Translation and Definition of Terms *Evaluation* and *Assessment*

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Abstract. Translation is a challenging activity and there are few difficulties that appear during translation process so every language describes the world in the different way and has its own grammatical structure, grammar rules and syntax variance. Translated terms and definitions must be meaningful and appropriate not only for Lithuanian-speaking consumers but also for translators who must select equivalent terms and compose meaningful definitions in other languages. This paper deals with the problems of translation and definition of the terms *evaluation* and *assessment*. It provides a deep analysis of the phenomena referred to by the two terms under investigation and describes the different directions of terminology in the socio-economic development process. The paper aims to define the meaning of the terms *evaluation* and *assessment* on the basis on the scientific literature, dictionaries and different juridical documents. The authors classify the meaning of the terms according to their translation found in different resources and make the final conclusions and suggestions on their understanding. The authors of the paper point out that though the words *vertinimas* and *įvertinimas* are quite similar in their meanings, still they are not the same.

Keywords: translation, definition, evaluation, assessment, term.

Introduction

Every language has as many words as it is needed for its users. When any concept is defined, appropriate word is found. However, sometimes it happens that the same thing is described using different words. Therefore, the problem arises because of the different understanding of the same words.

A lot of terminology conceptions are steady however in some cases even experienced professionals have to think out. A translator should be familiar with the languages, which are translated into and from. From this subject point of view, he paper deals with the reference of the subject-specific foreign language terminology, which leads to easier comprehension of texts in the target language. The skills of understanding the content with the help of context or extra-linguistic information are acquired (Liubinienė, 2009). When translation is done to the Lithuanian language, it is important to notice that this language is very concrete. In this context English is contrary.

All translators agree that translating between languages associates with a number of language translation problems. Some of these problems are modern, some of them are not. It is not easy to capture the same meaning when translating between two completely different languages. Integrated translation model of the subject and language emphasizes the importance of the language component in order to convey the specific subject content meaning. In different contexts the language can have different meanings (Liubinienė, 2010).

Translating findings in ways that are understandable to broader audiences will be more appreciated when these findings relate to phenomena that matter to the message receivers (Shapiro et al., 2007). Rynes et al. (2001), in their April 2001 *Academy of Management Journal* special research forum (SRF) "Across the Great Divide: Knowledge Creation and Transfer between Practitioners and Academics" raised important issues, as have others, such as Beyer and Trice (1982) and Lawler et al. (1985). All these authors have suggested ways to do research that is useful for theory and practice; yet we know of no recent systematic effort to understand beliefs regarding the extent and nature of the term translating practice. Moreover, none of the papers have been found to deal with the issue of translating the terms *evaluation* and *assessment*. ***The aim of the research*** is to analyse the difference between the two terms *evaluation* and *assessment* in English and Lithuanian languages and to offer the best solution for their usage in both languages. ***Research methods*** are qualitative and quantitative analyses of the academic literature and other sources.

Different Directions of Terminology in the Socio-Economic Development Process

In the very beginning of the 21st century Lithuania has experienced changes in the economic, legal, technological and other areas, which affect our everyday lives. Social changes entail linguistic transformations. Lithuanians in their everyday life got used to certain terms to the point that they no longer consider them terms — deposit, business, contract, download, saver, marketing, etc. The terminology of international development is constantly evolving as a new socio-economic concept emerges. In different societies this process may take different directions depending on the needs and wants of people. In Lithuanian society the explosive growth of terms pertaining to the economic and computer areas can be observed. Lithuanians largely borrow these terms from the English language bringing English words and expressions into the native language. Though some of these borrowings have corresponding equivalents in Lithuanian, the English terms are being extensively used by the population as further evidence of the social changes that have taken place in the country (a similar process would have been inconceivable in the cold war period) (Updike et al., 1995).

Translation is undoubtedly a social phenomenon. Translator's choices are influenced not only by the source language text

and the peculiarities of the target audience, but also by the era to which the translator belongs — in translating for the modern reader it is necessary to take into consideration creative traditions, literary norms and conventions that are familiar to the reader of a certain society. Nowadays, due to various political changes and dynamic economic and technological growth, the Lithuanian language has acquired numerous terms, which very quickly migrate from the class of neologisms to the category of familiar and frequently used words. Few of these words do not possess the corresponding equivalent in Lithuanian; many of them do have a Lithuanian equivalent. For example, such nouns as brand, merger, summit, default, deposit, site, spam, tuner, web surfing and adjectives as local, creative, top have equivalents in Lithuanian, but the new "foreign" word is usually preferred. This may be explained by the fact that a borrowing often has a semantic" compactness,

> whereas a Lithuanian equivalent has a descriptive character — in some cases a whole sentence must be used. So translators have to deal with the problem of either choosing a 'popular' borrowing or go with the equivalent already existing in the language. When creating an oral or written text, one of the essential tasks is to make the text comprehensible, meaningful and grammatically correct. To achieve this goal various means are used. One of the tools of text creation and development is cohesion — a device enhancing the inner order of the text. If the text is not coherent its meaning will not be delivered to the reader or listener (Poškienė, 2009).

