Illinois Deaf and Hard of Hearing Commission

MANUAL
for
Illinois
BEI

BOARD *for* EVALUATION
of INTERPRETERS

528 South 5th Street, Suite 209 ~ Springfield, Illinois 62701
www.idhhc.illinois.gov

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FOREWORD AND ACKNOWLEDGMENTS

The study guide for interpreter certification candidates has been prepared by the University of Arizona National Center for Interpretation Testing, Research and Policy (UA NCITRP). Its purpose is to provide user-friendly information about the Board for Evaluation of Interpreters (BEI) interpreter certification process, which is administered by the Illinois Deaf and Hard of Hearing Commission (IDHHC). The study guide contains information about the test itself, information about the testing process, and sample questions.

We hope that this study guide will facilitate your participation in the testing program. If you have questions after you have read the study guide, please contact IDHHC at dhh.interpreter@illinois.gov.

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CHAPTER 1: THE BEI INTERPRETER CERTIFICATION PROCESS

1.1 BACKGROUND

The purpose of the IL BEI interpreter testing and certification process is to provide certification options to Illinois interpreters.

In the fall of 2010, an interstate contract was entered into between the Illinois Deaf and Hard of Hearing Commission and the State of Texas, Department of Assistive and Rehabilitative Services, Office of the Deaf and Hard of Hearing Services to lease their interpreting test, known as the Board for Evaluation of Interpreters (BEI). This test was developed by the National Center for Interpretation Testing, Research and Policy at the University of Arizona (UA NCITRP) and finalized with Texas. Together, these two organizations conducted an extensive job analysis.

The purpose of the job analysis was to empirically establish the parameters that an interpreter certification test must possess to ensure that certified interpreters have the ability to successfully serve the deaf and hard of hearing community.

These empirical determinations became the foundation for the newly established certification exams, forming the content, format, and structure of the both the Test of English Proficiency and the interpreter performance tests. Through this process, the KSATs identified as essential to the job of a BEI-certified interpreter will be directly tested.

1.2 HOW TO USE THIS STUDY GUIDE

The BEI-interpreter certification tests are both proficiency-based and criterion-referenced evaluations. This means that interpreter proficiency is measured according to standards of minimum competency set by certified and practicing interpreters, language and testing specialists, and the BEI.

This study guide does **not** provide instruction; its purpose is to familiarize you with the general format, content, and evaluation criteria used in the examinations. We intend the certification process to test only your language and interpreting proficiency.

This study guide is **not** intended to substitute for techniques to enhance interpreting proficiency, such as academic preparation, or years of professional or practical experience. As with any other proficiency or criterion-referenced examination, one cannot open a book or follow a set of procedures to achieve the standard of performance necessary.

1.3 ELIGIBILITY REQUIREMENTS

To apply for the IL BEI performance exam, you must meet the following criteria:

- be at least 18 years old;
- possess a high-school diploma or equivalent at the time you submit the application;
- not have a criminal conviction that could be grounds for denial, suspension, revocation, or other disciplinary action; and
- pass the requisite examination for the certification level sought, which may be
    - the Test of English Proficiency (TEP), and
    - if required, show proof of current certification qualifying you for the appropriate level of performance test.

1.4 DEFINITIONS

Interpreting

Interpreting is a process that includes taking a source language message, identifying meaning and speaker intent by analyzing the linguistic and paralinguistic elements of the message, then making a cultural and linguistic transition and producing the message in the target language.

Transliterating

Transliterating is the process of rendering a spoken or signed source into a signed or spoken target when both the source and target are English. An effective translator will work between the two modes (signed and spoken) of a single language, English. When a spoken English source is delivered as a signed English target, the target should include features of ASL such as use of space, classifiers, and conceptually accurate sign choices. However, the grammatical structure and mouthing should reflect an acceptable English standard.

Source: *So You Want to Be an Interpreter* **by Janice H. Humphrey and Bob J. Alcorn, 4th Edition.**

CHAPTER 2: ESSENTIAL FUNCTIONS OF A CERTIFIED INTERPRETER

A BEI-certified interpreter is a person who provides sign-language interpreting services. To work as a BEI-certified interpreter, a person must have the skills, experience, education, and other job-related requirements of the position. The person must also be able to perform the essential job functions.

2.1 ESSENTIAL ABILITIES AND ATTRIBUTES OF INTERPRETERS

A BEI-certified interpreter must have the following physical, cognitive, cultural, linguistic, and professional abilities and attributes.

2.1.1 ESSENTIAL PHYSICAL ABILITIES

The essential physical abilities of an interpreter are described below.

Hearing—the ability to hear, identify, and understand the speech of another person without relying on visual assistance

Speech—the ability to speak clearly so that the speech is understandable to a listener

Vision—the ability to see details of another person's hand shapes, hand movements, and facial expressions from a distance of three to six feet

Facial expression—the ability to control the muscles of the face in order to manipulate the eyebrows, cheeks, mouth, and nose

Manual dexterity—the ability to quickly make coordinated movements of one hand, a hand together with its arm, two hands, or two hands together with arms

Finger dexterity—the ability to make precisely coordinated movements of the fingers of one or both hands

Wrist-finger speed—the ability to make fast, simple, repeated movements of the fingers, hands, and wrists

Limb movement—the ability to move the arms to place the hands slightly above the head, and to extend the arms away from the front of the body and to the sides of the body

Limb movement speed—the ability to quickly move the arms

Dual-limb coordination—the ability to coordinate movements of both arms while sitting or standing

Head—the ability to control the head in order to nod and to turn it from side to side

Physical stamina—the ability to endure moderate physical exertion without getting winded or out-of-breath for at least 30 minutes

2.1.2 ESSENTIAL COGNITIVE ABILITIES

The essential cognitive abilities of an interpreter are described below.

Critical thinking—the ability to use logic and analysis to assess communication in order to make adjustments in approaches to interpretation

Self-monitoring—the ability to monitor and assess the interpretation during and after a task

Selective attention—the ability to concentrate and be undistracted while performing a task, and to sustain that attention over a period of time

Auditory attention—the ability to focus on a single source of auditory information in the presence of other distracting sounds

Visual attention—the ability to focus on a single source of visual information in the presence of other distracting movements in the surrounding area

Mental stamina—the ability to sustain a significant amount of mental processing without fatigue or breakdown for at least 30 minutes

Working memory—the ability to remember information such as concepts, words, and numbers for a brief time while interpreting

Information ordering—the ability to track and arrange information in a certain order

Pattern inference—the ability to quickly make sense of information even when parts of that information may appear to be missing

Time sharing—the ability to efficiently shift between two or more activities or tasks, and between two or more sources of information

Problem sensitivity—the ability to recognize when something is wrong or is likely to go wrong

Fluency of ideas—the ability to generate a number of ideas about a given topic (This concerns the number of ideas produced and not the quality, correctness, or creativity of the ideas)

Breadth of knowledge—an acquaintance or understanding, at the introductory level or higher, of a broad variety of topics and fields of interest

2.1.3 ESSENTIAL CULTURAL KNOWLEDGE AND LINGUISTIC ABILITIES

The essential cultural knowledge and linguistic abilities of an interpreter are described below.

English language

- knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- the ability to listen to and understand information and ideas presented through spoken words
- the ability to communicate information and ideas by speaking so that others will understand

Written English comprehension
- read and understand information and ideas presented in writing
- communicate information and ideas in writing so that others will understand

American Sign Language

- knowledge of the structure and content of American Sign Language including the meaning of lexical and phrasal items, rules of grammar, and articulation
- the ability to watch and understand information and ideas presented through signs, gestures, classifiers, and finger spelling
- the ability to communicate information and ideas through signs, gestures, classifiers, and finger spelling so that others will understand

Culture

- BEI-certified interpreter must have an in-depth understanding of the cultural norms and mores of the American English-speaking and the American deaf communities

2.1.4 ESSENTIAL PROFESSIONAL ATTRIBUTES

The essential professional attributes of an interpreter are described below.

Social perceptiveness—the ability to be aware of and sensitive to others' reactions, and the ability to understand why others react as they do

Independence—the ability to develop independent approaches to doing things and to work with little or no supervision

Interpersonal relationships—the ability to develop constructive and cooperative working relationships with others, and to maintain them over time

Adaptability and flexibility—the ability to adapt to considerable variety in the workplace and be flexible and accepting of positive and negative change

Emotional well-being—the ability to exercise emotional control and stability in order to fully use intellectual abilities and good judgment

Self-control—the ability to maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in difficult situations

Professional decorum—the ability to show respect and act in a professional manner during all interactions

Problem solving—the ability to make complex decisions, including the ability to identify problems, collect information, establish facts, and draw valid conclusions

Organizing, planning, and prioritizing work—the ability to develop specific goals and plans, and to prioritize, organize, and accomplish goals

Conflict resolution—the ability to identify and resolve conflicts related to the meanings of words, concepts, practices, or behaviors

Time management—the ability to manage time well and to respect the time of others

Ethical standards—the ability to follow the *Code of Professional Conduct as set forth by the Registry of Interpreters for the Deaf. The seven tenets of the code are as follows:

1. Interpreters adhere to standards of confidential communication.

2. Interpreters posses the professional skills and knowledge required for the specific interpreting situation.

3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

4. Interpreters demonstrate respect for consumers.

5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

6. Interpreters maintain ethical business practices.

7. Interpreters engage in professional development.

For a complete explanation of the Code of Professional Conduct, see Section 1515.30 of the Rules associated with the Interpreter for the Deaf Licensure Act – available on IDHHC's website, www.idhhc.illinois.gov.

