Evaluation Report for

Candidate:

Date:

Location:

Stimulus Materials Selected: Elementary A; CS A

Assessment Scores:

<table>
<thead>
<tr>
<th>Roman I</th>
<th>Roman II</th>
<th>Roman III</th>
<th>Roman IV</th>
<th>EIPA Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>AV 2.9</td>
<td>VO 1.1</td>
<td>4.0</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Please Note:

This evaluation is for the transliteration of English using the Cued Speech system at the grade level noted above. It does not imply skills in the use of another language or communication system other than cued English and may not accurately reflect an interpreter's performance for grade levels other than that indicated. A re-evaluation would be recommended when changing target communication system or language and/or grade level. Transliteration skills in specialty areas such as music, foreign languages, and regional dialects should be assessed separately.
The following descriptions are general, over-all profiles of what an interpreter may or may not be able to do when evaluated at each specific level. These profiles are summative and will not reflect the individual's specific areas of strengths or weaknesses.

1 = Beginner

Demonstrates very limited intelligibility with frequent errors in production. At times, cue production may be incomprehensible and lacks prosody and other supporting information. Individual is only able to interpret very simple voice-to-cue communication. Individual has difficulty conveying, comprehending and interpreting cued messages; single words may be comprehended/interpreted, but effective communication is lost. An individual at this level is not appropriate for classroom interpreting.

2 = Advanced Beginner

Demonstrates only basic intelligibility. Limitations in cueing speed and intelligibility interfere with successful communication. More fluent than a Beginner, but lack of fluency still greatly interferes with communication. In cue production, frequent errors and/or unclear cues and mouth movements are apparent. Some use of prosody and supporting information, but use is inconsistent and often inappropriate. Individual is able to read cues at the word level, but complete sentences often require repetitions and repairs. Both voice-to-cue and cue-to-voice interpreting demonstrates serious deficiencies in the message conveyed. Without considerable mentoring, an individual at this level is not recommended for classroom interpreting.

3 = Intermediate

Demonstrates moderate intelligibility, yet cueing speed and clarity would most likely be insufficient for complex interpreting situations. Some aspects of cue production may be incorrect even though it may not interfere with communication. Production of prosodic and other supporting information is emerging, but may still be incorrect. Technical topics will most likely pose a great problem. May comprehend a cued message but may need repetition and assistance at times. Both voice-to-cue and cue-to-voice interpretations generally contains all of the key points, but parts of the message may be missing. An individual at this level would be able to interpret basic classroom content but would demonstrate great difficulty conveying all information in the message and may have difficulty with interpreting rapid or technical information. An individual at this level needs supervision and additional training.

4 = Advanced Intermediate

Demonstrates high intelligibility at most speaking rates with cue production generally correct. Individual demonstrates paraphrasing strategies for conveying information when a speaker’s rate exceeds his/her maximum cueing rate. Cued messages are generally clear and consistent but complex interpreting situations may still pose problems. Prosody is acceptable. Consistently includes other supporting information. Fluency may deteriorate when rate or complexity of input increases. Comprehension of most cued messages at a normal rate is good and cue-to-voice message convey all keys points. An individual at this level would be able to interpret most classroom content but may still have difficulty clearly or accurately conveying information in some complex situations involving rapid speech, technical vocabulary, and multiple speakers.

5 = Advanced

Demonstrates high intelligibility at a wide variety of speaking rates, with paraphrasing strategies for communicating extremely high rates of speech. Prosody is skillfully conveyed. Individual correctly uses space and other techniques to incorporate fully all supporting information. Complex interpreting situations do not pose a problem. Comprehension of cued messages is very good. An individual at this level is capable of clearly and accurately conveying the vast majority of classroom interactions.
Remember that your transliteration should not only reflect the speaker’s affect/emotion and stress/emphasis but also its strength. A wider variety of facial expressions and other techniques (head movement, intensity of mouth and cues, eye gaze, etc.) are needed in order to be able to convey varying degrees of stress/emphasis and affect/emotions.

Incorporate use of space, body shifts, eye gaze, and natural gesture to provide additional information that supports the meaning of the message. Emerging eye gaze and body shift skills were sometimes apparent but need to be refined and used much more consistently. When body shifting, avoid shifting toward the speaker. Instead, your shift should impersonate the speaker’s point of view. Clear body shifts and incorporation of other supporting information is especially important for maintaining clarity of the message in complex interpreting situations (multiple speakers, extended comparison/contrast sequences, etc.).

Some eyebrow movements were subtle and difficult to detect. At times, this reduced the clarity of sentence types (e.g. Y/N questions) and made facial expressions (i.e. the speaker’s affect) difficult to interpret. Larger eyebrow movements are needed to ensure that these prosodic elements are consistently clear.
Roman II-AV: Interpreter Product – Audiovisual Cue-to-Voice 2.9  
Roman II-VO: Interpreter Product – Visual-only Cue-to-Voice 1.1  
(Note: Audiovisual = student who uses audible speech with cues  
Visual-only = student who uses voiceless mouth movements with cues)

<table>
<thead>
<tr>
<th>Can read and convey student’s:</th>
<th>AV</th>
<th>VO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cued words</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>B. Proper names, unusual vocabulary</td>
<td>3.0</td>
<td>0.0</td>
</tr>
<tr>
<td>C. Register (if applicable)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

| Vocal/Intonational features:  |     |    |
| D. Speech production (rate, intonation, fluency, volume) | 2.0 | 1.0 |
| E. Sentence/clausal boundaries indicated (not "run-on" speech) | 3.0 | 0.5 |
| F. Sentence types (e.g., y/n-?, wh-?, if/then, topic/comment) | 2.0 | 0.5 |
| G. Emphasize important words, phrases, affect/emotions | 2.5 | 0.5 |

| Interpreter performance: |    |    |
| H. Adds no extraneous words/sounds to message | 4.5| 4.5 |

Areas of strength:

* Ability to extract information from the available auditory information was generally evident.

