Quantitative report on the questionnaire for evaluating the document

ESTABLISHING COMPETENCE LEVELS IN TRANSLATION

(PROPOSAL 1, revised, 19/6/2017)

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Index

1. SAMPLE DESCRIPTION

- **Number of translation teachers: 65**
- **Number of professional translators: 23**
- **Number of associations: 11**
- **Number of countries: 16**

Years of experience

	Mean	Standard deviation
Professional translator	19,9	9,7
Translation teacher	18,2	7,6

Number of teachers who teach direct translation (into the students' L1) and inverse translation (into the students' L2).

	%
Direct translation only	5 (7,7%)
Inverse translation only	6 (9,2%)
Both direct and inverse translation	54 (83,1%)

Country of work

	Country	%
Translation teacher	Belgium	1,5
	Finland	1,5
	France	6,2
	Germany	15,4
	Greece	3,1
	Italy	6,2
	Netherlands	1,5
	Poland	7,7
	Portugal	4,6
	Romania	4,6
	Slovenia	3,1
	Spain	24,6
	Sweden	1,5
	Switzerland	6,2
	United Kingdom	12,3
	Total (n)	65
Representative of a professional association	Belgium	9,1
	Portugal	9,1
	Germany	9,1
	Greece	9,1
	Italy	9,1
	Slovenia	9,1
	Spain	36,4

	United Kingdom	18,2
	Total (n)	11
Professional translator	Belgium	4,3
	Estonia	4,3
	Finland	8,7
	France	8,7
	Germany	4,3
	Greece	4,3
	Italy	8,7
	Poland	8,7
	Romania	4,3
	Slovenia	4,3
	Spain	34,8
	United Kingdom	4,3
	Total (n)	23

Mother tongue (teachers and translators)

	%
Arabic	1,1
Catalan	6,8
Dutch, Flemish	3,4
English	10,2
Estonian	1,1
Finnish	3,4
French	9,1
German	14,8
Greek (modern)	2,3
Italian	6,8
Polish	8,0
Portuguese	2,3
Romanian	4,5
Slovenian	3,4
Spanish	21,6
Swedish	1,1

Translators' main source and target languages

Main source language		Main target language	
	%		%
English	60,9	Catalan	4,3
Finnish	8,7	Dutch, Flemish	4,3
French	4,3	English	21,7
German	8,7	Estonian	4,3
Greek (modern)	4,3	French	8,7
Spanish	13	German	4,3
		Italian	8,7
		Polish	8,7
		Romanian	4,3
		Slovenian	4,3
		Spanish	26,1

Teachers' main source and target languages in the translation subjects they teach

Main source language	%	Main target language	%
Arabic	1,5	Arabic	1,5
Chinese	4,6	Catalan	4,6
Dutch, Flemish	1,5	Dutch, Flemish	3,1
English	44,6	English	15,4
French	15,4	Finnish	1,5
German	12,3	French	7,7
Greek (modern)	1,5	German	16,9
Italian	1,5	Greek (modern)	1,5
Polish	1,5	Italian	6,2
Portuguese	1,5	Polish	7,7
Russian	1,5	Portuguese	3,1
Spanish	12,3	Romanian	4,6
Total	100	Slovenian	3,1
		Spanish	21,5
		Swedish	1,5

2. DESCRIPTIVE CATEGORIES

Are they relevant?

	Yes (%)	No (%)
Global	98.0	2.0
Teachers	96.9	3.1
Translators	100	0
Associations	100	0

Is there any category you would add?

	Yes (%)	No (%)
Global	18.2	81.8
Teachers	20.0	80.0
Translators	8.7	91.3
Associations	27.3	72.7

Is there a category you would omit?

	Yes (%)	No (%)
Global	11.1	88.9
Teachers	12.3	87.7
Translators	13.0	87.0
Associations	0	100

Are the names appropriate?

	Yes (%)	No (%)
Global	76.8	23.2
Teachers	75.4	24.6
Translators	87.0	13.0
Associations	63.6	36.4

3. PROPOSED LEVELS

Are they relevant?

	Yes (%)	No (%)
Global	90.9	9.0
Teachers	89.2	10.8
Translators	95.7	4.3
Associations	90.9	9.1

Is there any level you would add?

	Yes (%)	No (%)
Global	13.1	86.9
Teachers	12.3	87.7
Translators	13.0	87.0
Associations	18.2	81.8

Is there a level you would omit?

	Yes (%)	No (%)
Global	22.2	77.8
Teachers	23.1	76.9
Translators	26.1	73.9
Associations	9.1	90.9

Are the names appropriate?

	Yes (%)	No (%)
Global	81.8	18.2
Teachers	83.1	16.9
Translators	82.6	17.4
Associations	72.7	27.3

4.   TEXT GENRES

Use of text genres to distinguish between levels

Do you think using text genres to define levels is useful?

	Yes (%)	No (%)
Global	72.7	27.3
Teachers	70.8	29.2
Translators	82.6	17.6
Associations	63.6	36.4

Progression of text genres liable to be translated at each level

Do you think this progression is right?

	Yes (%)	No (%)
Global	87.5	12.5
Teachers	84.8	15.2
Translators	94.7	5.3
Associations	85.7	14.3

Do you think a greater distinction between the levels could be achieved by adding "simple" and "complex"?

	Yes (%)	No (%)
Global	58.3	41.7
Teachers	60.9	39.1
Translators	57.9	42.1
Associations	42.9	57.1

Do you think the progression proposed in the example is right?

	Yes (%)	No (%)
Global	92.9	7.1
Teachers	89.3	10.7
Translators	100	0
Associations	100	0

Should other areas of genres be added?

	Yes (%)	No (%)
Global	26.4	73.6
Teachers	26.1	73.9
Translators	31.6	68.4
Associations	14.3	85.7

Do you think the proposed progression of genres is suitable for all the language combinations you work with?

	Yes (%)	No (%)
Global	95.8	4.2
Teachers	95.7	4.3
Translators	94.7	7
Associations	100	0

5. NAME AND CONTENT OF LEVEL C

Do you think its name is appropriate?

	Yes (%)	No (%)
Global	82.8	17.2
Teachers	81.5	18.5
Translators	87.0	13.0
Associations	81.8	18.2

Do you think its content is appropriate?

	Yes (%)	No (%)
Global	81.8	18.2
Teachers	78.5	21.5
Translators	95.7	4.3
Associations	72.7	27.3

To which level do you think generalist translators with a high degree of expertise in a particular area (e.g. tourism) should correspond?