2.2 ACCOMMODATION REQUESTS

IDHHC is committed to providing equal access to interpreter certification applicants and candidates. Requesting an accommodation and submitting documentation of need from a certified diagnosing professional are the first steps to advising IDHHC of your disability. Your request for testing accommodations must be made with your application for a BEI exam.

When IDHHC receives the determination, IDHHC notifies you of the outcome and proceeds accordingly. When requesting a reasonable accommodation, IDHHC requires documentation from a certified diagnosing professional (that is a physician, psychiatrist, or psychologist) that is dated less than two years before the application for the TEP. This documentation must show the following:

- specify how your disability substantially limits your ability to take this examination under current testing standards;

- provide guidance about modifications recommended to enable you to test; and

- be submitted on the certified diagnosing professional's letterhead.

CHAPTER 3: ABOUT THE TEST OF ENGLISH PROFICIENCY

3.1 BACKGROUND

The written portion of the certification process was developed to evaluate an applicant's English skills. It was written by a multidisciplinary team that included language specialists to assess a person's knowledge of English.

The Test Development Team

- reviews and updates the content and skills specifications that serve as a blueprint for new editions of the test;

- writes test questions;

- evaluates each question for accuracy and appropriateness, suggesting revisions as necessary; and

- reviews each new edition of the test (once at the draft stage and again just before printing) to ensure that it meets the specifications and contains an appropriate balance of topics and skills.

3.1.1 RELIABILITY

Reliability is the extent to which the same test is consistent over different administrations. Theoretically, reliability ranges from .0 (no consistency) to 1.00, (perfect consistency) over time. All language tests undergo extensive piloting and post-testing statistical procedures to ensure that the population tested is fairly evaluated.

3.1.2 VALIDITY

The validity of a testing instrument is established when the content of the test reflects the particular skills that one is attempting to measure. The content validity of the written Test of English Proficiency was assured by the Test Development Team, which is composed of practicing language and testing specialists. The written Test of English Proficiency assesses a person's knowledge of the formal registers of English and English language proficiency at the level of a high-school graduate. This was indicated as appropriate by studies of the type of language required in various interpreter settings.

3.1.3 PILOT TEST

To determine the reliability and validity of test items, a lengthy version of the written test was piloted to a small population. The data collected from the administration of the pilot test was subjected to a commonly used item-analysis procedure. The final version of the written test was then produced based on the statistical analysis of the pilot data.

3.2 APPLYING FOR THE TEST OF ENGLISH PROFICIENCY (TEP)

All applicants must pass the written TEP to be eligible to apply for a performance test.

To apply for the TEP, you (the applicant) must

1. Complete and sign the IDHHC TEP application.

    a. Process payment of $80 for the TEP fee thru electronic payment via E-Pay at.
        https://magic.collectorsolutions.com/magic-ui/Login/il-dhhc

    (Out of state residents will be required to pay an additional $35 processing fee.)

2. Mail, email, or fax completed form to:
    IDHHC
    528 South 5th Street, Suite 209
    Springfield, Illinois 62701
    FAX: 217-557-4492
    Dhh.interpreter@illinois.gov

3.3 SCHEDULING FOR THE TEST OF ENGLISH PROFICIENCY (TEP)

All testing will be conducted at the IDHHC office in Springfield, Illinois.

Once IDHHC receives and processes the fee and application form, IDHHC will send the candidates an acknowledgement and information regarding scheduling a testing appointment. All correspondence will be sent via email unless applicant requests otherwise.

3.4 FORFEITURE OF FEES

A. Applicants have one year from the date the testing application is initially submitted to the Commission to complete the testing process. If the process has not been completed in the one-year period, the application shall be denied and the fee forfeited and the applicant must reapply and meet the requirements in effect at the time of reapplication.

B. The fee is subject to forfeiture if the applicant does not take the TEP at the scheduled appointment time. If an applicant cancels a confirmed appointment, he or she must immediately contact IDHHC. You may reschedule a test appointment without an additional fee when you provide proof of one of the following:

    o   illness of yourself or an immediate family member;

    o   death of an immediate family member;

    o   inclement weather conditions; or

    o   reasons beyond the applicant's control that made attendance impossible.

IDHHC will make the final decision if an additional fee is to be charged. A $20 fee is charged to reschedule a confirmed testing appointment.

3.5 TAKING THE TEP

The following information is provided to give you an idea of what to expect when taking the TEP. On the day before the test, it might be helpful for you to

- review Chapter 4: Overview of TEP Sections in this manual. A review of the information, especially the sample questions, can make you feel more comfortable and better prepared;

- gather the materials you need to take to the testing center and put them in a convenient location. You will need

  1. a photo ID – driver's license, state issued ID, or current passport (you will not be allowed to take the test without it) and
  2. directions to the testing site (if necessary);

- get a good night's sleep before the test. Lack of sleep may make you unable to do your best work during the test; and

- make sure that you know where the testing site is located. If you are from out of town, visit the testing site the day before so that you can plan enough time to arrive at least 15 minutes before your test appointment time.

3.6 PROCEDURE FOR THE DAY OF THE TEST

On the day of the test, the following procedures apply:

- Be at the testing site at least 15 minutes before your scheduled appointment time. Since you may not be the only testing at the same time, you are allocated a specific test time. If you arrive more than 10 minutes late after your test appointment time, the test proctor will begin the test without you. If you arrive late and the test has already started, you will not be allowed in the test and will have to reschedule and may be charged the $20 rescheduling fee.

- Bring proper photo identification with you. Required types of identification include a valid driver's license, state issued ID, or current passport. You will not be allowed to test without proper identification.

- Set all electronic communication devices to the off position.

- Smoking and eating are not permitted in the testing room. You can bring in a bottle of water into the testing room.

- Visitors are not permitted, although observers authorized by IDHHC may be present.

- The time allowed to complete the written Test of English Proficiency is **1 hour and 15 minutes**. This time allowance is specifically for taking the TEP and not for filling out paperwork or reading the initial instructions. You may bring a watch (without an alarm) to the testing site to pace yourself during the test.

- The testing proctor will

   o   verify your identification;

   o   require you to read and sign a Commitment to Confidentiality, which prohibits you from discussing or divulging the contents of the TEP;

   o   provide general instructions;

   o   allow you a few minutes to read and fill out the answer sheet with your name; and

   o   tell you when to start and when to stop working on the TEP.

- Observe all testing procedures. The testing procedures ensure that each person has equal testing time and that the operation of the testing site meets the criteria for standardized testing. The success of the test administration depends on your cooperation with these procedures. Do not read or work on the test during a time not authorized by the proctor. The proctor must observe you throughout the test.

- You may **not** be excused from the testing room during the test. A visit to the restroom before your test appointment is recommended. The test must be taken in one continuous sitting.

- You may not give or receive help, as well as, bring books, papers, or aids of any kind.

- You may write on the test booklet and take the test in any order.

- If the answers are recorded on the test booklet, please transfer your answers to the answer sheet before the time allowed expires. You will not be allowed additional time to transfer and all questions unanswered will be counted wrong.

- At the conclusion of the test session, you will be required to return the test booklet and answer sheet to the proctor. Do not remove test materials or notes from the testing room.

Your commitment to confidentiality includes topics, subject matter, or specific vocabulary on the TEP. Breach of confidentiality, cheating, and compromising the integrity of the BEI tests are grounds for denying an application or suspending or revoking an interpreter's certificate. IDHHC will investigate anyone alleged to have gained unauthorized access to confidential testing materials and will seek to recover the costs necessary to redevelop new testing materials.

3.7 NOTIFICATION OF TEP RESULTS

After the TEP is administered, the proctor collects all materials. After the TEP is scored, IDHHC will send applicants a notification letter. All correspondence will be sent via email unless applicant requests otherwise. The process may take up to 30 days to complete.

You must answer 55 out of 80 questions correctly to receive a passing score and become a candidate who is eligible to apply for a performance test. Applicants who do not receive a passing score may resubmit an application and fee six months after the failed attempt.

You may express any questions or concerns to the IDHHC at dhh.interpreter@illinois.gov.

CHAPTER 4: OVERVIEW OF TEP SECTIONS

The Test of English Proficiency is made up of five parts.

- Part I – Reading Comprehension
- Part II – Synonyms
- Part III – Grammar and Usage
- Part IV– Sentence Completion
- Part V – Antonyms

There are 16 items in each of the five parts with a total of 80 items on the test. Questions are multiple-choice and offer four choices, of which only one is correct. You mark the chosen answer on the provided answer sheet.

4.1 PART I READING COMPREHENSION

The reading comprehension questions assess your ability to read keenly and to analyze a written passage from a variety of perspectives. It tests your understanding of the material and your understanding of underlying assumptions and implications. The length of the written passage enables you to examine a variety of relationships within the passage. You may be asked to identify the function of a single word as it relates to the passage more broadly, the relationships of ideas within the whole passage, and the author's relation to both the topic and the audience.

Reading comprehension questions are of several kinds and include questions on
- the passage's main idea or topic,
- explicit information,
- possible implications,
- applications of ideas to situations beyond the author's reasoning and rhetoric, and
- the tone of the passage.