* Sentence boundaries were generally well represented (in audiovisual condition).

Areas identified for professional development:

* Develop the ability to extract information from the cues in order to increase your reception of cued words. Practice cuereading pairs of words that look the same on the lips but are cued differently. When you are comfortable with this task, practice cuereading in a cue-only condition (where the cuer produces the cues but does not move his/her lips).

* Project more to achieve a higher volume throughout the transliteration. Your voice was often difficult to hear, particularly in the audiovisual condition where you need to be heard over the student cuer. Consider constructing a practice situation and recording yourself to assess your volume.

* Continue to develop the ability to capture and convey in your voice sentence types, affect/emotion and stress/emphasis of words and phrases used by the cuers. Strong skills in these areas were periodically evident during the testing sample but were not used when material became more complex.
Cue accuracy:
A. Appropriate selection of cues (handshapes, placements) 3.7
B. Representation of dialects, alternate pronunciations (if applicable) N/A
C. No extraneous cues 4.3

Clarity of cues:
D. Appropriate formation of handshapes 4.0
E. Appropriate locations for placements 3.7
F. Appropriate execution of specified movements 4.0
G. No extraneous movements or distracting physical features 4.7

Clarity of oral information:
H. Visibility of articulators 3.3
I. No inappropriate oral mannerisms or distracting facial features 4.0

Timing:
J. Fluency (rhythm and rate) 3.3
K. Synchronization of cues and mouth movements 4.7

Areas of strength:
* Cue selection was generally very accurate, and synchronization was excellent.

* Handshapes were generally well-formed and clearly articulated. Side-down and side-forward movements were generally correct and very clear.

Areas identified for professional development:
* Increase visibility of speech articulators by opening mouth slightly more, particularly when cueing alveolar (/t, d, n, l, s, z/) consonants and especially when the alveolar consonant is cued with a flat vowel (/ee, e, i, uh/). Visibility of the alveolar speech articulation is crucial to in order for some phoneme combinations to be clearly conveyed (e.g. /tee/ vs. /ee/, /heel/ vs. /see/, etc.).

* Continue to develop the ability to capture and convey the speaker's rhythm and rate. Although your fluency was generally very good, the speaker's rhythm and rate of speech were sometimes not apparent in your transliteration.

* Review and correct minor issues with the thumb in the formation of handshapes. Your thumb was often still visible after you put it down (especially for handshapes 1, 2, 4). At other times, it was up but not fully extended, which occasionally reduced clarity of handshapes 5, 6, and 7.
Voice to cue: Listen to HOW the person is speaking in order to preserve the entirety of the message. Focus on the prosodic signal, conveying intonation, rhythm, and stress to reflect the tone of the speaker.

Cue to voice: Interact with a variety of deaf cuers whenever possible (both live and videotaped) to build your receptive skills, particularly in visual-only situations.

Cue to voice: Allow a longer lag time in order to apply top-down processing strategies (from pragmatic to prosodic to lexical) to the message. Train yourself to back away from the input and consider the cuer's intent. Analyzing cues in this context can increase your verbatim transliteration skills and your ability to paraphrase appropriately, so that a complete sense of the message can be preserved.

### Areas of strength:

* Voice to cue: Pacing was generally very good and allowed for appropriate verbatim transliteration most of the time.

* Cue to voice: The ability to convey good verbatim representations of the student cuer's message was periodically evident in the audiovisual sample.

### Areas identified for professional development:

* Voice to cue: Listen to HOW the person is speaking in order to preserve the entirety of the message. Focus on the prosodic signal, conveying intonation, rhythm, and stress to reflect the tone of the speaker.

* Cue to voice: Interact with a variety of deaf cuers whenever possible (both live and videotaped) to build your receptive skills, particularly in visual-only situations.

* Cue to voice: Allow a longer lag time in order to apply top-down processing strategies (from pragmatic to prosodic to lexical) to the message. Train yourself to back away from the input and consider the cuer's intent. Analyzing cues in this context can increase your verbatim transliteration skills and your ability to paraphrase appropriately, so that a complete sense of the message can be preserved.

### Message processing Voice-Cue (V-C):

| A. Preserves a sense of the whole message V-C | 3.0 |
| B. Keeps pace with speaker V-C | 4.0 |
| C. Uses verbatim transliteration and paraphrasing appropriately V-C | 3.0 |

### Message processing Cue-Voice (C-V):

| D. Preserves a sense of the whole message C-V | 2.0 |
| E. Demonstrates process decalage (lag time) appropriately C-V | 2.0 |
| F. Uses verbatim transliteration and paraphrasing appropriately C-V | 2.0 |