	B (%)	C (%)
Global	22.2	77.8
Teachers	23.1	76.9
Translators	17.4	82.6
Associations	27.3	72.7

6. LANGUAGE COMPETENCE

C.1. Can understand specialized source language texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR reading comprehension level C2 is required (particular areas of specialization may have special characteristics).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	85.9	14.1
Teachers	80	20
Translators	95.7	4.3
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	82.8	17.2
Teachers	80	20
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (2.0 % en B1; 6.1 % en B2)
Teachers	87.7	12.3 (3.1% en B1; 9.2% en B2)
Translators	100	0
Associations	100	0

C.2. Can produce specialized target language texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR written production level C2 is required (particular areas of specialization may have special characteristics).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	85.9	14.1
Teachers	84.6	15.4

Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	84.8	15.2
Teachers	83.1	16.9
Translators	95.7	4.3
Associations	72.7	27.3
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	89.9	10.1 (2.0 en B1; 8.1 en B2)
Teachers	86.2	13.8 (3.1 en B1; 10.8 en B2)
Translators	95.7	4.3 (4.3 en B2)
Associations	100	0

B2.1. Can understand semi-specialized source language texts (for a non-specialized target audience) corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR reading comprehension level C1 is required.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	81.2	18.2
Teachers	78.5	21.5
Translators	95.7	4.3
Associations	72.7	27.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	89.2	10.8
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	89.9	10.1

Teachers	87.7	12.3 (1.5 en A2; 3.1 en B1; 4.6 en C)
Translators	81.8	18.2 (4.3 en A1; 4.3 en A2; 8.7 en B1)
Associations	100	0

B2.2. Can produce semi-specialized target language texts (for a non-specialized target audience) corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR written production level C2 is required.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	81.8	18.2
Teachers	78.5	21.5
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	85.9	14.1
Teachers	84.6	15.4
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	87.9	12.1
Teachers	86.2	13.8 (1.5 en A1; 1.5 en A2; 6.2 en B1; 4.6 en C)
Translators	95.7	4.3 (4.3 en B1)
Associations	81.8	18.2 (18.2 en C)

B1.1. Can understand non-specialized source language texts corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR reading comprehension level C1 is required.

Do you think the descriptor is suitable for describing this competence?		

	Yes (%)	No (%)
Global	79.8	20.2
Teachers	80	20
Translators	91.3	8.7
Associations	54.5	45.5
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	84.8	15.2
Teachers	83.1	16.9
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	84.8	15.2 (2 en A1; 4 en A2; 7.1 en B2 y 2 en C)
Teachers	83.1	16.9 (3.1 en A1; 4.6 en A2; 6.2 en B2; 3.1 en C)
Translators	95.7	4.3 (4.3 en B2)
Associations	72.7	27.3 (9.1 en A2; 18.2 en B2)

B1.2. Can produce non-specialized target language texts corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR written production level C2 is required.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	76.8	23.2
Teachers	72.3	27.7
Translators	91.3	8.7
Associations	72.7	27.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	80.8	19.2
Teachers	78.5	21.5
Translators	87.0	13.0

Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	84.8	15.2 (1 en A1; 3 en A2; 7 en B2; 4 en C)
Teachers	81.5	18.5 (1.5 en A1; 4.6 en A2; 7.7 en B2; 4.6 en C)
Translators	95.7	4.3 (4.3 en B2)
Associations	81.8	18.2 (9.1 en B2; 9.1 en C)

A2.1. Can understand different types of non-specialized source language texts involving problems related to register (tenor, style), to which end a minimum of CEFR reading comprehension level B2 is required.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	85.9	14.1
Teachers	86.2	13.8
Translators	95.7	4.3
Associations	63.6	36.4
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	86.9	13.1
Teachers	86.2	13.8
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	90.8	9.2 (6.2 en A1; 3.1 en B2)
Translators	100	0
Associations	81.8	18.2 (9.1 en A1; 9.1 en B1)

A2.2. Can produce different types of non-specialized target language texts involving problems related to register (tenor, style), to which end a minimum of CEFR written production level C1 is required.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	84.8	15.2
Teachers	86.2	13.8
Translators	95.7	4.3
Associations	54.5	45.5
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	87.9	12.1
Teachers	87.7	12.3
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	89.9	10.1 (5.1 en A1; 1 en B1; 4 en B2)
Teachers	87.7	12.3 (7.7 en A1; 4.6 en B2))
Translators	100	0
Associations	81.8	18.2 (9.1 en B1; 9.2 en B2)

A1.1. Can understand different types of non-specialized source language texts in standard language, to which end a minimum of CEFR reading comprehension level B2 is required.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	84.8	15.2
Teachers	87.7	12.3
Translators	91.3	8.7
Associations	54.5	45.5
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	90.8	9.2
Translators	87.0	13.0
Associations	81.8	18.2

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	90.9	9.1 (6.1 en A2; 1 en B1; 2 en B2)
Teachers	90.8	9.2 (6.2 en A2; 3.1 en B2)
Translators	95.7	4.3 (4.3 en A2)
Associations	81.8	18.2 (9.1 en A2; 9.1 en B1)

A1.2. Can produce different types of non-specialized target language texts in standard language, to which end a minimum of CEFR written production level C1 is required.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	81.8	18.2
Teachers	83.1	16.9
Translators	91.3	8.7
Associations	54.5	45.5
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	90.8	9.2
Translators	87.0	13.0
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	87.9	12.1 (5.1 en A2; 1 en B1; 4 en B2; 2 en C)
Teachers	86.2	13.8 (4.6 en A2; 6.2 en B2; 3.1 en C)
Translators	95.7	4.3 (4.3 en A2)
Associations	81.8	18.2 (9.1 en A2; 9.1 en B1)

7. CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE

C.1. Can mobilize cultural, world and thematic knowledge to solve explicit and implicit extralinguistic problems in specialized texts corresponding to the relevant area of professional specialization.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	83.6	16.4
Translators	95.8	4.2
Associations	91.7	8.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	79.8	20.2
Teachers	71.6	28.4
Translators	91.7	8.3
Associations	83.3	16.7
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	98.0	2.0 (B2)
Teachers	97	3 (B2: 3%)
Translators	95.8	4.2 (B2: 4.2%)
Associations	100	0

B2.1. Can mobilize advanced knowledge about the cultures involved and identify their differences to solve problems related to explicit and implicit cultural references in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	85.1	14.9
Translators	95.8	4.2
Associations	66.7	33.3
Do you think the descriptor is clearly worded?		

	Yes (%)	No (%)
Global	81.8	18.2
Teachers	73.1	26.9
Translators	95.8	4.2
Associations	91.7	8.3
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	92.9	7.1 (B1 = 4; C = 3)
Teachers	88.1	11.9 (C = 6%; B1 = 5.1)
Translators	95.8	4.2 (B1)
Associations	83.3	16.7 (C)

B2.2. Can mobilize advanced world knowledge to solve explicit and implicit problems related to such knowledge in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	91.0	9.0
Translators	95.8	4.2
Associations	66.7	33.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	81.8	18.2
Teachers	79.1	20.9
Translators	95.7	4.3
Associations	91.7	8.3
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	92.9	7.1 (B1 = 3; C = 4.1)
Teachers	92.5	7.5 (C = 4.5; B1 = 3)
Translators	95.8	4.2 (A2)
Associations	83.3	16.7 (B1)

B2.3. Can mobilize basic thematic knowledge to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	91	9
Translators	95.8	4.2
Associations	66.7	33.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	79.8	20.2
Teachers	76.1	23.9
Translators	100	0
Associations	91.7	8.3
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (B1 = 6.1; C = 2)
Teachers	91	9 (B1 = 7.5; C = 1.5)
Translators	95.8	4.2 (B1)
Associations	83.3	16.7 (B1)