Question types include main idea, detail, and vocabulary in context and use true-false and agree-disagree formats, among others.

The following are examples of typical question formats:

- According to the passage, which of these statements is false?
- According to the passage, which of these statements is true?
- The author of the text implies that . . .

4.1.1 HELPFUL STRATEGIES

- If you encounter material that seems overly technical or field-specific, do not assume it is beyond your ability. The reading passages are drawn from a variety of sources and disciplines, and the questions are based on the information in the passage and not on any prior knowledge. If a passage or question is difficult or unfamiliar, you may wish to skip over that question or passage and return to it later.

- Practice a variety of strategies. You may wish to skim a passage and its questions first and then reread it more carefully or, read a passage very carefully and then answer its questions, or read the question carefully before reading the passage. Different questions call for different approaches.

- Watch for clues that point to the author's assumptions or a passage's implications. Separate main ideas from supporting ones. Separate the author's perspective from the information presented. Note the nature of the transitions between ideas. Consider the author's points and conclusions and how each is made or drawn.

- Carefully consider key elements such as main ideas, arguments, and transitions that allow you to follow the logical flow of a passage.

- Read each question carefully to understand exactly what the question is asking.

- Always read all the choices before making your selection.

- Do not choose an answer simply because it presents a true statement. Do not choose answers that are partially true or that only partially satisfy the question. The best answer is the one that most accurately and completely answers the question.

4.2 PART II SYNONYMS

Synonym questions test your knowledge of vocabulary. While these questions require knowledge of a word, you may also be asked to identify distinctions among answer choices. Synonym questions are generally confined to nouns, verbs, and adjectives with answers consisting of a single word. What is important to remember is that the synonym questions ask you to find the answer choice that is **closest** in meaning to the original word.

4.2.1 HELPFUL STRATEGIES

The following are strategies for answering synonym questions.

- Sometimes more than one answer may seem appropriate. In these cases, consider the shades of meaning and choose the one that best matches the meaning and tone of the given word.

- Remember that a particular word may have multiple meanings. If you are unable to find an answer choice, examine all the possible answers for second meanings.

- Use what you know of roots, prefixes, and suffixes to aid you in deciphering unfamiliar words.

- Some people find it useful to write a guess for the simplest meaning (for example, "bad" or "good") of a word before looking at the answer choices. Then you can quickly eliminate answer choices that do not fit the broad category.

4.3 PART III GRAMMAR AND USAGE

The grammar and usage questions test your familiarity with idiomatic expressions and syntactic and grammatical properties of the language. One half of these items focus on idiomatic expressions (Section 1), and the other half on syntactic and grammatical properties of English (Section 2).

4.3.1 HELPFUL STRATEGIES

Strategies in choosing the best equivalent for an idiomatic expression are as follows:

- Read the entire sentence carefully before reviewing the possible answers;
- Study the context of the idiomatic expression in the sentence; and
- Examine the expression for meaning beyond the literal one.

Strategies in choosing the most appropriate example of written English are as follows:

- Read through all the choices, and then decide what the usage issue being tested might be; and
- Then, reread the sentences while looking for the correct rendition.

4.4 PART IV SENTENCE COMPLETION

Sentence completion questions measure your ability to recognize words or phrases that **best** complete the meaning of a partial sentence. You must weigh each choice according to how the sentence would best read as an integrated whole taking account of both logic and style. Sentence completion questions provide a sentence stem that the correct answer will combine with to create the best sentence.

4.4.1 HELPFUL STRATEGIES

Strategies helpful in sentence completion are as follows:

- Read the entire sentence carefully before reviewing the **possible** answers. Examine the sentence for meaning beyond the literal one including irony and humor.

- You may wish to think of a word that best completes the sentence, even before reviewing the answer choices. Then you can compare the possible answers to your best guess for similarity.

- Do not overlook grammatical clues given. Words such as "but" and "also" indicate the logic of the sentence that follows.

- Consider style and word choice.

- When a sentence has two blanks, make sure that both parts of your answer fit together to contribute to logic and style.

4.5 PART V ANTONYMS

Antonym questions test direct knowledge of word meaning. In addition, antonym questions assess your ability to reason from a given notion to its opposite meaning. Like synonym questions, antonym questions frequently ask about fine distinctions between possible answers. Generally, antonyms appear as nouns, verbs, or adjectives with answers consisting of single words. Remember that antonym questions require you to determine the answer choice most nearly opposite in meaning to the word in the question.

4.5.1 HELPFUL STRATEGIES

The following strategies may aid in answering antonym questions.

- Remember that you are seeking the word most nearly opposite in meaning to the given one.

- Sometimes more than one of the answers may seem to be appropriate. In such cases, examine the possibilities carefully for finer distinctions.

- Remember that many words have multiple meanings. If you cannot easily discover a word opposite to the given one, look at the possible answers for alternate meanings.

- As with synonyms, use what you know of roots, prefixes, and suffixes to aid you in determining meanings.

4.6 Sample Test of English Proficiency

4.6.1 Part I – Reading Comprehension

Directions: In this part, you will read several passages. Each passage is followed by questions or incomplete statements and four answer choices – A, B, C, and D. Choose the best answer to each numbered question or statement. Then, on your answer sheet, find the item number and darken the circle that corresponds to the answer you have chosen.

Example: The author's overall purpose in this passage is

      A. to inform consumers of how a new product becomes available.
      B. to analyze the marketing and distribution of merchandise.
      C. to give an idea about how advertising slogans are created.
      D. to describe the shipping and receiving functions of retail stores.

      A   B   C   D
      ○   ●   ○   ○   Assume that the correct answer is **B**.

* * * * *

4.6.2 READING PASSAGE I: SAPPHIRA AND THE SLAVE GIRL

Sapphira and the Slave Girl was the last novel of Willa Cather's illustrious literary career. Begun in the late summer of 1937 and finally completed in 1941, it is often regarded by critics as one of her more personal works. Although the story takes place in 1856, well before her own birth, she drew heavily on both vivid childhood memories and tales handed down by older relatives to describe life in rural northern Virginia in the middle of the 19th century. She even went on an extended journey to the area to give the story a further ring of authenticity.

Of all of Cather's many novels, *Sapphira and the Slave Girl* is the one most concerned with providing an overall picture of day-to-day life in a specific era. A number of the novel's characters, it would seem, are all included in the story only because they are representative of the types of people to be found in 19th century rural Virginia; indeed, a few of them play no part whatsoever in the unfolding of the plot. For instance, we are introduced to a poor white woman, Mandy Ringer, who is portrayed as intelligent and content, despite the fact that she has no formal education and must toil constantly in the fields. And we meet Dr. Clevenger, a country doctor who, with his patrician manners, evokes a strong image of pre-Civil War South.

The title, however, accurately suggests that the novel is mainly about slavery. Cather's attitude toward this institution may best be summed up as somewhat ambiguous. On one hand, she displays almost total indifference to the legal and political aspects of slavery when she misidentifies certain crucial dates in its growth and development. Nor does she ever really offer a direct condemnation of slavery. Yet, on the other hand, the evil that was slavery gets through to us, albeit in typically subtle ways. Those characters, like Mrs. Blake, who oppose the institution, are portrayed in a sympathetic light. Furthermore, the suffering of the slaves themselves and the petty, nasty, often cruel, behavior of the slave owners are painted in stark terms.

Although *Sapphira and the Slave Girl* was certainly not meant to be a political tract, the novel is sometimes considered to be a denunciation of bygone days. Nothing could be further from the truth. In spite of her willingness to acknowledge that particular aspects of the past were far from ideal, Willa Cather was, if anything, a bit of a romantic. Especially in the final years of her life, an increasing note of anger about the emptiness of the present crept into her writings. Earlier generations, she concluded, had been the real heroes, the real creators of all that was good in America.

* * * * *

1. The word *extended* in paragraph 1 mostly means

A. enlarged
B. increased
C. postponed
D. prolonged

2. In the second paragraph, the author mentions Mindy Ringer and Dr. Clevenger in order to emphasize which point about *Sapphira and the Slave Girl*?

A. A number of the characters in the novel are based on people Cather knew in her childhood
B. The novel displays Cather's mixed feelings about slavery
C. Cather took four years to complete the novel because she carefully researched her characters
D. One of Cather's purposes in writing the novel was to paint a full portrait of life in rural Virginia in the years before the Civil War

3. According to the author, why is Willa Cather's attitude towards slavery "somewhat ambiguous" (paragraph 3)?

A. She was ignorant of the legal and political aspects of slavery even though she was a keen observer of history
B. She did not denounce slavery directly but criticized it in more roundabout ways
C. She sympathized equally with both slaves and slave owners
D. She was an enemy of slavery but refrained from getting involved in political issues

4. In context, "a bit of a romantic" (paragraph 4) suggests that Willa Cather

A. condemned the evils of slavery
B. favored the past over the present
C. disliked writing about life in the 1930's
D. denounced certain aspects of 19th century life

4.6.3 Reading Passage II: Pluto and Charon

From the surface of the planet Pluto, we would look up at Charon in the sky, 20 times closer to Pluto than our moon is to Earth. It is an impressive sight. Charon may rank twelfth in size among moons in the solar system, but it is so close to Pluto – only 11,650 miles (18,800 kilometers) above Pluto's equator – that it appears larger than any other moon appears from the surface of its planet. Charon covers almost 4 degrees in Pluto's sky – eight times as wide as our Moon appears from Earth. On our planet, you can hold a pea out at arm's length and completely eclipse our Moon. On Pluto, to block Charon from view, you would need a billiard ball.