Translators of a "new generation" prefer not to translate the so-called Americanisms and foreign food names as they are familiar to people of all countries, and

> a translator no longer has the absolute need to always find a translation of a term in the target language if this would make the target-language text lose credibility(Wiersema, 2004).

Most translation theorists agree that translation is understood as the transfer process from foreign language — or second language — to the mother tongue. However, market requirements are increasingly demanding that translators transfer texts to a target language that is not their mother tongue, but a foreign language. With regard to the principal approaches to a translation text it is agreed on the following aspects: firstly, there is comprehension and interpretation of texts which implies the management of the approach principles to various types of texts, considering the textual, referential, cohesion and naturalness levels. This competence includes reading comprehension and message interpretation (encoding and decoding); secondly, re-wording is also important. It means the application of the various strategies for the restitution process of the message by choosing the appropriate methods, techniques and procedures. Among the most frequently used procedures for the restoration of ideas contained in a translation unit, a translator may resort to transfer, cultural or functional equivalent, synonymy, transposition, modulation, compensation, reduction and expansion or amplification (Newmark, 1995). These skills constitute the essence of translating competence and should be strongly emphasized in the training prospective translators. For this purpose, it is also indispensable to make effective use of different types of documentation: parallel texts, monolingual and bilingual dictionaries, encyclopaedias, term databases, informants, and other sources; and thirdly, translation theorists give great importance to the assessment of the result, i.e. evidencing the capacity to confront the translated text with the original text, being able to assess earnings and losses and showing self-correction capacity (Newmark, 1995). It is the accurate revision of the output that will definitely result in a final translation of higher quality.

The Art and Science of Translating and Defining Terms

We live in such age that is constantly innovating products and technologies, we continually use new terms and concepts in new ways, and we must translate and define these terms and concepts in a formal way. Translating and defining terms in a formal way we, firstly, use a well-defined vocabulary, secondly, use an official guide to standard terminology.

Translated terms and definitions must be meaningful and appropriate not only for Lithuanian-speaking consumers but also for translators who must select equivalent terms and compose meaningful definitions in other languages. The key to making the information easy to understand and translate is to ensure that the words, grammar, and syntax used in English are precise, clear, and consistent.

There is no need to create new terms unless they are really needed. It is emphasized that careful evaluation of each translated term and definition ensures the right meaning that it represents. The defined term is adapted at the level of complexity appropriate for the intended audience. There are two very basic approaches to translation. The first one aims to express as exactly as possible the full force and meaning of every word and the turn of phrase in the original. The second one aims to produce a result that does not read like a translation at all, but rather expresses itself with the same ease as in its native rendering. In the hands of a good translator neither of these two approaches can ever be entirely ignored (Liubinienė et. al., 2007).

In the best of all possible worlds, every word would have one and only one meaning. But this is not the case. When a word has more than one meaning, it is lexically ambiguous. Ambiguity is a pervasive phenomenon in human languages. It is very hard to find words that are not at least two ways ambiguous. This is not only problematic because some of the alternatives are unintended, but because ambiguities 'multiply'. In the worst case, a sentence containing two words, each of which is two ways ambiguous, may be four ways ambiguous etc. One can, in this way, get very large numbers indeed. The number of analyses can be problematic since one may have to consider all of them, rejecting all but one.

Fortunately, however, things are not always so bad. Let's discuss one case. In the scientific specialized literature two analogous terms are found: *įvertinimas* and *vertinimas*, which are often used as synonymous. The same words are found in English as well: *evaluation* and *assessment*. It is noticed that they are synonymous however, their meanings are different:

Įvertinti – nustatyti vertę. Įvertinti daiktą, darbą, sugebėjimus. Pvz., įvertintas laiškas, siuntinys (determine the value, rate the item, work, skills. Eg., valued letter, parcel).