B1.1. Can mobilize advanced knowledge about the cultures involved and identify their differences to solve problems related to explicit and implicit cultural references in non-specialized texts corresponding to at least one area of professional practice.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	92.5	7.5
Translators	91.7	8.3
Associations	58.3	41.7
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	81.8	18.2

Teachers	79.1	20.9
Translators	95.8	4.2
Associations	91.7	8.3

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	92.9	7.1 (A2 = 1; B2 = 5.1; C = 1)
Teachers	95.5	4.5 (A2 = 1.5: B2 = 3)
Translators	95.8	4.2 (B2)
Associations	75	25 (B2 = 12.5; A2 = 12.5)

B1.2. Can mobilize advanced world knowledge to solve explicit and implicit problems related to such knowledge in non-specialized texts corresponding to at least one area of professional practice.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	86.9	13.1
Teachers	89.6	10.4
Translators	91.7	8.3
Associations	58.3	41.7
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	81.8	18.2
Teachers	79.1	20.9
Translators	95.8	4.2
Associations	91.7	8.3
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (A2 = 1.1; B2 = 4; C = 3)
Teachers	94.0	6.0 (C = 3; B2 = 1.5; A2 = 1.5)
Translators	91.7	8.3 (B2 = 4.2; A2 = 4.1)
Associations	75.0	25.0 (C = 3; B2 = 15; A1 = 7)

B1.3. Can mobilize basic thematic knowledge to solve translation problems in non-specialized texts corresponding to at least one area of professional practice.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	92.5	7.5
Translators	91.7	8.3
Associations	58.3	41.7
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	82.8	17.2
Teachers	80.6	19.4
Translators	91.7	8.3
Associations	91.7	8.3
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	92.9	7.1 (A2 = 2; B2 = 4.1; C = 1)
Teachers	95.5	4.5 (B2 = 1.5; A2 = 3)
Translators	91.7	8.3 (B2 = 4.2; A2 = 4.1)
Associations	75	25 (C = 3; B2 = 15; A1 = 7)

A2.1. Can mobilize basic knowledge about the cultures involved and identify their differences to solve problems related to explicit cultural references in non-specialized texts involving problems related to register.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	87.9	12.1
Teachers	88.1	11.9
Translators	95.8	4.2
Associations	66.7	33.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	82.8	17.2
Teachers	80.6	19.4
Translators	95.8	4.2
Associations	75	25

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	92.9	7.1 (A1 = 2; B1 = 2; B2 = 1.1; C = 2)
Teachers	92.5	7.5 (A1 = 3; B2 = 1.5; C = 3)
Translators	95.8	4.2 (B1)
Associations	83.3	16.7 (B1 = 13; A1 = 3.7)

A2.2. Can mobilize basic world knowledge to solve explicit problems related to such knowledge in non-specialized texts involving problems related to register.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	89.6	10.4
Translators	95.8	4.2
Associations	66.7	33.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	81.8	18.2
Teachers	79.1	20.9
Translators	100	0
Associations	75	25
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	93.9	6.1 (A1 = 2; B1 = 2; B2 = 1; C = 1.1)
Teachers	94	6 (A1 = 3; B2 = 1.5; C = 1.5)
Translators	95.8	4.2 (A1)
Associations	83.3	16.7 (B1 = 16.7)

A1.1. Can mobilize basic knowledge about the cultures involved and identify their differences to solve problems related to explicit cultural references in non-specialized texts in standard language.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)

Global	91.9	8.1
Teachers	95.5	4.5
Translators	95.8	4.2
Associations	58.3	41.7
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	86.9	13.1
Teachers	85.1	14.9
Translators	95.8	4.2
Associations	75.0	25.0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	94.9	5.1 (A2 = 2; B1 = 2; B2 = 1.1)
Teachers	97	3 (A2)
Translators	95.8	4.2 (A2)
Associations	75	25 (A2 = 15; B1 = 10)

A1.2. Can mobilize basic world knowledge to solve explicit problems related to such knowledge in non-specialized texts in standard language.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	92.5	7.5
Translators	91.7	8.3
Associations	58.3	41.7
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	83.8	16.2
Teachers	82.1	17.9
Translators	91.7	8.3
Associations	75	25
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (A2 = 4; B1 = 2.1; B2 = 2)

Teachers	94	6 (A2 = 3; B2 = 3)
Translators	91.7	8.3 (A2 = 4.2; B1 = 4.1)
Associations	75	25 (B1 = 13; A2 = 12)

Do you think the annex of examples of cultural and world knowledge is suitable?

	Yes (%)	No (%)
Global	78.8	21.2
Teachers	77.6	22.4
Translators	87.5	12.5
Associations	83.3	16.7

Is any type of knowledge vital to being able to translate missing at any level?

	Yes (%)	No (%)
Global	13.1	86.9
Teachers	10.4	89.6
Translators	75	25
Associations	91.7	8.3

8. INSTRUMENTAL COMPETENCE

C.1. Can use reliable documentation resources specific to the relevant area of professional specialization (language combination and context permitting).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	87.9	12.1
Teachers	87.7	12.3
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	86.2	13.8
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3.0 (A1 = 1; B2 = 2)
Teachers	96.9	3.1 (A1 = 1.6; B2 = 1.5)
Translators	95.7	4.3 (B2)
Associations	100	0

C.2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	93.8	6.2
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	92.9	7.1

Teachers	90.8	9.2
Translators	95.7	4.3
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3 (B1 = 1; B2 = 2)
Teachers	96.9	3.1 (B1 = 1.5; B2 = 1.6)
Translators	100	0
Associations	90.9	9.1 (B2)

C.3. Can use advanced functions of the technological tools specific to the relevant area of professional specialization (language combination and context permitting).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	92.3	7.7
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	89.2	10.8
Translators	100	0
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	94.9	5 (B1 = 1; B2 = 4)
Teachers	95.4	4.6 (B2)
Translators	95.7	4.3 (B1)
Associations	90.9	9.1 (B2)

C.4. Can adapt to new documentation resources and technological tools.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)

Global	97.0	3.0
Teachers	95.4	4.6
Translators	100	0
Associations	100	0

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	92.3	7.7
Translators	100	0
Associations	100	0

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3.0 (A1 = ; B2 = 2)
Teachers	95.4	4.6 (A1 = 1.5; B2 = 3.1)
Translators	100	0
Associations	100	0

C.5. Can adapt technological tools to his/her needs (improving tools, adding data to databases, etc.).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	90.8	9.2
Translators	100	0
Associations	100	0

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	92.3	7.7
Translators	100	0
Associations	81.8	18.2

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3.0 (A1 = 1; B2 = 2)

Teachers	95.4	4.6 (A1 = 1.5; B2 = 3.1)
Translators	100	0
Associations	100	0

B2.1. Can identify and use reliable documentation resources to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice; e.g. specialized search engines, general and specialized corpora, professional and specialized blogs and forums, consulting expert translators and specialists from other areas (language combination and context permitting).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	89.2	10.8
Translators	100	0
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	86.2	13.8
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (B1 = 1; C = 3)
Teachers	96.9	3.1 (B1 = 1.5; C = 1.6)
Translators	100	0
Associations	81.8	18.2 (C)