It was no surprise that Charon rotates in the same period of time as it revolves so that it always presents the same hemisphere to Pluto. All the inner satellites and all the major satellites in the solar system have synchronous rotation and revolution because they are tidally coupled to their planets. A planet's gravity creates a slight tidal bulge in its moon and pulls on that bulge so that the moons cannot turn it away from the planet. One side of the satellite always faces the planet and the other side always faces away while the planet rotates rapidly, so that the moon rises and sets for all parts of the planet.

But Pluto furnished a surprise. Pluto and Charon are so close to twins in size and so close together that Charon's gravity induces a bulge in Pluto. The bulge is great enough that Pluto is tidally coupled to Charon just as Charon is tidally coupled to Pluto. Thus, Pluto always shows the same face to Charon just as Charon always shows the same face to Pluto. It is the only example of mutual tidal coupling in the solar system. The result is that for an astronaut standing on Pluto, Charon is either always visible or never visible.

The shadows we see on Charon reveal an uneven, cratered landscape. Like Pluto, Charon is light gray, although somewhat darker and more even in color than Pluto, as was known from measurements made from Earth using the Pluto-Charon eclipses. The very slightly reddish brown hue of Pluto is missing from Charon – or at least from Charon's Pluto facing side, that is the only side we get to see from the surface of Pluto. Missing too from Charon is the methane forest which partially covers Pluto. With Charon's smaller mass and therefore weaker gravity, whatever methane ice there was at the surface has evaporated. Perhaps this in part explains why Charon is less reflective. The escaping methane has exposed frozen water to view.

On Earth, we are used to the rising and setting of the Sun, Moon, and stars as our planet turns. On Pluto, the Sun rises and sets, if somewhat slowly, but Charon stays fixed in the sky. It never rises or sets, thanks to tidal coupling. As Charon revolves once around Pluto in 6.4 days, Pluto spins once around on its axis in that same period of time. The result is that Charon hangs almost stationary in the sky while the Sun and the stars glide slowly past in the background. Because Charon is so large in the sky, stars are frequently blocked from view. These stellar occultations are the only eclipses visible during the 120 year gap between seasons of solar and lunar eclipses.

From the vantage point of Earth, Pluto and Charon pass in front of and behind one another very rarely. The earth experiences solar and lunar eclipses at least four times and sometimes as many as seven times a year. Because of Pluto's axial tilt and Charon's position over Pluto's equator, the pair go for almost 120 years without their shadows ever falling upon one

another. Then, in a period of roughly six years long, Charon's orbit is nearly edge on to Earth and every 6.39 day orbit Charon makes carriers it across the face of Pluto and then around behind Pluto. The result is an eclipse frenzy. Serendipitously, that eclipse season began in 1985, soon after Charon was discovered.

During an eclipse of the Sun on Pluto, Charon would look like a giant dark hole in the sky, marked only by the absence of stars. It would be dark but not black because it would be illuminated by reflected light from Pluto. The corona – the outer atmosphere of the Sun, which makes solar eclipses seen from Earth so beautiful – would be visible only just after the Sun vanished and just before it reappeared. At mid-eclipse, the disk of Charon covers the entire orbit of the Earth. The corona is far too faint at that distance from the Sun to peer around the edges of Charon.

* * * * *

5.   The passage asserts that Charon's relationship with Pluto is unique in our solar system in regard to

   A. frequency of eclipses
   B. mutual tidal coupling
   C. synchronous rotation
   D. axial tilt

6.   The main point of the first paragraph is that

   A. Charon is more similar to Earth's moon than you might expect
   B. Charon is surprisingly similar to Pluto
   C. Charon's closeness to Pluto makes it appear huge from the surface of its planet
   D. In terms of size, the earth is to Pluto as a billiard ball is to a pea

7.   The passage asserts that one feature of Pluto that is lacking on Charon is

   A. escaping methane
   B. noticeable gravity
   C. a cratered landscape
   D. methane forest

8.   The passage suggests that the discovery of Charon was made even more interesting for scientists because that discovery coincided with

   A. the discovery of the synchronous rotation of satellites
   B. a large number of eclipses occurring on Pluto
   C. the realization that our Moon is identical to Charon
   D. a demonstration of tidal coupling by Earth and its Moon

4.6.4 PART II – SYNONYMS

Directions: In this part, you will read several sentences. Each one contains an underlined word or phrase and is followed by four answer choices – A, B, C, and D. Choose the lettered option that is most `similar` to the underlined word or phrase. Then, on your answer sheet, find the item number and darken the circle that corresponds to the answer you have chosen.

Example: The experimental music had a <u>shrill</u> sound.

        A. piercing
        B. prevailing
        C. fluttering
        D. relaxing

    A   B   C   D
    ●   ○   ○   ○   Correct Answer: **A**

* * * * *

9.   Ernesto, the most <u>pompous</u> senior in the entire school, struts around the halls like he's royalty.

  A. modest
  B. conceited
  C. humble
  D. unassuming

10.   It has been <u>promulgated</u> that AIDS patients should be quarantined.

  A. proclaimed
  B. required
  C. voted
  D. necessary

11.   For three years, the castaway survived on <u>paltry</u> amounts of fish, coconut, and bamboo.

  A. ample
  B. meager
  C. considerable
  D. substantial

12. Mice have a keen sense of smell and quickly <u>discern</u> approaching danger.

    A. detect
    B. flee
    C. guard against
    D. avert

13. The government agent trained for years before he began his <u>clandestine</u> activities overseas.

    A. conspicuous
    B. aboveboard
    C. covert
    D. forthright

14. To <u>accede</u> to a terrorist's demand would set a dangerous precedent.

    A. turn down
    B. give in to
    C. pay attention to
    D. turn a deaf ear to

15. After years of living a sophisticated, liberal life in the city, Ramon found his parents' small-town mindset unbearably <u>parochial</u>.

    A. secular
    B. unsophisticated
    C. open-minded
    D. cosmopolitan

16. Traversing the infinite points between two locations within a finite time is a <u>paradox</u>.

    A. an aberration
    B. a v-shaped curve
    C. a mystery
    D. a self-contradiction

4.6.5 PART III – GRAMMAR AND USAGE

Directions: In this part, each item contains four answer choices – A, B, C, and D. There are two kinds of items— Idiomatic Expressions and Standard Written English.

4.6.6 SECTION 1: IDIOMATIC EXPRESSIONS

In the first section, choose the option that is closest in meaning to the underlined idiomatic expression. Then, on your answer sheet, find the item number and darken the circle that corresponds to the answer you have chosen.

Example: With the deadline fast approaching, the journalist felt under the gun.

   A.   irked at the unrealistic timetable.
   B.   close to a nervous breakdown.
   C.   heavy pressure to finish.
   D.   the threat of harsh repercussions.

   A B C D
   ○ ○ ● ○   Correct Answer: **C**

* * * * *

17. This car came hurtling towards me and I thought my number was up.

 A. my health insurance will be increased
 B. I will go insane
 C. I will get too afraid
 D. I am going to die

18. If you lay a hand on her I'll report you to the police.

 A. hurt
 B. touch
 C. harass
 D. rape

19. When the football player broke his leg, his substitute wept crocodile tears.

 A. sobbed sympathetically
 B. worried for the game's outcome
 C. feigned disappointment
 D. cried, but rose to the challenge

20. The lawyer wanted to open up the old case, but his partner advised him <u>to let sleeping dogs lie.</u>

    A. to leave well enough alone
    B. to take action immediately
    C. to wait for the furor to die down
    D. to alter facts of the case

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

4.6.7 SECTION 2: STANDARD WRITTEN ENGLISH

In the second section, identify the written sentence that represents the most appropriate form of standard written English. Then, on your answer sheet, find the item number and darken the circle that corresponds to the answer you have chosen.

Example:
    A. Yesterday I felt a little ill, and today I feel worse.
    B. Yesterday I felt a little ill, and today I feel most ill.
    C. Yesterday I felt a little ill, and today I feel worst.
    D. Yesterday I felt a little ill, and today I feel more ill.

    A   B   C   D
    ●   ○   ○   ○   Correct Answer: **A**

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

21.
    A. Once the expiration date on the milk has passed, it would be prudent to dispose of the old milk.

    B. Once the expiration date on the milk has passed, would be, prudent to dispose of the old milk.

    C. Once the expiration date on the milk has passed, was prudent to dispose of the old milk.

    D. Once the expiration date on the milk has passed, might be prudent, to dispose of the old milk.

22.
    A. Doctors and nurses that, work in emergency rooms, often suffer from work-related stress.

    B. Doctors and nurses who work in emergency rooms often suffer from work-related stress.

    C. Doctors and nurses which, work in emergency rooms, often suffer from work-related stress.

    D. Doctors and nurses who work, in emergency rooms, often suffer from work-related stress.

23.

    A. Dr. Stephens is one of those professors who does whatever it takes to get his point across to the students.

    B. Dr. Stephens is one of those professors who does whatever it takes to get their point across to their students.

    C. Dr. Stephens is a professor who do whatever it takes to get his point across to this students.

    D. Dr. Stephens is one of those professors who do whatever it takes to get their point across to their students.

24.