Vertinti:

1) pripažinti vertę, reikšmę, branginti. Pvz., teisingą žmogų visur vertina. Jei laimę rastum be nieku nieko, jos vertinti nemokėtum (recognize the value, importance, to treasure. Eg., everybody values the right person. If you found happiness without any struggle, you could not value it);

2) spręsti, ko vertas, nešališkai ką vertinti.Pvz.,reikia vertinti pagal nuopelnus (decide what is worth, to assess something without bias) (Dabartinis lietuvių kalbos žodynas, 2000).

Įvertinimas is often expressed in numerical value that reflects quantity, for example, grade, score, price and so on, whereas *vertinimas* reflects the qualitative side of the phenomenon or object, for example, achieved progress.

Having analysed the meaning of these two terms in the Lithuanian language, it is appropriate to review the situation in English using the correspondent terms *assessment* and *evaluation*.

When you assess your individual students, you gather information about their level of performance or achievement. Evaluation is comparing a student's achievement with other students or with a set of standards. Evaluation is intrinsically more complex than writing a test, giving it to a group of students, scoring it, and handing it back with some sort of letter grade. Indeed, it involves a combination of procedures and designs that not only gauge students' work but also help them grow in the process. The majority of the data of the term *evaluation* comes from teacher-made tests.

Assessments are based on the levels of achievement and standards developed for those curricular goals appropriate for the grade (Watson, 2011).Evaluation, on the other hand, occurs when a mark is assigned after the completion of a task, test, quiz, lesson or learning activity. A mark on a spelling test will determine if the child can spell the given words and would be seen as an evaluation. Assessment would be a review of journal entries, written work, presentation, research papers, essays, story writing, tests, exams, etc., and will demonstrate a sense of more permanent learning and clearer picture of a student's ability. Although a child may receive high marks in a spelling test, if he/ she cannot apply correct spelling in every day work, the high spelling test marks (evaluations) matter little (Watson, 2011).

In an *assessment*, you are going to clearly note all data, which includes the objective and subjective claims of your subject. Thus, an *assessment* is obviously the first step in a scientific process or inquiry. This forms the basis for future *evaluations*, whether there has been a change or not, and is considered to be the preliminary evidences of the study. On the contrary, an *evaluation* or evaluations are a set of statements or activities that seek to point out whether the objectives were met. It is the last part of the inquiry and involves telling the people whether the solution or the goal has been realized or not. *Evaluation* can result in three things: the first being a positive change, the second being a negative change, and the last being no change or development at all.

In summary, *assessment* and *evaluation* are the terminal ends of all scientific inquiries. They need each other, and they support one another. They are also essential for the improvement of the subject or the person:

1. *Assessment* is done at the beginning of the inquiry, whereas *evaluation* is usually done at the end.

2. *Assessment* seeks to note down all data, both subjective and objective, while *evaluation* notes down whether there have been changes or improvements in the data.

Straight (2002) in his works pointed out the dimensions of the difference between *assessment* and *evaluation* (see Table 1).

Table 1. The Difference between *Assessment* and *Evaluation* (Straight, 2002).

Dimension of Difference	ASSESSMENT	EVALUATION
Timing	Formative	Summative
Focus of Measurement	Process-Oriented	Product-Oriented
Relationship Between Administrator and Recipient	Reflective	Prescriptive
Findings, Uses Thereof	Diagnostic	Judgmental
Ongoing Modifiability of Criteria, Measures Thereof	Flexible	Fixed
Standards of Measurement	Absolute	Comparative
Relation Between Objects of A/ E	Cooperative	Competitive

The multidimensionality of the difference between two terms and the variation in each dimension result in a very diverse array of examples, the majority of which are neither *assessment* nor *evaluation* but rather hybrids (Straight, 2002). *Assessment* is the analysis and use of data by students, faculty, and/ or departments to make decisions about improvements in teaching and learning. *Evaluation* is the analysis and use of data by faculty to make judgments about student performance. Evaluation includes the determination of a grade or a decision regarding pass/ fail for an individual assignment or a course (see Table 2).

Assessment is observing and recording various parameters. An overly simple example would be: there is a recent wound in the forearm and the skin around it is hot, red and puffy. *Evaluation* is putting together the information from the assessment and drawing conclusions. In the given examples the evaluation would be that the wound was probably infected. In the medical setting, assessment comes before evaluation and the two are not necessarily done by the same person (Word Reference, 2011).

Table 2. *Assessment* and *Evaluation* Toolbox (Assessment Toolbox, 2006).