B2.2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	91.9	8.1

Teachers	92.3	7.7
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	95.4	4.6
Translators	100	0
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	93.9	6.1 (A2 =1.1; B1 = 2; C = 3)
Teachers	92.3	7.7 (A2 = 1.5; B1 = 3.1; C = 3.1)
Translators	100	0
Associations	90.9	9.1 (C)

B2.3. Can use basic functions of specialized technological tools to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice; e.g. specialized search engines, computer-assisted translation, text alignment, corpus linguistics applied to translation (language combination and context permitting).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	92.3	7.7
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	90.8	9.2
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		

	Yes (%)	No (%)
Global	97.0	3.0 (A2 = 1; B1 = 1; C = 1)
Teachers	98.5	1.5 (B1)
Translators	95.7	4.3 (A2)
Associations	90.9	9.1 (C)

B2.4. Can adapt to new documentation resources and technological tools.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	89.2	10.8
Translators	95.7	4.3
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	89.2	10.8
Translators	100	0
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	93.9	6.1 (A1 = 1; A2 = 1; B1 = 2; C = 2)
Teachers	90.8	9.2 (A1 = 1.5; A2 = 1.5; B1 = 3.1; C = 3.1)
Translators	100	0
Associations	100	0

B1.1. Can identify and use reliable documentation resources to solve translation problems in non-specialized texts corresponding to at least one area of professional practice; e.g. historical and etymological dictionaries, neologism dictionaries, dictionaries of slang and colloquialisms, consulting expert translators and specialists from other areas (language combination and context permitting).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)

Global	89.9	10.1
Teachers	92.3	7.7
Translators	91.3	8.7
Associations	72.7	27.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	92.3	7.7
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (A2 = 1; B2 = 2; C = 1)
Teachers	98.5	1.5 (A2)
Translators	95.7	4.3 (B2)
Associations	81.8	18.2 (B2 = 9.1; C = 9.1)

B1.2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	87.9	12.1
Teachers	89.2	10.8
Translators	91.3	8.7
Associations	72.7	27.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	82.9	7.1
Teachers	92.3	7.7
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)

Global	93.9	6.1 (A2 = 2; B2 = 3; C = 1)
Teachers	93.8	6.2 (A2 = 3.1; B2 = 1.5; C = 1.5)
Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

B1.3. Can use basic functions of advanced technological tools to solve translation problems in non-specialized texts corresponding to at least one area of professional practice; e.g. document conversion (language combination and context permitting).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	90.8	9.2
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	92.3	7.7
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	93.9	6.1 (A2 = 3; B2 = 3.1)
Teachers	95.4	4.6 (A2 = 3.1; B2 = 1.5)
Translators	91.3	8.7 (A2 = 4.4; B2 = 4.3)
Associations	90.9	9.1 (B2)

A2.1. Can identify and use reliable documentation resources to solve translation problems in non-specialized texts involving problems related to register; e.g. dictionaries of synonyms and antonyms, collocation dictionaries, dictionaries of difficulties, encyclopaedias, parallel texts, forums, blogs, mailing lists, oral queries (language combination and context permitting).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)

Global	90.9	9.1
Teachers	90.8	9.2
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	90.8	9.2
Translators	100	0
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3.0 (A1 = 1; C = 2)
Teachers	96.9	3.1 (A1 = 1.6; C = 1.5)
Translators	100	0
Associations	90.9	9.1 (C)

A2.2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	89.2	10.8
Translators	95.7	4.3
Associations	72.7	27.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	98.0	2.0
Teachers	96.9	3.1
Translators	100	0
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)

Global	93.9	6.1 (A1 = 1; B1 = 1.1; B2 = 3; C = 1)
Teachers	92.3	7.7 (A1 = 1.5; B1 = 1.5; B2 = 3.1; C = 1.5)
Translators	100	0
Associations	90.9	9.1 (B2)

A2.3. Can use advanced functions of basic technological tools to solve translation problems in non-specialized texts involving problems related to register; e.g. text processors, general online search engines (language combination and context permitting).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	92.3	7.7
Translators	100	0
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	82.3	7.7
Translators	100	0
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	98.0	2.0 (A1 = 1; B2 = 1)
Teachers	98.5	1.5 (A1)
Translators	100	0
Associations	90.9	9.1 (B2)

A1.1. Can identify and use reliable basic documentation resources to solve translation problems in non-specialized texts in standard language; e.g. bilingual and monolingual dictionaries, general search engines, grammars, style guides, parallel texts, oral queries (language combination and context permitting).

Do you think the descriptor is suitable for describing this competence?

	Yes (%)	No (%)
Global	91.9	8.1
Teachers	93.8	6.2
Translators	95.7	4.3
Associations	72.7	27.3

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	90.8	9.2
Translators	95.7	4.3
Associations	81.8	18.2

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	93.9	6.1 (A2 = 5.1; C = 1)
Teachers	95.4	4.6 (A2)
Translators	95.7	4.3 (A2)
Associations	81.8	18.2 (A2 = 9.1; C = 9.1)

A1.2. Can perform basic queries in the aforementioned resources (e.g. searching for a keyword in a general search engine, looking up a definition in a monolingual dictionary or an equivalent in a bilingual dictionary), with few combinations of resources and queries.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	92.3	7.7
Translators	72.7	27.3
Associations	95.7	4.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	90.8	9.2
Translators	95.7	4.3
Associations	90.9	9.1

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (A2)
Teachers	96.9	3.1 (A2)
Translators	95.7	4.3 (A2)
Associations	90.9	9.1 (A2)

A1.3. Can use basic functions of basic technological tools to solve translation problems in non-specialized texts in standard language; e.g. text processors, general online search engines, email clients (language combination and context permitting).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	95.4	4.6
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	92.3	7.7
Translators	81.8	18.2
Associations	95.7	4.3
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3.0 (A2)
Teachers	98.5	1.5 (A2)
Translators	95.7	4.3 (A2)
Associations	90.9	9.1 (A2)

Do you think the annex of examples of technological tools and functions is suitable?

	Yes (%)	No (%)
Global	82.8	17.2
Teachers	83.1	16.9
Translators	87.0	13.0

Associations	72.7	27.3

Is any type of tool vital to being able to translate missing at any level?