    A. One-third of the voters tend not to cast their ballots in national elections.

    B. One-third of the voters tends not to cast their ballots in national elections.

    C. One-third of the voters tends not to cast its ballots in nations elections.

    D. One-third of the voters tend not to cast its ballots in national elections.

4.6.8 PART IV – SENTENCE COMPLETION

Directions: In this part, you will read several sentences. Each one contains one or two blanks and is followed by four answer choices—A, B, C, and D. Each answer choice contains a word or set of words. Choose the word or set of words that best fits the meaning of the sentence as a whole. Then, on your answer sheet, find the item number and darken the circle that corresponds to the answer you have chosen.

Example: The crowd cheered at the clown's extremely _____ juggling.

      A.   tangible
      B.   adept
      C.   static
      D.   deficient

      A   B   C   D
      ○   ●   ○   ○   Correct Answer: **B**

* * * * *

25.   Today Wegener's theory is _____; however, he died an outsider treated with _____ by the scientific establishment.

      A.   unsupported – approval
      B.   dismissed – contempt
      C.   accepted – approbation
      D.   unchallenged – disdain

26.   The two artists differed markedly in their temperaments; Palmer was reserved and courteous, Frazer _____ and boastful.

      A.   phlegmatic
      B.   choleric
      C.   constrained
      D.   tractable

27.   The intellectual flexibility inherent in a multicultural nation has been _____ in classrooms where emphasis on British-American literature has not reflected the cultural _____ of our country.

      A.   eradicated – unanimity
      B.   encouraged – aspirations
      C.   stifled – diversity
      D.   thwarted – uniformity

28. Bird species _____ to this island were exterminated by feral cats, _____ of pets abandoned here decades ago by sailors.

A. provincial/competitors
B. harmless/liberators
C. indigenous/descendants
D. unusual/signals

29. An editorial praised the generosity of an anonymous _____ who had donated over a million dollars and several priceless paintings to the college.

A. mercenary
B. agnostic
C. curmudgeon
D. benefactor

30. Although marine engineers claimed that its hull was _____, the Titanic sank after hitting an iceberg.

A. amorphous
B. equivocal
C. preeminent
D. impenetrable

31. The restaurant manager, who had _____ provided crayons and paper tablecloths for the amusement of small children, found that adult patrons were equally _____ the opportunity to express themselves.

A. aggressively/delighted by
B. impulsively/anxious about
C. warily/shrewd about
D. initially/enthralled with

32. _____ by nature, Jones spoke very little even to his own family members.

A. garrulous
B. equivocal
C. taciturn
D. gregarious

4.6.9 PART V – ANTONYMS

Directions: In this part, you will read several sentences. Each one contains an underlined word or phrase and is followed by four answer choices—A, B, C, and D. Choose the answer that is **opposite** to the underlined word or phrase. Then, on your answer sheet, find the item number and darken the circle that corresponds to the answer you have chosen.

Example: The earthquake quickly toppled the poorly constructed building.

      A.   erected
      B.   damaged
      C.   leveled
      D.   rattled

      A   B   C   D
      ●   ○   ○   ○   Correct Answer: **A**

* * * * *

33.   The evanescent mist disappears each day after the sun rises above the city.

A. disappearing
B. long-lived
C. momentary
D. tenuous

34.   The situation required a perfunctory reading of the transcript.

A. deliberate
B. peripatetic
C. rehearsed
D. pejorative

35.   Abe tried to defend himself against spurious accusations that he had rigged the cheerleading competition.

A. genuine
B. bogus
C. illegitimate
D. deceitful

36. When she turned eighteen, Lily set out on a <u>quixotic</u> pursuit of roller skating fame.

    A. dreamy
    B. pragmatic
    C. unrealistic
    D. romantic

37. Edward, looking <u>morose</u>, stared out at the rain and felt sorry for himself.

    A. miserable
    B. cantankerous
    C. melancholy
    D. jubilant

38. The young novelist, who had <u>prodigious</u> talent, won the Pulitzer Prize when she was in her mid-twenties.

    A. mundane
    B. phenomenal
    C. impressive
    D. unusual

39. The <u>poignancy</u> of the performance affected the audience.

    A. candidness
    B. candescence
    C. capaciousness
    D. callousness

40. The prisoners unwittingly <u>exacerbated</u> their plight.

    A. exaggerated
    B. ameliorated
    C. accelerated
    D. adumbrated

4.6.10 ANSWER KEY

1. D
2. D
3. B
4. B
5. B
6. C
7. D
8. B
9. B
10. A
11. B
12. A
13. C
14. B
15. B
16. D
17. D
18. A
19. C
20. A
21. A
22. B
23. D
24. A
25. D
26. B
27. C
28. C
29. D
30. D
31. D
32. C
33. B
34. A
35. A
36. B
37. D
38. A
39. D
40. B

CHAPTER 5: ABOUT THE INTERPRETER PERFORMANCE TESTS

Upon passing the Test of English Proficiency, you are eligible to take a BEI interpreter performance test. Each level of certification has its own interpreter performance test. After you pass one of these performance tests, you become certified at that level.

The Basic, Advanced, and Master performance tests are criterion-referenced tests of the three interpretation modes most commonly used by interpreters. These are:

- Expressive—rendering spoken English into ASL or signed English;
- Receptive—rendering ASL or signed English into spoken English; and
- Sight Translation—reading and rendering a written English document into ASL.

5.1 RELIABILITY

To ensure that the test is reliable, both the testing procedure and the scoring of the tests are standardized. Standardization requires that the length, difficulty, and testing process of the test be uniform for all candidates, regardless of where or by whom the test is administered. Each candidate receives the same instructions and test stimuli, according to specified administration procedures.

Furthermore, the structure of the exam stimuli and objective scoring system employed in the test enables accurate and consistent scoring, which improves the exam's statistical inter-rater reliability, overall reliability, and validity.

5.2 VALIDITY

The validity of the performance test is important because of the significant impact that interpretation has on the people who use it. The major criterion for a functional test of proficiency is that the skills tested should be related to real-life situations. For this reason, the BEI interpreter performance tests are based on both the experience of practicing interpreters and the empirical research of testing experts.

Also, typical interpretation evaluation is based solely on subjective assessment. However, for this examination a two-part system is used to ensure the validity of the test including objective and subjective assessments.

5.3 PILOT TEST

To determine the reliability and validity of test items, the performance test was piloted to a small population. The data collected from the administration of the pilot examination was used to refine the format and content of the performance test. The final version of the performance test was then produced and based upon the information gathered from the pilot data.

5.4 RATER TRAINING

To ensure inter-rater reliability, raters participate in a training program for the content evaluation part of the test. The training program includes scoring practice with a number and variety of renditions. The raters are made aware of varieties in language use and are instructed to accept appropriate variations if they meet all other test criteria.

5.5 REQUIREMENTS FOR PERFORMANCE TESTS

Following are the requirements for applying for any IDHHC BEI performance test:
You must <u>pass</u> the Test of English Proficiency before you can take the performance test.

Current Certification	BEI Performance Test Eligibility
Not certified/licensed Michigan: • QA 1 • QA 2 Interpreter Skills Assessment Screening (ISAS): • Interpreting 1 or 2 • Transliterating 1 or 2 Missouri: • Novice • Apprentice	Basic Level
BEI: • Basic Michigan: • QA 3 Interpreter Skills Assessment Screening (ISAS): • Interpreting 3 or above • Transliterating 3 or above RID: • Certificate of Interpretation (CI) • Certificate of Transliteration (CT) • NIC • NIC Advanced Missouri: • Intermediate • Advanced	Basic or Advanced Level
BEI: • Advanced RID: • CI and CT • Comprehensive Skills Certificate (CSC) • NIC Master Missouri: • Comprehensive	Basic, Advanced, or Master Level

5.6 APPLYING FOR A PERFORMANCE TEST

<u>All applicants must pass the written TEP to be eligible to apply for a performance test.</u>

1. Complete and sign the IDHHC BEI Performance Test Application.

2. Attach a copy of your TEP results.

3. Advanced or Master Performance Test Applicants: Attach a copy of your current <u>qualifying</u> certification. (See Section 5.5)

    b. Process an electronic payment via E-PAY at
       https://magic.collectorsolutions.com/magic-ui/Login/il-dhhc

4. Mail, email, or fax to:
    IDHHC
    528 South 5th Street, Suite 209
    Springfield, Illinois 62701
    FAX: 217-557-4492
    Dhh.interpreter@illinois.gov

5.7 SCHEDULING FOR A PERFORMANCE TEST

All testing will be conducted at the IDHHC office in Springfield, Illinois.

Once IDHHC receives and processes the fee and application form, IDHHC will send the candidates an acknowledgement and information regarding scheduling a testing appointment. All correspondence will be sent via email unless applicant requests otherwise.

5.8 TESTING FEES SCHEDULE

The **NON-REFUNDABLE** testing fees are shown in the following table:

Certification Test	Applicable Fee
Test of English Proficiency	$80
Basic Performance Test	$250
Advanced Performance Test	$275
Master Performance Test	$300
Out of State Resident Fee (per application)	$35

5.9 FORFEITURE OF FEES

A. Applicants have one year from the date the testing application is initially submitted to the Commission to complete the testing process. If the process has not been completed in the one-year period, the application shall be denied and the fee forfeited and the applicant must reapply and meet the requirements in effect at the time of reapplication.