ASSESSMENT	EVALUATION
A faculty member provides feedback to a student regarding performance on an examination. The student uses that feedback to study differently in order to improve learning and performance.	A faculty member corrects an examination and assigns a grade of 82 % to a student.
A team of faculty members analyses examination results of all students in a course and discovers that 65 % of the students did not demonstrate under-standing of an important concept. Faculty members investigate possible causes and plan changes in teaching/ learning strategies to improve student understanding.	Pop quizzes are given in a class to determine if students have read sections of the text that cover important concepts. Simple Pass/ Fail grades are assigned and tallied at the end of the quarter. The quizzes count for 5 % of the total course grade.
A student delivers an oral presentation in class. The faculty member provides a critique of delivery and content so that improvements may be made in the student's subsequent presentations.	A student delivers an oral presentation in class. The faculty member provides a critique of delivery and content accompanied by a grade for the assignment.

To sum up, we assess learning, and we evaluate results in terms of some set of criteria. These two terms are certainly connected, but it is useful to think of them as separate but connected ideas and processes (Kizlik, 2011).

Assessment and evaluation are part of the processes of science, and issues related to each topic often overlap. *Assessment* refers to the collection of data to describe or better understand an issue, measurement is the process of quantifying assessment data, research refers to the use of data for the purpose of describing, predicting, and controlling as a means toward better understanding the phenomena under consideration, and *evaluation* refers to the comparison of data to a standard for the purpose of judging worth or quality. *Assessment* and/ or measurement are done with respect to variables (phenomena that can take on more than one value or level). For example, the variable "gender" has the values or levels of male and female and data could be collected relative to this variable. Data on variables are normally collected by one or more of four methods: paper/ pencil, systematic observation, participant observation, and clinical. Three types of research studies are normally performed: descriptive, correlation, and experimental (Huitt et. al., 2001).

Translation Practice of the Terms *Assessment* and *Evaluation* in Lithuanian Dictionaries and Documents

In this paper the authors have overhauled practice in Lithuania translating the terms *evaluation* and *assessment*

into Lithuanian as well as the terms *vertinimas* and *įvertinimas* into English. Dictionaries, legislations, resolutions and other papers have been surveyed in Appendix 1.

A quantitative and qualitative analyses of the dictionaries reveal that there is not an accepted common translation of the words *vertinimas* and *įvertinimas*. They are usually translated as *assessment* or *evaluation,* and sometimes they are given as synonymous. In the Lithuanian juridical documents both of them are translated in different ways. It is noticed that these terms have been used as synonymous both in English and in Lithuanian. The word *vertinimas* has been translated as *assessment* and *evaluation* in the dictionaries of Politics Sciences, Explanatory framework of qualifications and Sports Glossaries. The word *įvertinimas* also does not have a constant translation and sometimes the same word has been translated in both ways (Valiukėnas, Žilinskas, 2006). Most accurately they have been translated in Encyclopedic Educational Dictionary, where the word *vertinimas* has been translated as *assessment* and *įvertinimas* – as *evaluation.* This dictionary refers the word *vertinimas* to specific and unambiguous quality assessment of teacher and pupil behaviour based on educational goals, objectives, learning and working standards. The importance of the assessment of personality development was discussed by prominent educators of the past. It was insisted that the assessment would be based on long-child-observation, kindness, and correctness and that the assessment would help the child understand his thoughts, feelings and achievements, that it would help him get closer to the collective requirements. The clear assessment or diagnosis of the child performance results has to be done. The different methods are used for that: observation, interviews, experiments, analysis and interpretation of the facts of performance and behaviour. The results of the assessment are expressed orally, by given score or any other symbol. Personality development is not possible without a proper assessment. Students must learn to assess themselves according to the accepted performance and behaviour standards.

Encyclopaedic Educational Dictionary explains the word *įvertinimas* as the acceptance of any objects, methods, systems or features as proper for the activity, construction or for any other purpose. Having evaluated the set criteria they are considered as reliable. Educational student scoring must be estimated according to the obvious indicators. All the psychological and pedagogical tests are evaluated statistically and qualitatively. Using reliable scoring systems the candidate suitability can be evaluated for solders, pilots and other professions (Ben-Porath, 2011).

Euro Voc Multilingual Thesaurus of the European Union (2011) should also be considered. The translation of the terms *assessment* and *evaluation* in it is confused, and it is not clear whether they are identical or just synonymous (see Table 3).