	Yes (%)	No (%)
Global	15.2	84.8
Teachers	13.8	86.2
Translators	17.4	82.6
Associations	18.2	81.8

9. TRANSLATION SERVICE PROVISION COMPETENCE

C.1. Can manage aspects of professional practice and the workings of the labour market in the relevant area of professional specialization.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	90.8	9.2
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	79.8	20.2
Teachers	78.5	21.5
Translators	78.3	21.7
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	93.9	6.1 (B1 = 1; B2 = 5.1)
Teachers	95.4	4.6 (B2)
Translators	87.0	13.0 (B1 = 4.3; B2 = 8.7)
Associations	100	0

B2.1. Can effectively meet the quality standards the labour market requires in each context for texts translated by a generalist translator in at least one area of professional practice.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	90.8	9.2
Translators	95.7	4.3
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	85.9	14.1

	86.2	13.8
Teachers	86.2	13.8
Translators	81.3	8.7
Associations	72.7	27.3

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	88.9	10.1 (C = 7.1; B1 = 3)
Teachers	87.7	12.3 (B1 = 4.6; C = 7.7)
Translators	91.3	8.7 (C)
Associations	100	0

B2.2. Can meet the profession's ethical requirements (confidentiality, impartiality, turning down work beyond one's capabilities, etc.) when carrying out a translation task and when interacting with the actors involved in a translation project.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	95.4	4.6
Translators	100	0
Associations	100	0

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	95.4	4.6
Translators	100	0
Associations	100	0

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	88.9	11.1 (A1 = 1.0; B1 = 5.1; C = 5.1)
Teachers	87.7	12.3 (B1 = 4.6; C = 7.7)
Translators	95.7	4.3 (A1)
Associations	81.8	18.2 (B1)

B2.3. Can revise and post-edit translations of texts corresponding to a generalist translator, meeting the quality standards the labour market requires in each context.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	89.2	10.8
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	90.8	9.2
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	87.9	12.1 (A2 = 1.0; B1 = 2.0; C = 9.1)
Teachers	84.6	15.4 (A2 = 1.5; B1 = 3.1; C = 10.8)
Translators	95.7	4.3 (C)
Associations	90.9	9.1 (C)

B2.4. Can use marketing strategies to capture and retain customers and obtain professional assignments. [If required in the relevant job]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	90.8	9.2
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	93.8	6.2
Translators	95.7	4.3
Associations	90.9	9.1

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	84.8	15.2 (B1 = 3; C = 12.1)
Teachers	80	20 (B1 = 4.6; C = 15.4)
Translators	91.3	8.7 (C)
Associations	100	0

B2.5. Can negotiate with the actors involved in a translation project (customers, other professionals) to determine deadlines, rates, invoicing methods, working conditions, the nature of the contract involved, rights and responsibilities, the project's specifications, etc., and can fulfil the conditions established. [If required in the relevant job]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	93.8	6.2
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	95.4	4.6
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	88.9	11.1 (A2 = 1.0; B1 = 3.0; C = 7.1)
Teachers	84.6	15.4 (A2 = 1.5; B1 = 4.6; C = 9.2)
Translators	95.7	4.3 (C)
Associations	100	0

B2.6. Can work in coordination with the actors involved in a translation project (customers, project managers, other translators, correctors, etc.) and maintain an efficient workflow. [If required in the relevant job]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	93.8	6.2
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	96.9	3.1
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	90.9	9.1 (A1 = 1.0; A2 = 1.0; B1 = 3.0; C = 4.0)
Teachers	89.2	10.8 (A1 = 1.5; B1 = 4.6; C 4.6)
Translators	91.3	8.7 (A2 = 4.3; C = 4.3)
Associations	100	0

B2.7. Can determine a translation project's profitability on the basis of the workload, rate and deadline it involves. [If required in the relevant job]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	93.8	6.2
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	96.9	3.1
Translators	90.9	9.1
Associations	100	0

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	88.9	11.1 (A1 = 1; B1 = 3; C = 7.1)
Teachers	84.6	15.4 (A1 = 1.5; B1 = 4.6; C = 9.2)
Translators	95.7	4.3 (C)
Associations	100	0

B2.8. Can produce quotes and invoices in accordance with established standards in different translation scenarios. [If required in the relevant job]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	93.8	6.2
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	96.9	3.1
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (B1 = 5.1; C = 3.0)
Teachers	89.2	10.8 (B1 = 6.2; C = 4.6)
Translators	100	0
Associations	90.9	9.1 (B1)

B2.9. Can manage basic tax requirements (e.g. registration of professional activity, registration as an intra-Community operator, quarterly or annual tax returns, withholding statements, statements of transactions with third parties), translation contracts and possible conflicts arising from non-payment (e.g. notifications, formal requests, "order for payment" procedures, legal proceedings). [If required in the relevant job]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	86.2	13.8
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	96.9	3.1
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	82.8	17.2 (B1 = 5.1; C = 12.1)
Teachers	80	20 (B1 = 6.2; C = 13.8)
Translators	87.0	13.0 (C)
Associations	90.9	9.1 (B1)

B2.10. Can manage workflow-related administrative tasks (e.g. recording and checking customers' details, rates applied, projects carried out, payment status). [If required in the relevant job]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	93.8	6.2
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	98.0	2.0
Teachers	98.5	1.5
Translators	100	0
Associations	90.9	9.1

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	89.9	10.1 (A2 = 1; B1 = 4.0; C = 5.1)
Teachers	86.2	13.8 (A2 = 1.5; B1 = 4.6; C = 7.7)
Translators	100	0
Associations	90.9	9.1 (B1)

B2.11. Can manage the physical working environment (e.g. workplace location, lighting conditions) and virtual working environment (e.g. screen organization, folder management, tool maintenance).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	93.8	6.2
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	95.4	4.6
Translators	95.7	4.3
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	89.9	10.1 (A1 = 2.0; A2 = 2.0; B1 = 5.1; C = 1.0)
Teachers	89.2	10.8 (A1 = 1.5; B1 = 7.7; C = 1.5)
Translators	91.3	8.7 (A2)
Associations	90.9	9.1 (A1)

B1.1. Can distinguish the texts he/she is able to translate adequately.

Do you think the descriptor is suitable for describing this competence?

	Yes (%)	No (%)
Global	94.9	5.1
Teachers	95.4	4.6
Translators	100	0
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	87.7	12.3
Translators	100	0
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (A1 = 2.0; A2 = 2.1; B2 = 2.0; C = 2.0)
Teachers	90.8	9.2 (A1 = 1.5; A2 = 3.1; B2 = 1.5; C = 3.1)
Translators	100	0
Associations	81.8	18.2 (A1 = 9.1; B2 = 9.1)

B1.2. Can distinguish the professional competences required of a translator.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	96.9	3.1
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	87.9	12.1
Teachers	84.6	15.4
Translators	91.3	8.7
Associations	100	0
Do you think the descriptor is appropriate to this level?		

	Yes (%)	No (%)
Global	92.9	7.1 (A1 = 1.0; A2 = 1.0; B2 = 3.0; C = 2.0)
Teachers	92.3	7.7 (A1 = 1.5; A2 = 1.5; B2 = 1.5; C = 3)
Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

B1.3. Can identify the different areas of employment open to translators: public and private bodies, self-employment, translation agencies, companies from other sectors which require translation services, etc.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	96.9	3.1
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	96.9	3.1
Translators	95.7	4.3
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	89.9	10.1 (A1 = 1.0; A2 = 3.0; B2 = 5.1; C = 1.0)
Teachers	87.7	12.3 (A1 = 1.5; A2 = 4.6; B2 = 4.6; C = 1.5)
Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

B1.4. Can identify the different areas of specialization in translation and their specific characteristics: certified or sworn translation, legal translation, technical translation, scientific translation, literary translation, audiovisual translation, localization, etc.

Do you think the descriptor is suitable for describing this competence?		

