersienings wat u aanbeveel?

_____

_____

_____

_____

SELFSIN (Sense of self)

Definisie: Die vermoë om 'n samehangende en konstruktiewe selfsin te behou, onafhanklik van gebeure/veranderinge in omstandighede.

Eienskappe: toon selfvertroue, kan die voordele van take of versoeke insien, toon 'n gewilligheid om uitdagings aan te pak, toon 'n gewilligheid om uit te hou en aan te hou, kan ongunstige terugvoer aanvaar, sien nie ongunstige terugvoer as deel van die self nie.

6. Dui aan watter items verteenwoordigend is inaggenome die bogemelde definisie en eienskappe.

Check all that apply.

☐ Tree met selfvertroue op wanneer gevra word om iets te doen.
☐ Is bereid om te leer/te waag selfs as 'n taak moeilik lyk.
☐ Laat hom/haarself geld.
☐ Kan leiding neem wanneer dit in die klas verwag word.
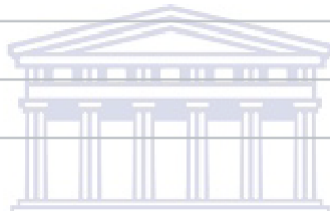☐ Kan hom-/haarself laat geld as maats onrealistiese eise stel.

LEERGEREEDHEID (Readiness to learn)	Definisie: Die leergereedheiddomein verwys na die kind se algemene gereedheid om te leer, onder meer hulle bewustheid van die omgewing en die vermoë om te redeneer binne die konteks van sosiale reëls. Eienskappe: die vermoë om die basiese reëls in bepaalde kontekste te volg, die vermoë om by basiese reëls te hou, die vermoë om te reageer op terugvoer oor eie gedrag wat betref die nakom van reëls, om onafhanklik te kan fokus, om onafhanklik die aandag by take te bepaal.

7. Is daar enige hersienings wat u aanbeveel?

8. Dui a n wat er items verte nwoordigend is inaggenome die bogemelde definis e en eienskappe.

Check all that apply.

- [ ] Kan stil en rustig werk sonder voortdurende terugvoer (bv. lof en versekering).
- [ ] Sit stil wanneer gevra word om dit te doen of wanneer besig met 'n taak.
- [ ] Gee aandag en kan fokus op 'n taak.
- [ ] Voltooi 'n taak wat vir hom/haar gegee is binne 'n redelike tyd.
- [ ] Luister na en volg eenvoudige aanwysings/ opdragte van die onderwyser.
- [ ] Kan die reëls in die klas of gestruktureerde omgewings volg.
- [ ] Kan deelneem in groeptake (bv. stilsit en na 'n storie luister).

SOSIALE VAARDIGHEDE (Social skills)	Definisie: Die vermoë om met ander om te gaan op 'n ouderdomstoepaslike manier. Eienskappe: vestig hartlike en empatiese verhoudings, handhaaf produktiewe en konstruktiewe interpersoonlike verhoudings, laat geld hulself op 'n sosiaal aanvaarbare manier in sosiale kontekste, bemeester sosiale take deur bewus te wees van ander se gedagtes en gevoelens, bestuur optrede toepaslik ten einde doelwitte te bereik.

9. Is daar enige hersienings wat u aanbeveel?

10. Dui an wa ter items vert enwoordigend is inaggenome die bogemelde defin sie en eienskappe.

Check all that apply.

- ☐ Neem ander leerders in ag (bv. kan beurte maak om met 'n speelding te speel).
- ☐ Word in die algemeen aanvaar en ander leerders hou van hom/haar.
- ☐ Kan nuwe vriendskappe vorm en vir 'n tyd lank behou.
- ☐ Speel saam met een of meer leerders vir tot 5 minute onder minimale toesig.
- ☐ Is gewillig om sy/haar besittings met ander van sy/haar ouderdom te deel.
- ☐ Kan maats 'n beurt gee om te begin of te speel.
- ☐ Probeer help/ingryp wanneer iemand seergekry het, is bedagsaam teenoor ander.

11. Is daar enige hersienings wat u aanbeveel?

Kommunikasie (Communication)

Definisie: Die vermoë om taal en nie-verbale uitdrukking duidelik en doeltreffend te gebruik om gedagtes, gevoelens en behoeftes uit te druk.

Eienskappe: artikuleer hul behoeftes duidelik, doeltreffend en met selfvertroue, is bewus daarvan dat aandag gegee moet word aan die uitgesproke gedagtes, is bewus daarvan dat aandag gegee moet word aan die behoeftes van ander, lees en verstaan nie-verbale tekens korrek.