Having analysed translation of the terms *evaluation* and *assessment* in the dictionary of Euro Voc Multilingual Thesaurus of the European Union in the table above it is clearly seen that there is ambiguity in translating these terms: *assessment* is translated as *vertinimas*, while

technology *assessment* is defined as techninių sprendimų *įvertinimas*.

Table 3. Translation of the Terms *Evaluation* and *Assessment* in the Dictionary of Euro Voc Multilingual Thesaurus of the European Union (2011).

ENGLISH	LITHUANIAN
Assessment	*Vertinimas* pažymiais
Aid *evaluation*	Pagalbos *įvertinimas*
Budgetary *assessment*	Biudžeto *įvertinimas*
Customs *evaluation*	Muitinės *vertinimas*
Evaluation of resources	Išteklių *įvertinimas*
Evaluation method	*Įvertinimo* metodas
Power of *assessment*	*Vertinimo* galia
Project *evaluation*	Projekto *įvertinimas*
Staff *assessment*	Darbuotojų *įvertinimas*
Technology *assessment*	Techninių sprendimų *įvertinimas*

The same occurs with the term *evaluation*: aid *evaluation* is translated as pagalbos *įvertinimas*, while custom *evaluation* is translated as muitinės *vertinimas*. Therefore it is not clear how these terms must be translated and defined.

Conclusions

The present study has highlighted some important aspects of the usage and translation of the terms *evaluation* and *assessment*. A closer study of the Great Lithuanian Dictionary (Didysis lietuvių kalbos žodynas, 2000) revealed that the terms *vertinimas* and *įvertinimas* have slightly different meanings, so they have to be used in an appropriate way bearing in mind different contexts.

The research findings from the analysis of English texts and dictionaries indicated that in English the word *assessment* mainly refers to the act of assessing and is equivalent to the Lithuanian translation *vertinimas*, while the word *evaluation* refers to the certainty of the value or worth and is equivalent to the Lithuanian translation *įvertinimas*. It is pointed out that though the words *vertinimas* and *įvertinimas* are quite similar in their meanings, still they are not the same. The findings allow to recommend the translation of the above analysed two terms in this way: *vertinimas – assessment*, *įvertinimas – evaluation*. The research also encourages to explore related terms and offer new ideas on how to improve their usage and translation.

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22. Lietuvos Respublikos žemės ūkio ministro 2005 m. lapkričio 29 d. įsakymas Nr. 3D-550 „Dėl Veislinių bulių spermos tyrimo metodų techninio reglamento" (Žin., 2005, Nr. 142–5140).

23. Lietuvos Respublikos žemės ūkio ministro 2007 m. gegužės 11 d. įsakymas Nr. 3D-229 „Dėl Pieninių gyvulių produktyvumo kontrolės organizavimo taisyklių patvirtinimo" (Žin., 2007, Nr. 54–2103).

24. Lietuvos Respublikos žemės ūkio ministro 2007 m. liepos 31 d. įsakymas Nr. 3D-359 „Dėl žemės našumo vertinimo atnaujinimo" (Žin., 2007, Nr. 87–3468).

25. Palenskis, V., Valiukėnas, V., Žalkauskas, V., Žilinskas, P. J., 2007. Fizikos terminų žodynas lietuvių, anglų, prancūzų, vokiečių ir rusų kalbomis (2-asis patais. ir papild. leid.) Vilnius: Mokslo ir enciklopedijų leidybos institutas.

26. Politikos mokslų enciklopedinis žodynas, 2007. Vilnius: Šviesa.

27. Reglamentas dėl biocidinių produktų tiekimo rinkai, 1998.

28. Sporto terminų žodynas, 2002. Stonkus, S. (reng.), 1 T. (2-asis patais. ir papild. leid.). Aiškinamasis žodynas. Angliški, vokiški, rusiški terminų atitikmenys. Būtiniausios žinios. Kaunas: LKKA.

29. Valiukėnas, V., Žilinskas, P. J. Penkiakalbis aiškinamasis metrologijos terminų žodynas, 2004. Vilnius: Mokslo ir enciklopedijų leidybos institutas.

30. Valiukėnas, V., Žilinskas, P. J., 2006. Penkiakalbis aiškinamasis metrologijos terminų žodynas. Vilnius: Mokslo ir enciklopedijų leidybos institutas.

Dalia Susnienė, Rūta Virbickaitė

Terminų „vertinimas" ir „įvertinimas" sinonimiškumas ir vertimo problemos

Santrauka

Kiekviena kalba turi tiek žodžių, kiek jų reikia tos kalbos vartotojams. Kiekvienai sąvokai apibrėžti parenkami atitinkami žodžiai. Tačiau kartais tuos pačius dalykus įvardijame skirtingais žodžiais. Dėl žodžių skirtingo suvokimo kyla vertimo problema.