	Yes (%)	No (%)
Global	93.9	6.1
Teachers	95.4	4.6
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	96.9	3.1
Translators	95.7	4.3
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	90.9	9.1 (A1 = 2.0; A2 = 1.0; B2 = 4; C = 2.0)
Teachers	90.8	9.2 (A1 = 3.1; A2 = 1.5; B2 = 3.1; C = 1.5)
Translators	91.3	8.7 (B2 = 4.4; C = 4.3)
Associations	90.9	9.1 (B2)

B1.5. Can distinguish the different tasks a translator may perform: translation, editing texts, revision and correction of texts, language and cultural consultancy, project management, intercultural mediation, language and cultural support, post-editing, etc.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	96.9	3.1
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	95.4	4.6
Translators	95.7	4.7

Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	87.9	12.1 (A1 = 2.0; A2 = 4.0; B2 = 5.1; C = 1)
Teachers	87.7	12.3 (A1 = 3.1; A2 = 3.1; B2 = 4.6; C = 1.5)
Translators	87.0	13.0 (A2 = 8.7; B2 = 4.3)
Associations	90.9	9.1 (B2)

B1.6. Can identify the different institutions involved in the practice of the profession and their functions (professional associations and guilds).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	98.5	1.5
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	96.9	3.1
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	88.9	11.1 (A1 = 2.0; A2 = 1.0; B2 = 6.1; C = 2)
Teachers	87.7	12.3 (A1 = 1.5; A2 = 1.5; B2 = 6.2; C = 3.1)
Translators	95.7	4.3 (B2)
Associations	81.8	18.2 (A1 = 9.1; B2 = 9.1)

A2.1. 1. Can distinguish different types of brief and the different purposes a translation may have: the same purpose as the original (equifunctional translation), informative, accompanying the original text, adaptation, etc.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	98.0	2.0
Teachers	98.5	1.5
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	95.4	4.6
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	94.9	5.1 (A1 = 2.0; B1 = 1.0; B2 = 1.0; C = 1.0)
Teachers	92.3	7.7 (A1 = 3.1; B1 = 1.5; B2 = 1.5; C = 1.5)
Translators	100	0
Associations	100	0

A1.1. Can recognize a translation's brief and determine the purpose of the translation, when it is the same as the purpose of the original text (equifunctional translation).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	93.8	6.2
Translators	95.7	27.3
Associations	72.7	27.3
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	98.5	1.5
Translators	87.0	13.0

Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	92.9	7.1 (A2)
Teachers	92.3	7.7 (A2)
Translators	95.7	4.3 (A2)
Associations	90.9	9.1 (A2)

10.TRANSLATION PROBLEM SOLVING COMPETENCE

C.1. Can solve translation problems characteristic of specialized texts corresponding to at least one area of professional specialization (legal; economic and financial; scientific; technical; literary; audiovisual; accessibility; localization), respecting the target language's conventions and without errors in terms of meaning. [See examples of this level's text genres in Annex 1]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	89.2	10.8
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	87.9	12.1
Teachers	84.6	15.4
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	98.0	2.0 (B2)
Teachers	96.9	3.1 (B2)
Translators	100	0
Associations	100	0

C.2. Can solve problems stemming from translation briefs in professional contexts for any type of target audience.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	95.4	4.6
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		

	Yes (%)	No (%)
Global	91.9	8.1
Teachers	90.2	9.8
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	98.0	2.0 (B2)
Teachers	96.9	3.1
Translators	100	0
Associations	100	0

C.3. Can solve translation problems specific to the relevant area of professional specialization.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	90.8	9.2
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	90.8	9.2
Translators	100	0
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3.0 (B2)
Teachers	95.4	4.6 (B2)
Translators	100	0
Associations	100	0

B2.1. Can solve translation problems characteristic of semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), respecting the target language's conventions and without errors in terms of meaning. [See examples of this level's text genres in Annex 1]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	84.6	15.4
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	89.2	10.8
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	98.0	2.0 (B1)
Teachers	96.9	3.1 (B1)
Translators	100	0
Associations	100	0

B2.2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	92.3	7.7
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	89.9	10.1

Teachers	90.8	9.2
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	98.0	2.0 (B1)
Teachers	96.9	3.1 (B1)
Translators	100	0
Associations	100	0

B2.3. Can solve language interference problems.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	94.0	4.0
Teachers	93.8	6.2
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	89.2	10.8
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (A2 = 2.0; B1 = 5.1; C = 1)
Teachers	87.7	12.3 (A2 = 3.1; b1 = 7.7; c = 1.5)
Translators	100	0
Associations	100	0

B2.4. Can solve basic thematic problems, and explicit and implicit cultural difference and world knowledge problems.

Do you think the descriptor is suitable for describing this competence?		

	Yes (%)	No (%)
Global	94.9	5.1
Teachers	92.3	7.7
Translators	100	0
Associations	100	0

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	89.2	10.8
Translators	95.7	4.3
Associations	90.9	9.1

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (A2 = 1; B1 = 3)
Teachers	93.8	6.2 (A2 = 1.5; B1 = 4.6)
Translators	100	0
Associations	100	0

B2.5. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	95.4	4.6
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global		
Teachers	92.3	7.7
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)

Global	90.9	9.1
Teachers	93.8	6.2 (A2 = 1.5; b1 = 3.1; c = 1.5)
Translators	100	0
Associations	100	0

B2.6. Can solve different types of translation problems according to a translation brief (equifunctional translation, informative translation, adaptation, etc.).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	96.0	4.0 (A2 = 1; B1 = 2; C = 1)
Teachers	96.9	3.1
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	98.0	2.0
Teachers	90.8	9.2
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3.0 (A2 = 1; B1 = 2)
Teachers	95.4	4.6 (A2 = 1.5; B1 = 3.1)
Translators	100	0
Associations	100	0

B1.1. Can solve translation problems characteristic of non-specialized texts corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), respecting the target language's conventions and without errors in terms of meaning. [See examples of this level's text genres in Annex 1]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	88.9	11.1

	89.2	10.8
Teachers	89.2	10.8
Translators	95.7	4.3
Associations	72.7	27.3

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	87.7	12.3
Translators	95.7	4.3
Associations	81.8	18.2

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (A2 = 1; B2 = 3)
Teachers	96.9	3.1 (A2 = 1.6; B2 = 1.5)
Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

B1.2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	92.3	7.7
Translators	95.7	4.3
Associations	81.8	18.2

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	87.9	12.1
Teachers	87.7	12.3
Translators	91.3	8.7
Associations	81.8	18.2

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	94.9	5.1 (A2 = 1.0; B2 = 4.0)
Teachers	95.4	4.6 (A2 = 1.5; B2 = 3.1)

Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

B1.3. Can solve language interference problems.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	95.4	4.6
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	89.2	10.8
Translators	91.3	8.7
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (A2 = 3.0; B2 = 5.1)
Teachers	90.8	9.2 (A2 = 4.6; B2 = 4.6)
Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

B1.4. Can solve basic thematic problems, and explicit and implicit cultural difference and world knowledge problems.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	87.7	12.3
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	89.9	10.1

Teachers	89.2	10.8
Translators	91.3	8.7
Associations	90.9	9.1

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	92.9	7.1 (A2 = 2; B2 = 4; C = 1)
Teachers	92.3	7.7 (A2 = 3.1; B2 = 3.1; C = 1.5)
Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

B1.5. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	93.8	6.2
Translators	91.3	8.7
Associations	81.8	18.2

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	87.9	12.1
Teachers	92.3	7.7
Translators	78.3	21.7
Associations	81.8	18.2