B. Once you have confirmed your appointment, you will forfeit the performance test fee if you cancel the appointment or fail to appear without first notifying IDHHC. Appointments for the performance test are offered <u>one time only</u> for each payment of the fee unless you provide proof of the following:

  o illness of yourself or an immediate family member;

  o death of an immediate family member;

  o inclement weather conditions; or

  o reasons beyond your control that made attendance impossible.

When one of the above instances occurs, IDHHC will work with you to re-schedule your test date. IDHHC will make the final decision if an additional fee is to be charged. A $20 fee is charged to reschedule a confirmed testing appointment.

5.10 PROCEDURE FOR THE DAY OF THE PERFORMANCE TEST

On the day of the test, the following procedures apply:

• Be at the testing site at least 15 minutes before your scheduled appointment time. Since performance testing is on an individual basis, you are allocated a specific test time. If you arrive more than 10 minutes late after your test appointment time, the test proctor may not allow you to participate in the performance test.

• Bring proper photo identification with you. Required types of identification include a valid driver's license, state issued ID, or current passport. You will not be allowed to test without proper identification

• All electronic communication devices, for example, cell phones or pagers are not allowed in the testing room.

• Purses, bags, recording devices, and other personal belongings are not permitted in the testing room.

• Visitors are not permitted, although observers authorized by IDHHC may be present.

- Smoking and eating are not permitted in the testing room. You can bring in a bottle of water into the testing room.

- Once you enter the testing room, you may not exit until recording of the performance test is completed.

- The technician must remain in the testing room and is there to ensure that the test is administered properly.

- You may sit or stand during the recording of the performance test.

Your commitment to confidentiality includes topics, subject matter, or specific vocabulary on the performance test. Breach of confidentiality, cheating, and compromising the integrity of the BEI tests are grounds for denying an application or suspending or revoking an interpreter's certificate. IDHHC will investigate anyone alleged to have gained unauthorized access to confidential testing materials and will seek to recover the costs necessary to redevelop new testing materials.

5.11 WHAT TO EXPECT WHILE TAKING THE PERFORMANCE TEST

The interpreter performance test is administered by a designated technician, which may be an IDHHC staff member. The test proctor meets you in the designated waiting area and asks you for proper identification before asking you to sign a Commitment to Confidentiality statement. By signing the confidentiality statement, you are acknowledging that you are prohibited from discussing or divulging the contents of the testing materials. This includes topics, subject matter, vocabulary, specific signs, and identity of individuals displayed on the tests. Breach of the confidentiality statement or cheating or compromising the integrity of the BEI tests are grounds for denying an application or suspending or revoking an interpreter's certificate. IDHHC will investigate anyone alleged to have gained unauthorized access to confidential testing materials and will seek to recover the costs necessary to develop new testing materials.

You are then escorted into the testing room. You have the option of standing or sitting when taking the performance test. Since the entire performance test is videotaped, you are asked to state a candidate code number provided by the technician for the record. You have the opportunity to ask questions following the general introduction.

The proctor starts the videotape and the test begins with a general introduction, as well as a specific introduction before each part of the test. Samples of these introductions are reprinted in Chapter 6 of this study guide, which also contains information about the warm-up, one-minute pause, and each part of the performance test.

Once the test begins, the videotape **cannot be stopped**, rewound, or replayed, but may be paused between segments. You are advised to continue interpreting or transliterating throughout. **If you encounter a particularly challenging portion of the scenario, do not allow yourself to fall behind.** Doing so is likely to result in your omitting language that you

might otherwise render appropriately. As in a real interpreting scenario, in which you cannot stop the speaker whose words you are interpreting, you should continue interpreting.

Remember that the Interpreter Performance Tests simulate actual interpreted proceedings. You are asked to render the information in the same manner as if you were working as an interpreter. All materials must be interpreted so that the intent, tone, and language level of the speaker, signer, or document is conserved without distorting or omitting any of the meaning of the original message in the source language. (Recall that the "source language" is the language in which the original message is conveyed, and the "target language" is the language into which the message is interpreted.) In other words, you should strive to fully conserve the *conceptual meaning* of the original message in the target language. This means conserving as many facets of *meaning* as possible as you interpret from source language into target language.

For example:
- appropriate colloquialisms should be used if they were used in the source language,
- appropriate formal grammatical structures should be conserved in each language,
- slang should not be substituted for formal language or vice versa,
- the source language should not be "cleaned up" or "improved," and
- all of the source language message should be interpreted. The message in the target language should be equivalent to the source language message.

Finally, do not shift to the third person if the text clearly calls for the first person. For instance, if the speaker says "My name is John Stevens," do not interpret "His name is John Stevens." The correct rendition is "My name is John Stevens." Concentrate only on the actual communication.

For a sample of two scenarios and the tasks you will be asked to perform, please see the Chapter 8 in this study guide.

5.12 NOTIFICATION OF TEST RESULTS

Candidates who are awarded certification will receive notification of the results and, if applicable, a certificate.

The written and performance test fees are not discounted for retakes.

Candidates re-testing must wait six months to re-take a performance test. Those candidates passing a performance test and wishing to schedule the next level test do NOT have to wait six months to schedule.

The notification letter contains valuable feedback about test results and provides guidance for getting training before retaking the performance test.

NOTE: Test results will **NOT** be given out over the phone.

CHAPTER 6: OVERVIEW OF THE PERFORMANCE TESTS

There are three distinct Interpreter Performance Tests—**Basic**, **Advanced**, and **Master**. The tests are similar in terms of the sections they contain and the tasks they ask the candidates to perform. The tests differ principally in terms of their complexity. In these tests, there are several factors that add to the complexity of the tests:

- complexity of the language;
- complexity of the topics and/or settings; and
- speed of the speaker or signer.

At each performance test level, these factors increase the challenge presented to candidates as reflected in the three different BEI interpreter performance tests. These factors were identified empirically, as described in the "Background of the BEI Interpreter Certification Process" section.

In every section of every performance test, you are presented with a **stimulus**, which is either a video recording or a written document. As with all interpreted encounters, you are asked to interpret from the stimulus' **source language** into the **target language.** The source language is the language in which the original message is conveyed. The target language is the language into which the message is interpreted. Throughout all sections, your goal should be to render the source language message into the target language *without distortion or omission of any aspect of the message's meaning*. In other words, the target language message you produce should conserve everything that is conceptually relevant to the meaning of the original message. These criteria are discussed in detail in Chapter 7 in this study guide.

6.1 CONTENT OF THE BASIC TEST

The content of the Basic test focuses primarily on the language found in routine educational and social service settings, as determined by the empirical job analysis of incumbent interpreters. Examples of possible topics include K–12 classroom presentations by students or teachers, special school assemblies, homework assignments, school memos, informational meetings or orientations, and so on.

6.2 CONTENT OF THE ADVANCED TEST

The content of the Advanced Test focuses primarily on the language found in a variety of high-stakes settings, such as routine medical, social service, K–12 and higher education, routine mental health, and routine quasi-legal, as determined by the empirical job analysis of incumbent interpreters. Examples of possible topics include postsecondary student and professor classroom presentations, professional development seminars, doctor or dentist visits, application for services, employment forms, counseling sessions, and so on.

6.3 CONTENT OF THE MASTER TEST

The content of the Master test focuses on the language found in a variety of complex high-stakes settings, such as medical, mental health, quasi-legal, and educational settings, as determined by an empirical job analysis of incumbent interpreters. Examples of possible topics include patient information forms, intake forms, contracts or contract negotiations, meetings with medical specialists, special education meetings, and so on.

6.4 PERFORMANCE TESTS

The following performance tests are administered by IDHHC BEI.

The **Basic level** performance test consists of

- expressive interpreting (spoken English-to-ASL);
- expressive transliterating (spoken English-to-signed English);
- receptive (ASL-to-spoken English); and
- sight translation (written English-to-ASL).

The **Advanced level** performance test consists of

- expressive interpreting (spoken English-to-ASL);
- expressive transliterating (spoken English-to-signed English);
- receptive interpreting (ASL-to-spoken English);
- receptive transliterating (signed English-to-spoken English); and
- sight translation (written English-to-ASL).

The **Master level** performance test consists of

- expressive interpreting (spoken English-to-ASL);
- expressive transliterating (spoken English-to-signed English);
- receptive interpreting (ASL-to-spoken English);
- receptive transliterating (signed English-to-spoken English); and
- sight translation (written English-to-ASL).

6.5 OVERVIEW OF SECTIONS IN THE PERFORMANCE TESTS

The Basic, Advanced, and Master level Interpreter Performance Tests all contain some of the following sections:

- **Expressive Interpreting:** In this part, you are asked to watch a video recording of **spoken English and render it into ASL**. *It is important that your rendition be into ASL, and not into signed English.*

- **Expressive Transliterating:** In this part, you are asked to watch a video recording of **spoken English and render it into signed English.** *It is important that your rendition be into signed English, and not into ASL.* You are expected to convey the speaker's message into Signed English using sign words and concepts in a conceptually correct manner. Signs should match the meaning of the word.

- **Receptive:** Only the Basic Level test has a part entitled "Receptive." The "Receptive" part of the Basic Level test requires you to watch a video recording of sign and render it into spoken English.