Nors daugelis terminologijos koncepcijų yra pastovios, vis tik kai kuriais atvejais netgi patyrę specialistai turi susimąstyti. Vertimas turi atitikti tos kalbos, į kurią verčiamas tekstas, reikalavimus ir tuo pačiu perteikti kalbą, iš kurios yra verčiama. Vertimo problemas nagrinėjo daug tyrėjų: Shapiro it kt. (2007); Rynes ir kt. (2001); Beyer ir Trice (1982); Lawler ir kt. (1985). Tačiau pasigendama mokslinių tyrimų apie vadybos terminų vertimo problemas. Šio darbo tikslas yra analizuoti vadybos terminų vertinimas ir įvertinimas apibrėžimus ir vertimus. Atlikus mokslinių tekstų bei žodynų analizę, pateikiami susisteminti nagrinėjamų terminų vertimai lietuvių ir anglų kalbomis. Taip pat autorės pateikia šių terminų apibrėžimus bei siūlo suvienodinti jų vertimus.

Išanalizavus terminų vertinimas ir įvertinimas vertimus Didžiajame lietuvių kalbos žodyne (2000) pastebėta, kad šie terminai turi labai nežymų reikšmių skirtumą. Analizuojant tekstus ir žodynus, matyti, kad anglų kalboje žodis assessment reiškia vertinimo veiksmą ir atitinka lietuvišką žodį vertinimas, tuo tarpu žodis evaluation reiškia vertės nustatymą ir atitinka lietuvišką vertimą įvertinimas. Nors terminai įvertinimas ir vertinimas turi panašias reikšmes ir gali būti vartojami kaip sinonimai, tačiau jie nėra adekvatūs. Todėl vertimuose autorės siūlo versti žodį vertinimas į *assessment* ir įvertinimas į *evaluation*.