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	89.9	10.1 (A2 = 2.0; B2 = 7.1; C = 1)
Teachers	89.2	10.8 (A2 = 3.1; B2 = 6.2; C = 1.5)
Translators	91.3	8.7 (B2)
Associations	90.9	9.1 (B2)

A2.1. Can solve translation problems characteristic of different types (narrative, descriptive, expository, argumentative, instructional) of non-specialized texts involving problems related to register (tenor, style), respecting the target language's conventions and without errors in terms of meaning. [See examples of this level's text genres in Annex 1]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	87.7	12.3
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	86.9	13.1
Teachers	84.6	15.4
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (A1 = 2; B1 = 4; B2 = 1; C = 1)
Teachers	87.7	12.3 (A1 = 3.1; B1 = 6.2; b2 = 1.5; C = 1.5)
Translators	100	0
Associations	100	0

A2.2. Can solve problems stemming from translation briefs in non-professional contexts for a non-specialized target audience.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	92.3	7.7
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		

	Yes (%)	No (%)
Global	90.9	9.1
Teachers	90.8	9.2
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3.0 (A1 = 1; B1 = 1; B2 = 1)
Teachers	95.4	4.6 (A1 = 1.5; B1 = 1.6; B2 = 1.5)
Translators	100	0
Associations	100	0

A2.3. Can apply translation's methodological principles to solve translation problems, taking purposes, target audiences and the different characteristics of texts into account.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	97.0	3.0
Teachers	96.9	3.1
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	93.8	6.2
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (A1 = 1; B1 = 2; B2 = 1)
Teachers	93.8	6.2 (A1 = 1.5; B1 = 3.1; B2 = 1.5)
Translators	100	0
Associations	100	0

A2.4. Can solve language interference problems (conventions of written language, non-specialized vocabulary, morphosyntax, textuality) and problems stemming from language variation (tenor, style).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	95.4	4.6
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	90.8	9.2
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (A1 = 1; B1 = 3; B2 = 3.1; C = 1)
Teachers	89.2	10.8 (A1 = 1.5; B1 = 4.6; B2 = 3.1; C = 1.5)
Translators	95.7	4.3 (B2)
Associations	100	0

A2.5. Can solve explicit cultural difference and world knowledge problems.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	93.8	6.2
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)

Global	94.9	5.1
Teachers	93.8	6.2
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (A1 = 1; B1 = 1; B2 = 2)
Teachers	93.8	6.2 (A1 = 1.5; B1 = 1.5; B2 = 3.1)
Translators	100	0
Associations	100	0

A2.6. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	95.4	4.6
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	93.8	6.2
Translators	87.0	13.0
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (A1 = 1; B1 = 4; B2 = 2; C = 1)
Teachers	89.2	10.8 (A1 = 1.5; B1 = 6.2; B2 = 1.5; C = 1.5)
Translators	95.7	4.3 (B2)
Associations	100	0

A1.1. Can solve translation problems characteristic of different types (narrative, descriptive, expository, argumentative, instructional) of non-specialized texts in standard language, respecting the target language's conventions and without errors in terms of meaning. [See examples of this level's text genres in Annex 1]

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	87.7	12.3
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	87.7	12.3
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	89.9	10.1 (A2 = 8.1; B2 = 1; C = 1)
Teachers	87.7	12.3 (A2 = 9.2; B2 = 1.5; C = 1.5)
Translators	95.7	4.3 (12)
Associations	90.9	9.1 (A2)

A1.2. Can solve problems stemming from translation briefs in non-professional contexts for a non-specialized target audience.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	90.8	9.2
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	89.9	10.1

	90.8	9.2
Teachers	90.8	9.2
Translators	91.3	8.7
Associations	81.8	18.2

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	90.9	9.1 (A2 = 8.1; B2 = 1.0)
Teachers	90.8	9.2 (A2 = 7.7; B2 = 1.5)
Translators	95.7	4.3 (A2)
Associations	80.8	18.2 (A2)

A1.3. Can apply translation's fundamental methodological principles (communicative purpose, the importance of understanding the original text properly and wording the translated text well, the importance of the target audience) to solve basic translation problems.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	93.8	6.2
Translators	95.7	4.3
Associations	81.8	18.2

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	92.3	7.7
Translators	95.7	4.3
Associations	90.9	9.1

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	94.9	5.1 (A2)
Teachers	95.4	4.6 (A2)
Translators	95.7	4.3 (A2)
Associations	90.9	9.1 (A2)

A1.4. Can work through the different stages of the translation process (comprehension, re-expression, self-revision) and perform the tasks corresponding to each of them to solve basic translation problems.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	92.3	7.7
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	92.3	7.7
Translators	91.3	8.7
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	90.9	9.1 (A2 = 8.1; B2 = 1)
Teachers	89.2	10.8 (A2 = 9.2; B2 = 1.5)
Translators	95.7	4.3 (A2)
Associations	90.9	9.1 (A2)

A1.5. Can solve basic language interference problems: conventions of written language (orthography and typography), non-specialized vocabulary, morphosyntax and textuality (text structure, thematic progression, coherence and cohesion).

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	92.3	7.7
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	90.9	9.1

	90.8	9.2
Teachers	90.8	9.2
Translators	91.3	8.7
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	88.9	11.1 (A2 = 8.1; B2 = 2; C = 1)
Teachers	87.7	12.3 (A2 = 9.2; B2 = 1.5; C = 1.5)
Translators	91.3	8.7 (A2 = 4.4; B2 = 4.3)
Associations	90.9	9.1 (A2)

A1.6. Can solve explicit cultural difference and world knowledge problems.

Do you think the descriptor is suitable for describing this competence?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	92.3	7.7
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	93.8	6.2
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	90.9	9.1 (A2 = 6.1; B1 = 1; B2 = 2)
Teachers	89.2	10.2 (A2 = 6.2; B1 = 1.5; B2 = 3.1)
Translators	95.7	4.3 (A2)
Associations	90.9	9.1 (A2)

11.GLOBAL SCALE

C.1. Can translate specialized texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR reading comprehension level C2 in the source language and CEFR written production level C2 in the target language is required (particular areas of specialization may have special characteristics).