- **Receptive Interpreting:** The Advanced and Master Level tests both include a part entitled "Receptive Interpreting." In this part, you are asked to watch a video recording of a presentation in **ASL and render it into spoken English.**

- **Receptive Transliterating:** The Advanced and Master Level tests both include a part entitled "Receptive Transliterating." In this part, you are asked to watch a video recording of a presentation in **signed English and render it into spoken English.** You are expected to mouth the target language in English syntax. Restructuring is acceptable as long as the meaning is preserved and English syntax is maintained.

- **Sight Translation:** The job analysis indicated that interpreters for the deaf and hard of hearing are frequently required to sight translate documents from English to ASL. In Sight Translation (sometimes called "Sight Interpreting"), the source language is written rather than spoken or signed language. Therefore, this part of each performance test differs from the other parts in that it does not include a prerecorded video stimulus. At the beginning of this part, you are instructed to read a short, **written English document and interpret it into ASL for a person who is monolingual.**

6.6 GENERAL INTRODUCTION TO THE PERFORMANCE TESTS

Each test—Basic, Advanced, and Master—begins with a general introduction. The following is the general introduction for the Basic level test:

This Is the Basic Level Certification Examination

The purpose of this introduction is to familiarize you with the structure of this assessment. The Basic Level Certification exam consists of four components. They are:

A. Expressive Interpreting
B. Expressive Transliterating
C. Receptive
D. Sight Translation

For Part A—Expressive Interpreting—you will be listening to a spoken English source and will be expected to render an equivalent message in American Sign Language.

For Part B—Expressive Transliterating—you will be listening to a spoken English source and will be expected to render an equivalent message in Signed English.

For Part C—Receptive—you will be watching a signed source and will be expected to render an equivalent message in spoken English.

For Part D—Sight Translation—you will be reading from a printed English source and will be expected to render an equivalent message in American Sign Language.

Your performance will be videotaped for scoring purposes. Each of the four sections will be preceded by a brief introduction, which will identify the topic and setting as well as remind you of the expected target language. This will be followed by a short warm-up designed to acquaint you with the specific communication style of the source. Raters do not score the warm-up.

Each segment will contain a prompt that alerts you to the beginning of the segment. At the conclusion of each segment of the assessment, you may pause momentarily, or you may elect to proceed through the entire assessment without stopping.

If at any time you are unable to see or hear the source clearly, please notify the technician immediately so the problem can be corrected. Once the test begins it may **NOT** be stopped but may be paused between segments. This concludes the introduction. If you need additional clarification, please ask the technician at this time.

The general introductions for the Advanced and Master level tests are similar to the above general introduction, except that they list five components rather than four. In the Advanced and Master levels, the candidate's ASL-to-spoken-English and signed-English-to-spoken-English skills are assessed by two separate parts: "Receptive Interpreting" and "Receptive Transliterating."

6.7 PART-BY-PART INSTRUCTIONS

For all three tests, each part follows the same basic format (with the exception of the Sight Translation, which is discussed below). Before each part of all three performance tests, you listen to an introduction. Each introduction provides you with some information about the content of that part of the test, as well as information about the interpretation setting and who the client is.

The following is a sample of an introduction for the Expressive Interpreting part of the test:

> **Introduction:** This is the Expressive Interpreting part of the test. You have been asked to interpret at a social service agency meeting, which is being held in an auditorium. The audience consists of both deaf and hearing members.

Warm-Up Section

Following the introduction, there is a "warm-up" section for each part (except for the Sight Translation). The **warm-up** consists of the beginning portion of the scenario. This provides you with more information, such as who is speaking or signing, what topics are being discussed, and where the presentation is taking place**.** You may choose to interpret or to simply watch the warm-up. The warm-up section is not scored; it is included to introduce the content of the script and to give you the opportunity to think about the context and topic of the scenario and to prepare to interpret the rest of the scenario.

Following the recorded warm-up, you are given **one minute** to prepare for your interpretation. It may be to your advantage to take some time to think about who is speaking, where they are speaking, and the topic that is being presented. This may help you to interpret more accurately and to improve your processing time. After this one-minute pause, the actual test is introduced with the words, "Begin Interpreting," after which you are expected to interpret. *Once the video has begun playing, it may NOT be stopped, rewound, or replayed. Be sure to continue interpreting throughout. If you are uncertain about a word or expression, do not allow yourself to become distracted, as it is important to keep pace with the test.*

The final part of each test is the **Sight Translation.** It differs from the other parts of the test in that it does not include prerecorded video stimulus. At the beginning of this part, you are instructed to sight translate a short, written English document into ASL for a person who is monolingual. Following is a sample of the introduction to this part:

> **Introduction:** This is the Sight Translation part of the test. You have been asked to sight translate a PTA flyer that a hearing child has brought home from school for her deaf mother, who is monolingual and an ASL user. You will have a total of seven minutes both to prepare and to deliver your translation. You may start your translation when you wish, but if you have not started in two minutes, the proctor will instruct you to begin.

Note that this section is timed. It may be to your advantage to review the document completely before beginning your rendition, so that you are familiar with the full context of the

message. If you have not begun your rendition within two minutes, you will be instructed by the proctor to do so. Keep in mind that you have the document available to you throughout this part of the test.

6.8 BASIC PERFORMANCE TEST FORMAT

Test Part	Format	Time	Speed (words per minute)
I. Expressive Interpreting	Spoken English → ASL	Approx. 6.5 min.	Approx. 110 WPM
II. Expressive Transliterating	Spoken English → Signed English	Approx. 6.5 min.	Approx. 110 WPM
III. Receptive	Sign → Spoken English	Approx. 7.5 min.	see below *
IV. Sight Translation	Written English → ASL	7 minutes	N/A
Total Time: Approx. 38.5 minutes (includes Introduction, Warm-Ups, and Instructions)			

The Basic test includes four parts:

   I. **Expressive Interpreting** consists of a video recording of a scenario in spoken English, which you render into ASL.
   II. **Expressive Transliterating** consists of a video recording of a scenario in spoken English, which you render into signed English.
   III. **Receptive** consists of a video recording of a signed scenario, which you render into spoken English.
   IV. **Sight Translation** consists of a written English document, which you read and render into ASL.

Parts I and II are timed to last approximately 6.5 minutes. They have been recorded with attention to speed as a factor of complexity to allow the candidate sufficient processing time. The spoken English stimuli are consistently presented at approximately 110 words per minute, which is a deliberate, conversational speed. At this speed, the speaker is speaking at a slower, more deliberate pace, as one might to ensure understanding.

*Part III is timed to last approximately 7 minutes. It has been recorded with similar attention to the speed of the signed stimulus. The signing speed is controlled so that its speed is also consistent and presents information to you at a slower, conversational rate.

Part IV, the Sight Translation, differs from Parts I–III in that it consists of a written English document rather than a prerecorded video. However, it is also timed. You are allowed 7 minutes to complete Part IV.

6.9 ADVANCED PERFORMANCE TEST FORMAT

Test Part	Format	Time	Speed (words per minute)
I. Expressive Interpreting	Spoken English → ASL	Approx. 5 min.	Approx. 120 WPM
II. Expressive Transliterating	Spoken English → Signed English	Approx. 6 min.	Approx. 120 WPM
III. Receptive Interpreting	ASL → Spoken English	Approx. 7 min.	see below *
IV. Receptive Transliterating	Signed English → Spoken English	Approx. 7 min.	see below *
V. Sight Translation	Written English → ASL	7 minutes	N/A

Total Time: Approx. 45.5 minutes (includes Introduction, Warm-ups, and Instructions)

The Advanced test includes five parts:

I. **Expressive Interpreting** consists of a video recording of a scenario in spoken English, which you render into ASL.
II. **Expressive Transliterating** consists of a video recording of a scenario in spoken English, which you render into signed English.
III. **Receptive Interpreting** consists of a video recording of an ASL scenario, which you render into spoken English.
IV. **Receptive Transliterating** consists of a video recording of a signed English scenario, which you render into spoken English.
V. **Sight Translation** consists of a written English document, which you read and render into ASL for a person who is monolingual.

Parts I and II are timed to last approximately five minutes. They have been recorded with attention to speed as a factor of complexity to allow you sufficient processing time. The spoken English stimuli are consistently presented at approximately 120 words per minute, which is a slow, conversational speed. At this speed, the speaker is speaking at a slow but natural pace, as one might to aid comprehension when talking to a group.

*Parts III and IV are timed to last approximately seven minutes. They have been recorded with similar attention to the speed of the signed stimulus. The signing speed is controlled so that it is also consistent and presents information to you at a slower, conversational rate.

Part V, the Sight Translation, differs from Parts I–IV in that it consists of a written English document rather than a prerecorded video. However, it is also timed. You are allowed seven minutes to complete Part V.

6.10 MASTER PERFORMANCE TEST FORMAT

Test Part	Format	Time	Speed (words per minute)
I. Expressive Interpreting	Spoken English → ASL	Approx. 6 min.	Approx. 130 WPM
II. Expressive Transliterating	Spoken English → Signed English	Approx. 6 min.	Approx. 130 WPM
III. Receptive Interpreting	ASL → Spoken English	Approx. 8 min.	see below *
IV. Receptive Transliterating	Signed English → Spoken English	Approx. 8 min.	see below *
V. Sight Translation	Written English → ASL	7 minutes	N/A
Total Time: Approx. 46.6 minutes (includes Introduction, Warm-ups, and Instructions)			

The Master test includes five parts:

    I. **Expressive Interpreting** consists of a video recording of a scenario in spoken English, which you render into ASL.

    II. **Expressive Transliterating** consists of a video recording of a scenario in spoken English, which you render into signed English.