12. Dui aan wa ter items verteenwoordigend is inaggenome die bogemelde defin sie en eienskappe.

Check all that apply.

☐ Praat duidelik en hoorbaar sonder om te fluister of te skree.

☐ Kan in verstaanbare taal vra wat hy/sy nodig het.

☐ Kan in vol sinne praat.

☐ Kan 'n gesprek voer.

☐ Kan in 'n groep kommunikeer, iets sê.

☐ Kan direkte vrae beantwoord wanneer dit gevra word.

☐ Verstaan wanneer met hom/haar gepraat word of eenvoudige verbale opdragte gegee word.

Baie dankie vir u deelname aan die eerste rondte van die Delphi

Ons hou u op hoogte van tydlyne en laat u weet of/ wanneer die tweede rondte sal plaasvind.

13. Is daar enige hersienings wat u aanbeveel?

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Cell: (+27) 79-162-0868

APPENDIX Y

INFORMATION SHEET: DELPHI STUDY

Research topic: Translation of the Emotional Social Screening tool for School Readiness (E3SR) for pre-schoolers into Afrikaans: An equivalence and validation study

Background to the study

Child development is a critical period where a range of social, emotional, and cognitive development takes place. These areas of development should be closely monitored as a lack of competencies in these areas increases the likelihood of pre-schoolers externalising behavioural problems. School readiness assessments are used to assess whether a child is ready for formal schooling.

The Emotional Social Screening tool for School Readiness (E3SR) was developed by Dr Erica Munnik. The E3SR is a unique screening tool that screens emotional and social skills amongst pre-schoolers. The psychometric properties of the E3SR have already been established. The E3SR has proven validity, reliability and was found to be contextually appropriate for the diverse South African population. The E3SR only has an English version which restricts applicability. This study aims to translate the E3SR into Afrikaans with proven equivalence and validity.

Outline of research project

This study consists of three sequential phases. Phase One aimed to translate the E3SR into Afrikaans and to establish the linguistic equivalence. Through translation and back-translation, Phase One resulted in the translated Afrikaans E3SR with proven linguistic equivalence.

Phase One: Translation and Equivalence	→	Phase Two: Content validity	→	Phase Three: Construct validity

This study is currently in Phase Two. Phase Two aims to establish the content validity of the Afrikaans E3SR to ensure the assessment is valid to test-takers. The Delphi technique was chosen as the most appropriate methodological approach for Phase Two. Your participation is needed in the Delphi study. Once the researcher and both supervisors are satisfied with the consensus achieved amongst participants, the study will proceed to Phase Three. Phase Three entails a summative evaluation on the construct validity of the Afrikaans E3SR. This will conclude the end of my research project.

What is a Delphi study?

The aim of the Delphi study is to provide critical and informative feedback on validation of translated items and if it relates to the theoretical and operational constructs of the Afrikaans E3SR. The Delphi study will take place in iterative rounds until consensus is reach. In the first round of the Delphi, a stimulus document will be presented which enables you to rigorously and critically discuss issues pertaining to items and its relevance thus establishing content validity. Once we receive feedback from all participants, round one will be concluded. The feedback on items where consensus was not reached in the first round will be incorporated and presented to participants in a shorter second round with the aim to have an increase in consensus. It is currently envisaged that a third round might not be needed.

What will I be asked to do if I agree to participate?

You are invited to partake in a Delphi study as one of a panel of experts. You will be expected to critically evaluate and provide rigorous and comprehensive feedback regarding the content validity of the Afrikaans version of the E3SR. You will be asked to answer stimulus prompts focused on the establishment of content validity in an online format (Google forms). The feedback received from you and the other panellists will be incorporated after each round until consensus is reached. You are able to complete the round at a time that is convenient for you.

How long will each round take?

It is anticipated that the answering of stimulus prompts will take around 15-20 minutes of your time.

What are the benefits of this research?

The benefits of participating in the Delphi process is that it will contribute to making the E3SR more accessible for use, culture-fair and contextually appropriate. Through your participation you will enhance the availability and use of this measure to respondents such as teachers and parents.

Would my participation in this study be kept confidential?

Once you agree to participate in this study, you will be given a unique number to protect your identity and maintain confidentiality. Under no circumstances will your name be mentioned in this research project. The researcher will ensure that your identity will be protected to the maximum extent possible. The feedback that I received from you will only be accessible by my supervisors and me. This information will always be stored securely on UWC's data repository, protected by a password, and will not be shared with third parties.