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APPENDIX

Appendix 1. Translation of the Terms *Evaluation* and *Assessment.*

Lithuanian	English	Source
VERTINIMAS − ASSESSMENT		
ankstèsnio mókymosi pasiekimų *vértinimas*	prior learning *assessment*	Aiškinamasis kvalifikacijų sistemos terminų žodynas, 2008
atitiktiẽs *vértinimas*	conformity *assessment*	Lietuvos Respublikos atitikties įvertinimo įstatymas, 1998
kiekýbinis *vértinimas*	quantitative *assessment*	Palenskis, V. ir kt., 2007. Fizikos terminų žodynas lietuvių, anglų, prancūzų, vokiečių ir rusų kalbomis (2-asis patais. ir papild. leid.) Vilnius: Mokslo ir enciklopedijų leidybos institutas.
neužsãkomasis kredito rizikos *vértinimas*	unsolicited credit *assessment*	Lietuvos banko valdybos 2006 m. lapkričio 9 d. nutarimas Nr. 138
pedagòginis *vértinimas*	pedagogic *assessment*; pedagogical *assessment*	Sporto terminų žodynas, 2002
póveikio ãplinkai *vértinimas*	environmental impact *assessment*	Lietuvos Respublikos aplinkos apsaugos įstatymas, 1992, 1996, 2002, 2005; Lietuvos Respublikos planuojamos ūkinės veiklos poveikio aplinkai vertinimo įstatymas (Žin., 2005, Nr. 84–3105; 2008, Nr. 81–3167). Ekologijos terminų aiškinamasis žodynas, 2008
póveikio *vértinimas*	exposure assessment	Reglamentas dėl biocidinių produktų tiekimo rinkai, 1998
rizikos ãplinkai *vértinimas*	environmental risk *assessment*	Lietuvos Respublikos genetiškai modifikuotų organizmų įstatymo 1, 2, 4, 5, 7, 8, 9, 10 straipsnių pakeitimo ir papildymo, trečiojo skirsnio pavadinimo pakeitimo, įstatymo papildymo 7¹ ir 7² straipsniais ir priedo pakeitimo įstatymas, 2006; Ekologijos terminų aiškinamasis žodynas, 2008
sprendimų póveikio *vértinimas*	impact *assessment*	Politikos mokslų enciklopedinis žodynas, 2007
teritòrijos planãvimo dokumeñto sprendinių póveikio *vértinimas*	*assessment* of the impact of territorial planning document solutions	Lietuvos Respublikos teritorijų planavimo įstatymo 1, 2, 7, 10, 12, 15, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 34, 35, 36 straipsnių pakeitimo ir papildymo įstatymas (Žin., 2006, Nr. 66–2429).
vértinimas	*assessment*	Enciklopedinis edukologijos žodynas, 2007
VERTINIMAS − EVALUATION		
baigiamàsis *vértinimas*	ex-post *evaluation*	Lietuvos Respublikos finansų ministro 2008 m. sausio 15 d. įsakymas Nr. 1K-018
dárbo ir pareigų *vértinimas*	job *evaluation*; job grading; job rating; work *evaluation*	Aiškinamasis kvalifikacijų sistemos terminų žodynas, 2008
einamàsis *vértinimas*	on-going *evaluation*	Lietuvos Respublikos finansų ministro 2008 m. sausio 15 d. įsakymas Nr. 1K-018
išankstinis *vértinimas*	ex-ante *evaluation*	Lietuvos Respublikos finansų ministro 2008 m. sausio 15 d. įsakymas Nr. 1K-018
išorinis *vértinimas*	external *evaluation*	Lietuvos Respublikos finansų ministro 2008 m. sausio 15 d. įsakymas Nr. 1K-018
kokýbės *vértinimas*	quality *evaluation*	Aiškinamasis tekstilės terminų žodynas: su vokiečių, anglų, prancūzų ir rusų kalbų atitikmenimis, 2001
spèrmos kokýbės *vértinimas*	semen quality *evaluation*	Lietuvos Respublikos žemės ūkio ministro 2005 m. lapkričio 29 d. įsakymas Nr. 3D-550 „Dėl Veislinių bulių spermos tyrimo metodų techninio reglamento" (Žin., 2005, Nr. 142–5140).
stratèginis *vértinimas*	*evaluation* of strategic nature	Lietuvos Respublikos finansų ministro 2008 m. sausio 15 d. įsakymas Nr. 1K-018
tárpinis *vértinimas*	interim; intermediate *evaluation*	Lietuvos Respublikos finansų ministro 2008 m. sausio 15 d. įsakymas Nr. 1K-018
tèminis *vértinimas*	thematic *evaluation*	Lietuvos Respublikos finansų ministro 2008 m. sausio 15 d. įsakymas Nr. 1K-018
veiklõs *vértinimas*	*evaluation* of operational nature; performance evaluation	Lietuvos Respublikos finansų ministro 2008 m. sausio 15 d. įsakymas Nr. 1K-018
vértinimas	*evaluation*; rating	Sporto terminų žodynas, 2002
vidinis *vértinimas*	in house *evaluation*; internal *evaluation*	Lietuvos Respublikos finansų ministro 2008 m. sausio 15 d. įsakymas Nr. 1K-018
vidurinis *vértinimas*	mid-term *evaluation*	Lietuvos Respublikos finansų ministro 2008 m. sausio 15 d. įsakymas Nr. 1K-018
viešõsios politikos *vértinimas*	public policy *evaluation*	Politikos mokslų enciklopedinis žodynas, 2007
žēmės našùmo *vértinimas*	land productivity *evaluation*	Lietuvos Respublikos žemės ūkio ministro 2007 m. liepos 31 d. įsakymas Nr. 3D-359 „Dėl žemės našumo vertinimo atnaujinimo" (Žin., 2007, Nr. 87–3468).
VERTINIMAS − EVALUATION, ASSESSMENT		
kvalifikãcijų *vértinimas*	*evaluation* of qualifications; qualifications *assessment*; qualifications *evaluation*	Aiškinamasis kvalifikacijų sistemos terminų žodynas, 2008
vértinimas	*assessment*; *evaluation*	Aiškinamasis kvalifikacijų sistemos terminų žodynas, 2008