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	89.9	10.1
Teachers	84.6	15.4
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	85.9	14.1
Teachers	81.5	18.5
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (B2)
Teachers	93.8	6.2 (B2)
Translators	100	0
Associations	100	0

C.2. Can solve translation problems specific to the relevant area of professional specialization.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	92.3	7.7
Translators	95.7	4.3
Associations	100	0

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	90.8	9.2
Translators	100	0
Associations	90.99	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	98.0	2.0 (B2)
Teachers	96.9	3.1 (B2)
Translators	100	0
Associations	100	0

C.3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems, and can adapt to new documentation resources and technological tools.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	90.8	9.2
Translators	95.7	4.3
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	89.2	10.8
Translators	100	0
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	98.0	2.0 (B2)
Teachers	96.9	3.1 (B2)
Translators	100	0
Associations	100	0

C.4. Can manage aspects of professional practice and the workings of the labour market in the relevant area of professional specialization.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	93.8	6.2
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	89.2	10.8
Translators	82.6	17.4
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	98.0	2.0 (B1 = 1; B2 = 1)
Teachers	98.5	1.5 (B2)
Translators	95.7	4.3 (B1)
Associations	100	0

B2.1. Can translate semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing) in situations involving professional translation for a non-specialized target audience, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension level C1 in the source language and CEFR written production level C2 in the target language is required.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	86.9	13.1
Teachers	81.5	18.5
Translators	95.7	4.3

Associations	100	0

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	86.2	13.8
Translators	95.7	4.3
Associations	90.9	9.1

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	94.9	5.1 (A1 = 1; B1 = 2; C = 2)
Teachers	92.3	7.7 (A1 = 1.5; B1 = 3.1; C = 3.1)
Translators	100	0
Associations	100	0

B2.2. Can carry out different types of translations according to the brief involved.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	98.0	2.0
Teachers	96.9	3.1
Translators	100	0
Associations	100	0

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	89.2	10.8
Translators	100	0
Associations	100	0

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3.0 (B1 = 2; C = 1)
Teachers	95.4	4.6 (B1 = 3.1; C = 1.5)
Translators	100	0
Associations	100	0

B2.3. Can solve language interference problems; basic thematic problems; explicit and implicit cultural difference and world knowledge problems; and intentionality problems.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	99.0	1.0
Teachers	98.5	1.5
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	89.2	10.8
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	98.0	2.0 (B1)
Teachers	98.5	1.5 (B1)
Translators	95.7	4.3 (B1)
Associations	100	0

B2.4. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems, and can adapt to new documentation resources and technological tools.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	98.0	2.0
Teachers	96.9	3.1
Translators	100	0
Associations	100	0
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)

Global	93.9	6.1
Teachers	90.8	9.2
Translators	100	0
Associations	100	0

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	99.0	1.0 (B1)
Teachers	98.5	1.5 (B1)
Translators	100	0
Associations	100	0

B2.5. Can manage aspects of professional practice and the workings of the labour market.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	92.3	7.7
Translators	100	0
Associations	100	0

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	87.9	12.1
Teachers	87.7	12.3
Translators	87.0	13.0
Associations	90.9	9.1

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	93.9	6.1 (A2 = 1.1; B1 = 1; C = 4)
Teachers	90.8	9.2 (A2 = 1.5; B1 = 1.5; C = 6.2)
Translators	100	0
Associations	100	0

B1.1. Can translate non-specialized texts corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical;

scientific; non-literary publishing) in situations involving professional translation for a non-specialized target audience, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension level C1 in the source language and CEFR written production level C2 in the target language is required.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	79.8	20.2
Teachers	76.9	23.1
Translators	72.7	27.3
Associations	91.3	8.7
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	86.9	13.1
Teachers	83.1	16.9
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (A1 = 1.1; A2 = 1.0; B2 = 4.0; C = 2)
Teachers	90.8	9.2 (A1 = 1.5; A2 = 1.5; B2 = 3.1; C = 3.1)
Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

B1.2. Can solve language interference problems; basic thematic problems; explicit and implicit cultural difference and world knowledge problems; and intentionality problems.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	95.4	4.6
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		

	Yes (%)	No (%)
Global	88.9	11.1
Teachers	87.7	12.3
Translators	81.3	8.7
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (A2 = 1; B2 = 3)
Teachers	96.9	3.1 (A2 = 1.5; B2 = 1.6)
Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

B1.3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	96.9	3.1
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	89.2	10.8
Translators	95.7	4.3
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	97.0	3.0 (A2 = 1; B2 = 2)
Teachers	98.5	1.5 (A2)
Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

B1.4. Can distinguish basic aspects related to the translation labour market.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	93.8	6.2
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	86.2	13.8
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	92.9	7.1 (A1 = 1; A2 = 1; B2 = 4.1; C = 1)
Teachers	92.3	7.7 (A1 = 1.5; A2 = 1.5; B2 = 3.1; C = 1.5)
Translators	95.7	4.3 (B2)
Associations	90.9	9.1 (B2)

A2.1. Can translate non-specialized texts involving problems related to register in non-professional contexts, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension level B2 in the source language and CEFR written production level C1 in the target language is required.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	86.2	13.8
Translators	95.7	4.3
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	89.9	10.1

Teachers	87.7	12.3
Translators	100	0
Associations	81.8	18.2

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (A1 = 2; B = 1; B2 = 1)
Teachers	93.8	6.2 (A1 = 3.1; B1 = 1.5; B2 = 1.5)
Translators	100	0
Associations	100	0

A2.2. Can solve language interference problems; problems stemming from language variation; explicit cultural difference and world knowledge problems; and intentionality problems.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	96.0	4.0
Teachers	95.4	4.6
Translators	100	0
Associations	90.9	9.1

Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	90.9	9.1
Teachers	89.2	10.8
Translators	95.7	4.3
Associations	90.9	9.1

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	93.9	6.1 (A1 = 1.0; B1 = 3; B2 = 2)
Teachers	90.8	9.2 (A1 = 1.5; B1 = 4.6; B2 = 3.1)
Translators	100	0
Associations	100	0

A2.3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	93.8	6.2
Translators	100	0
Associations	90.9	9.1
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	93.9	6.1
Teachers	90.8	9.2
Translators	100	0
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	96.0	4.0 (A1 = 1; B1 = 2; B2 = 1)
Teachers	93.8	6.2 (A1 = 1.5; B1 = 3.1; B2 = 1.5)
Translators	100	0
Associations	100	0

A1.1. Can translate different types of non-specialized texts in standard language in non-professional contexts, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension level B2 in the source language and CEFR written production level C1 in the target language is required.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	85.9	14.1
Teachers	84.6	15.4
Translators	91.3	8.7
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)

Global	88.9	11.1
Teachers	87.7	12.3
Translators	95.7	4.3
Associations	81.8	18.2

Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	91.9	8.1 (A2 = 6.1; B1 = 1.0; B2 = 1.0)
Teachers	90.8	9.2 (A2 = 6.2; B1 = 1.5; B2 = 1.5)
Translators	95.7	4.3 (A2)
Associations	90.9	9.1 (A2)

A1.2. Can solve basic language interference problems and basic explicit cultural difference and world knowledge problems.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	94.9	5.1
Teachers	96.9	3.1
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	88.9	11.1
Teachers	87.7	12.3
Translators	91.3	8.7
Associations	90.9	9.1
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	92.9	7.1 (A2)
Teachers	92.3	7.7 (A2)
Translators	95.7	4.3 (A2)
Associations	90.9	9.1 (A2)

A1.3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.

Do you think the descriptor defines this level well?		
	Yes (%)	No (%)
Global	92.9	7.1
Teachers	93.8	6.2
Translators	95.7	4.3
Associations	81.8	18.2
Do you think the descriptor is clearly worded?		
	Yes (%)	No (%)
Global	91.9	8.1
Teachers	89.2	10.8
Translators	95.7	4.3
Associations	100	0
Do you think the descriptor is appropriate to this level?		
	Yes (%)	No (%)
Global	93.9	6.1 (A2)
Teachers	93.8	6.2 (A2)
Translators	95.7	4.3 (A2)
Associations	90.9	9.1 (A2)