What are the risks of this research?

There are no known or anticipated risks to participating in this study. However, if during your participation, you experience any discomfort or negative consequences related to the content or the process of your involvement, you will be referred to appropriate professionals for support.

Do I have to be in this research, and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose to not participate in this at all without facing any negative consequences. If you decide to participate in this study, you are free to withdraw at any time, without fear of any negative consequence or loss of perceived benefits.

Is any assistance available if I am negatively affected by participating in this study?

Negative impacts are not anticipated, but appropriate referrals will be made if unforeseen negative impacts arise.
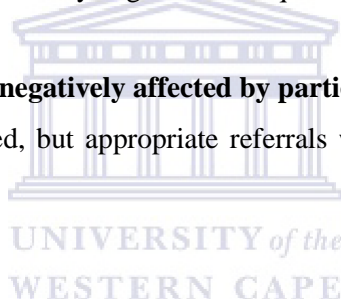
What if I have questions?

If you have any questions about the research study itself, please contact the researcher below:

    Ms Nuraan Adams

    Dept. of Psychology, UWC

    079-162-0868

    3741363@myuwc.ac.za

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Supervisor: Dr. Erica Munnik   Co-supervisor: Prof. Mario Smith

    Dept. of Psychology, UWC   Dept. of Psychology, UWC

    021-959-2835   021-959-3713

    emunnik@uwc.ac.za   mrsmith@uwc.ac.za

If you are not satisfied with the way your problem was dealt with, you can contact the Head of Department:

Prof. Anita Padmanabhanunni

Dept. of Psychology, UWC

021-959-2982

apadmana@uwc.ac.za

This research has been approved by the Humanities and Social Sciences Research Ethics Committee of the University of the Western Cape.

Humanities and Social Sciences Research Ethics Committee

University of the Western Cape

Private Bag X17

Bellville 7535

Tel: 021 959 4111

E-mail: research-ethics@uwc.ac.za

Reference no: **HS21/9/2**

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Researcher: Nuraan Adams 3741363@myuwc.ac.za
Cell: (+27) 79-162-0868

APPENDIX Z

Dear XXX

Thank you for your willingness to participate in my Delphi study.

Your unique identity number is **XXX**. Attached is a document with your unique number for your reference. Please remember your unique number as it will be required when filling the stimulus document.

Below is the link to the first round of the stimulus document. Please complete it at your earliest conveniences.

https://docs.google.com/forms/d/e/1FAIpQLSfVbbKFK6SR8v8GIT9uW0CBF5Go6V-g0ZyCnIg7V0-hDuseXw/viewform?usp=sf_link

Note: When you start completing the form, you need to complete and submit immediately as the form cannot be saved for you to return at a later stage to complete again. You are welcome to contact me via email if you experience any difficulty accessing the document.

I am looking forward to your feedback.

Kind regards,

Nuraan

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Researcher: Nuraan Adams 3741363@myuwc.ac.za
Cell: (+27) 79-162-0868

APPENDIX AA

Dear XXX

I hope this email finds you well.

I would like to invite you to partake in a Delphi study as an expert panellist. This is a Masters' research project conducted by Ms Nuraan Adams under the supervision of Dr Erica Munnik and Prof Mario Smith at the University of the Western Cape.

The Emotional Social Screening tool for School Readiness (E3SR) was developed to assess social-emotional competence in Grade R learners. This study aims to translate the E3SR into Afrikaans. Phase 1 entailed translating the E3SR into Afrikaans and establishing linguistic equivalence. The current phase seeks to establish the content validity of the Afrikaans version of the E3SR through a Delphi study. Your participation is needed to provide feedback on a stimulus document to establish the content validity. Two documents are attached: First, an information sheet explains the aims of the research study and what your participation would entail. Second, the Ethics clearance certificate is attached.

If you have any questions regarding this study, you can contact me directly on (+27) 79-162-0868 or alternatively via email at adams.ma.uwc@gmail.com

Should you agree to participate in my study, click on the link below.

 https://docs.google.com/forms/d/e/1FAIpQLSe1MFxhI0Q2CtJyKQqE-H6z5vIqVXubEwojC5-Gg7SVNP82Ww/viewform?usp=sf_link

Thank you for considering my invitation to participate in the study. I hope for a positive response.

Yours sincerely,

 Ms Nuraan Adams