ĮVERTINIMAS – EVALUATION		
atitiktiẽs *įvértinimas*	*evaluation* for conformity	Valiukėnas, V., Žilinskas, P. J., 2006. Penkiakalbis aiškinamasis metrologijos terminų žodynas
įvértinimas	*evaluation*	Enciklopedinis edukologijos žodynas, 2007
įvértinimas	estimation; *evaluation*	Palenskis, V., Valiukėnas, V., Žalkauskas, V., Žilinskas, P. J., 2007. Fizikos terminų žodynas lietuvių, anglų, prancūzų, vokiečių ir rusų kalbomis (2-asis patais. ir papild. leid.) Vilnius: Mokslo ir enciklopedijų leidybos institutas.
įvértinimas	appraisal; *evaluation*	Sporto terminų žodynas, 2002
kalbõs aiškùmo *įvértinimas*	articulation *evaluation*	Gaivenis, K., Juška, G., Kalesinskas, V., 2000. Radioelektronikos terminų žodynas. Palenskis, V. (vyr. red.). Vilnius: BĮ UAB „Litimo".
kvalimètrinis *įvértinimas*	qualimetric*evaluation*	Valiukėnas, V., Žilinskas, P. J., 2006. Penkiakalbis aiškinamasis metrologijos terminų žodynas.
matãvimo priemonės tipo *įvértinimas*	type (pattern) evaluation	Lietuvos Respublikos metrologijos įstatymo pakeitimo įstatymas (Žin., 2006, Nr. 77–2966).
tipo arba mòdelio *įvértinimas*	pattern *evaluation*; type *evaluation*	Valiukėnas, V., Žilinskas, P. J., 2006. Penkiakalbis aiškinamasis metrologijos terminų žodynas.
veislinio gývulio genètinis *įvértinimas*	animal breeding *evaluation*	Lietuvos Respublikos žemės ūkio ministro 2007 m. gegužės 11 d. įsakymas Nr. 3D-229 „Dėl Pieninių gyvulių produktyvumo kontrolės organizavimo taisyklių patvirtinimo" (Žin., 2007, Nr. 54–2103).
ĮVERTINIMAS – ASSESSMENT		
analitinis *įvértinimas*	analytical *assessment*	Valiukėnas, V., Žilinskas, P. J., 2006. Penkiakalbis aiškinamasis metrologijos terminų žodynas.
branduolinio póveikio *įvértinimas*	nuclear vulnerability *assessment*	Enciklopedinis karybos žodynas, 2008
branduolinių núostolių *įvértinimas*	nuclear damage *assessment*	Enciklopedinis karybos žodynas, 2008
eksploatãcinių išteklių *įvértinimas*	groundwater safe yield *assessment*	Enciklopedinis hidrogeologijos terminų žodynas, 2003
gretimų pajėgų *įvértinimas*	neighbouring forces *assessment*	Enciklopedinis karybos žodynas, 2008
išorinis kokýbės *įvértinimas*	external quality *assessment*	Valiukėnas, V., Žilinskas, P. J., 2006. Penkiakalbis aiškinamasis metrologijos terminų žodynas.
įvértinimas	*assessment*	Enciklopedinis karybos žodynas, 2008
laboratòrijos *įvértinimas*	laboratory *assessment*	Valiukėnas, V., Žilinskas, P. J., 2006. Penkiakalbis aiškinamasis metrologijos terminų žodynas.
logistinis *įvértinimas*	logistic *assessment*	Enciklopedinis karybos žodynas, 2008
matãvimo priemonès atitiktiẽs *įvértinimas*	conformity *assessment* of a measuring instrument	Valiukėnas, V., Žilinskas, P. J., 2006. Penkiakalbis aiškinamasis metrologijos terminų žodynas.
patikimùmo *įvértinimas*	reliability *assessment*	Valiukėnas, V., Žilinskas, P. J., 2006. Penkiakalbis aiškinamasis metrologijos terminų žodynas.
priešo *įvértinimas*	enemy *assessment*	Enciklopedinis karybos žodynas, 2008
prodùkto kokýbės *įvértinimas*	assessment of product quality	Valiukėnas, V., Žilinskas, P. J., 2006. Penkiakalbis aiškinamasis metrologijos terminų žodynas.
rizikos *įvértinimas*	risk *assessment*	Enciklopedinis hidrogeologijos terminų žodynas, 2003
saugùmo *įvértinimas*	safety *assessment*	Jonizuojančiosios spinduliuotės ir radiacinės saugos terminų žodynas, 1999
situãcijos *įvértinimas*	*assessment* of the situation	Apsaugos nuo naikinimo priemonių enciklopedinis žodynas, 2002
vandeñs kokýbės *įvértinimas*	*assessment* of water quality	Enciklopedinis hidrogeologijos terminų žodynas, 2003
viešojo juridinio asmeñs rizikos valdymo *įvértinimas*	risk *assessment*; risk management *assessment*	Lietuvos Respublikos finansų ministro 2005 m. vasario 18 d. įsakymas Nr. 1K-057
ĮVERTINIMAS – ASSESSMENT, EVALUATION		
įvértinimas	*assessment*; estimation; *evaluation*	Automatikos terminų žodynas, 2006