

Educational Interpreter Performance Assessment

Evaluation Report
for

EIPA

Educational Interpreter Performance Assessment

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Candi date:

Date:

Location:

Stimuli Materials Selected: Secondary A; PSE A

Assessment Scores:

Roman I	Roman II	Roman III	Roman IV	EIPA Score
2.2	3.8	3.6	2.6	3.1

Comments:

In the sample it was noted that the candidate could benefit by developing a more comprehensive vocabulary for more complex concepts. When the vocabulary bank has become larger work on developing a more fluent message. It appears now that hesitations are occurring when searching for the proper vocabulary choice.

Journal on a daily basis, noting when interpretations were problematic and what signs you did not have in your lexicon. Work with a language mentor to assist with lexical expansion as well as with developing a sense of when to incorporate fingerspelling to enhance students' literacy.

One good strategy for skill development might be to videotape teachers' lessons in the classrooms. Working with a sign language mentor, listen to and outline (in writing) the key points of the teacher. Analyze the message for use of intonation patterns as well as for specific content. Determine how these features need to be represented. Then, not interpreting, produce a signed paraphrase of the lesson. When this paraphrase is smoothly executed, go back to the videotape and produce an interpretation, following your outlined observations.

Please Note:

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Prosodic information:

A. Stress or emphasis for important words or phrases	2.3
B. Affect and emotions	2.7
C. Register	2.0
D. Sentence boundaries	2.0

Non-manual information:

E. Sentence types and clausal boundaries indicated	2.3
F. Production and use of non-manual adverbial/adj. markers	1.7

Use of signing space:

G. Use of verb directionality/pronominal system	1.7
H. Comparison/contrast, sequence and cause/effect	1.7
I. Location/relationship using ASL classifier system	2.0

Interpreter performance:

J. Follows grammar of ASL or PSE	1.7
K. Use of Eng. morphological markers	N/A
L. Clearly mouths speaker's English	3.7

Areas of strength:

- * The candidate was generally easy to speech read.
- * Good emerging skills in the marking of sentence types and clausal boundaries were evident in the translation.
- * Emerging skills in conveying prosodic information were evident.

Areas identified for professional development:

- * Enhance your ability to represent stress at the phrase and sentence levels. Develop the advanced skill of conveying topical cohesive stress. Allow the macro point, the purpose of the communication, to drive the interpretation. When information became more dense or complex, representation of speaker prosody suffered.
- * Capture and convey register information conveyed by the various speakers.

* Sentence boundaries were marked, but rushed. Use a variety of strategies to mark sentence boundaries: pauses, facial marking, body or shoulder shifts, head nods.

* Develop the ability to use non-manual adverbial markers to inflect verbs and convey degrees of descriptive language.

Develop skills in spatial organization. Use of verb agreement and use of space for comparative or sequential information are specific areas for professional development.

* Develop skills in the use of space to show comparisons and contrasts, event sequencing, and cause/effect relationships.

Roman II: Interpreter Product -- Sign-to-Voice

3.8

Can read and convey signer's:

A. Signs	4.5
B. Fingerspelling and numbers	3.5
C. Register	3.0
D. Non-manual behaviors and ASL morphology	3.0

Vocal/Intonational features:

E. Speech production: rate, rhythm, fluency, volume	3.5
F. Sentence and clausal boundaries indicated	4.0
G. Sentence types	4.0
H. Emphasize important words, phrases, affect, emotions	3.5

Word choice:

I. Correct English word selection	4.0
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Interpreter performance:

J. Adds no extraneous words/sounds to message	5.0
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Areas of strength:

* Good comprehension of the student's signs was generally

evident in the translation. * Sentence boundaries were fairly

well marked.

* Some stress to emphasize important words or convey emotional intent was noted.

Areas identified for professional development:

* Increase analysis time to allow for message and sentence development. This increased time will allow you to formulate fluent, natural English sounding sentences and reduce the number of errors.

* Continue to develop skills in comprehension and interpretation of non-manual behaviors and ASL morphology. At times, subtle items, such as marking of speaker (and speaker shift) were not conveyed.

* Increase the intensity of variations in speech rhythm and rate. The spoken translation typically sounded subdued.

Roman III: Vocabulary

3.6

Signs:

A. Amount of sign vocabulary	4.3
B. Signs made correctly	4.3
C. Fluency (rhythm and rate)	3.5
D. Vocabulary consistent with the sign language or system chosen for testing	4.7
E. Key vocabulary represented	2.0

Fingerspelling:

F. Production of fingerspelling	4.0
G. Spelled correctly	4.0
H. Appropriate use of fingerspelling	2.0
I. Production of numbers (clarity, fluency, rate)	4.0

Areas of strength:

* Sign vocabulary was sufficient for subject material and grade levels as tested; sign production was typically accurate.

* Sign production was generally accurate.

* Vocabulary was consistent with the language or system selected. *

Number production was fairly accurate.

Areas identified for professional development:

* Verb vocabulary for more complex actions needs continued development.

* The hyper-extended pinky finger negatively impacted sign and fingerspelling production. Monitor your production of handshapes that allow this phenomenon, and work to eliminate the behavior.

* Continue to develop strategies (deliberate fingerspelling, distinctive stress, increased facial affect) to emphasize key vocabulary. Remember to think of child and teen learners and their English literacy needs. Use a more didactic approach rather than a chatty, conversational style when fingerspelling. Be certain to "sprinkle" these fingerspelled key English terms throughout the interpretation.

* During the production of fingerspelled items, it was noted that there were pauses, mid-word. Strive to develop a higher degree of fluency

when fingerspelling. Remember to think in sound unit (versus letters).

Roman IV: Overall Factors

2.6

Message processing:

- | | |
|---|-----|
| A. Appropriate eye contact and movement | 3.0 |
| B. Developed a sense of the whole message V-S | 2.3 |
| C. Developed a sense of the whole message S-V | 3.5 |
| D. Demonstrated process decalage (lag time) appropriately V-S | 2.3 |
| E. Demonstrated process decalage (lag time) appropriately S-V | 3.5 |

Message clarity:

- | | |
|--|-----|
| F. Follows principles of discourse mapping | 1.7 |
|--|-----|

Environment:

- | | |
|------------------------------|-----|
| G. Indicates who is speaking | 2.0 |
|------------------------------|-----|

Areas of strength:

* Eye gaze was fairly well used for connection with the student, as well as for some linguistic purposes (e.g., marking subjects, following verb movement, and defining comparisons and contrasts).

Areas identified for professional development:

* Work to consistently and accurately establish a spatial map (template) to organize, describe, compare, and to establish referents. Focus analysis on identification of patterns of communication and or content and represent those in your interpretations. Signed interpretations richly structured with spatial organization help students to learn specific content and use that knowledge to generalize new information.

Incorporate various strategies to signify shifts among speakers (pointing, eye gaze, identification by gender or name, body shifts, prosody and register). Some shifts were used to indicate a speaker change, but shifts back to the teacher were lacking or vague.

* Understanding the message is the foundation upon which an effective interpretation is built. Be certain to comprehend the speaker's intent (and content) prior to signing. This will assist in overall accuracy and fluency.

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