    III. **Receptive Interpreting** consists of a video recording of an ASL scenario, which you render into spoken English.

    IV. **Receptive Transliterating** consists of a video recording of a signed English scenario, which you render into spoken English.

    V. **Sight Translation** consists of a written English document, which you read and render into ASL for a person who is monolingual.

Parts I and II are timed to last approximately six minutes. They have been recorded with attention to speed as a factor of complexity to allow you sufficient processing time. The spoken English stimuli are consistently presented at approximately 130 words per minute, which is a normal, conversational speed. At this speed, the speaker is speaking at a natural pace, as one might in talking to a colleague.

*Parts III and IV are timed to last approximately eight minutes. They have been recorded with similar attention to the speed of the signed stimulus. The signing speed is controlled so that it is also consistent and presents information to you at a slower, conversational rate, which is approximately the same speed as Parts I and II.

Part V, the Sight Translation, differs from Parts I–IV in that it consists of a written English document rather than a prerecorded video. However, it is also timed. You are allowed seven minutes to complete Part V.

CHAPTER 7: EVALUATION OF THE PERFORMANCE TESTS

7.1 WHAT THE TESTS MEASURE

Your performance on the Basic, Advanced, or Master performance test is scored in two ways: **objectively** and **subjectively**. This two-part assessment system provides a reliable, fair, and valid device for certification of interpreters. Your performance is evaluated by a team of BEI-approved raters.

Each of the BEI Interpreter Performance Tests assesses your interpreting proficiency along the following four dimensions:

- **Interpreting Proficiency:** The ability to meaningfully and accurately understand, produce and transform ASL and signed English to and from English in a culturally appropriate way.

- **Delivery:** The ability to maintain appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation.

- **Adaptability:** The level of resourcefulness you display in adapting to changes, patterns, and challenges in the text.

- **Pronunciation and Fluency:** Pronunciation is the ability to produce spoken language, including accurate English phonology and the appropriate use of rhythm, stress, and intonation, without interfering with meaning or undermining comprehensibility; fluency is the ease with which you can produce native-like language, including the degree of hesitation and the clarity of signs.

Of these dimensions, Interpreting Proficiency is assessed through an objective assessment mechanism (as described below). The remaining three dimensions are scored holistically through a subjective assessment system.

7.2 THE SCORING SYSTEM

The scoring system used in the Interpreter Performance tests is based on an innovative system that has set the standard in language proficiency testing in the field of interpretation. The purpose of this scoring system is to provide a replicable, fair, and valid device for assessing the interpreting proficiency of candidates for certification. *The function of this system is to assess a candidate's accuracy in transforming meaning from the source language and conveying the same meaning in the target language.* There are two parts to the system: objective assessment and subjective assessment. The objective assessment is used specifically to determine a candidate's interpreting proficiency. The subjective assessment supplements this by holistically evaluating a candidate's performance along several other linguistic dimensions. Each of these is discussed below.

7.2.1 OBJECTIVE ASSESSMENT

A candidate's level of interpreting proficiency is objectively determined by how many **Objective Scoring Units** the candidate renders appropriately.

Objective Scoring Units are contained in every part of each test. They represent significant words, phrases, and clauses that are critical as determined by the job analysis and the Expert Panel. These include specialized terminology, register variation, rhetorical features, general vocabulary, grammatical structures, and appropriate sociocultural discourse, as well as features specific to ASL such as

- the use of classifiers and nonmanual markers,
- accuracy of fingerspelling, and
- the use of sign space and grammatical space.

In the Sample Interpreter Performance Tests in this study guide, Scoring Units are identified by underlining and superscripted numbers; for example, "Mr. Jones[1]," as found in Sample #1. These scoring units are distributed throughout the test.

The basic criterion of the objective scoring system is meaning. The raters assess whether the interpretation was rendered in a way that communicates the full meaning of the original message without distorting or omitting anything that is conceptually relevant to the meaning. *Each of the Objective Scoring Units will be assessed according to how well you convey meaning.* In other words, raters are assessing if you can communicate the meaning or concept in understandable, coherent, fluent language. Grammatical perfection is not the goal. The final criterion is whether you can ensure that the client receives information that is complete and comprehensible.

The Objective Scoring Units are scored in strict compliance with established guidelines for accuracy. In the test development process, a large glossary of "acceptable" and "unacceptable" renditions of each scoring unit was established. The acceptability of these renditions depends on the semantic meaning being conveyed, rather than on the literal words used. This glossary is not exhaustive. Instead, it serves as a guide to the raters in assessing candidates' responses. The raters are trained in its use, and trained to assess novel renditions not included in the glossary.

The raters reach a consensus on the acceptability of novel responses, which are then added to the glossary. In this way, candidates are afforded an empirically-based, objective scoring system that is still sensitive to dynamic variation in language. The result is the objective assessment of a candidate's ability to accurately and faithfully convey the meaning of a significant language sample. In Chapter 8 in this study guide, Sample #1 includes a table of "acceptable" and "unacceptable" renditions for each underlined Objective Scoring Unit in the script. These are numbered according to the superscripted numbers for reference.

Remember that it is to **your advantage to interpret each scenario completely.** Using your time wisely and interpreting as completely as you can is the best possible approach to the test.

Following are some examples of the areas covered by the objective scoring system:

1. Grammar and Word or Sign Order

The raters assess your ability to adhere to grammatical and syntactical accuracy in order to communicate without obscuring or distorting meaning.

Consider for instance, the English statement "If I had had it, I'd have given it to you." This sentence conveys two important parts of its meaning. First, the "if" signals the contrary-to-fact utterance. It is important that the phrase be interpreted in a way that conserves the implication that the speaker did not have the object at the time in question but would have given it if he or she had had it. Second, it is important to convey the fact that the event occurred in the past, through the use of tense as appropriate.

2. Vocabulary and Idioms

The raters evaluate your ability to render the appropriate vocabulary and idioms. This includes words for which there are no sign equivalents, or terms requiring expansion. You should strive to render the closest and most precise equivalent possible throughout the examination.

For example, if you see the sign gloss SKILL-TALENT-PROFICIENCY, it is important that you choose the English or Spanish word that conveys the full meaning. For instance, when interpreting for a contestant in the Ms. Deaf Illiinois pageant who signs, "For my talent this evening, I'll be performing a ballet," it is important to convey the English or Spanish equivalent for "talent" rather than "proficiency" or "skill."

3. Conservation of Intent, Style, and Tone

The raters assess your ability to conserve the intent, style, tone, and language level of the speaker. These elements of meaning are conveyed through word or sign choice, mouth movement, intonation, and in other ways. As an interpreter, you serve as a medium for another person. Therefore, you must make it possible for anyone who is listening to understand what was said as much as possible. For example, if you hear, see, or read **formal** language, you should render the **equivalent formal** language in the target language. If you hear, see, or read **colloquial or slang** language, you should render the interpretation in **colloquial or slang** language. Your interpretation may be considered incorrect if the level of the language is not conserved.

For example, if you hear, see, or read the statement "I'll be seeing you," it would be acceptable to render that as, "See you later," "So long," or "See you around." However, "Farewell" or "Until we meet again" are unacceptable renditions because they do not conserve the level of language.

4. Conservation of Register

An essential component of meaning that must be conserved is **register**, which is a term that means the use of a particular variety of language according to the context. For example, we call the kind of language used in the medical profession the "medical register," which is composed of the special vocabulary, terms of art, and turns of phrase used in the medical profession. Specialized registers are attached to the language of many professions and occupations such as law, engineering, and academia.

Additionally, register refers to the **language styles** we use in different situations and contexts. For example, the formality of our speaking style varies depending on the person we are talking to, and his or her background, age, culture, education, gender, and social status. We all use different language styles, depending on the speech situation we are in. We speak differently to our friends than we do to our professors. A doctor who is trying to help a patient understand something will "lower" the register of her speech to make herself more comprehensible. The linguist Martin Joos wrote that English has five levels of register, or formality. They are:

a)   **Frozen Language** is static language that never changes. For example:

- *"Ladies and Gentlemen of the jury…."*

- *"Four score and seven years ago…."*

Frozen language also includes prescribed uses of language, such as the expression sometimes used in the medical setting, *"The patient presented with…"*

b)   **Formal Language** is the kind of language used by a speaker giving a lecture or making a presentation. In this style the sentence structure is complex, and there is little interaction between the speaker and the audience. For example:

- *"The patient presented with a headache localized at the right temple and nausea."*

- *"The importance of early intervention for students with learning disabilities cannot be overemphasized."*

c) **Consultative Language** is the kind of language used by teachers, doctors, technicians, and other experts who are explaining a concept or a procedure using some technical terms, but at the same time, interacting with the audience or person. For example:

- *"What other symptoms have you had besides nausea and headache?"*

- *"It is so important to take advantage of every educational opportunity for your son."*

d) **Colloquial Language** is the kind of language used in "everyday" conversation. Easily understood vocabulary is used, and if technical terminology is used, it is explained and examples are given. Colloquial language tends to use more idiomatic expressions and slang in the interest of being understood. For example:

- *"I feel like somebody put my head in a vice and I feel sick to my stomach."*

- *"I want to do whatever I can to help him make the grade."*

e) **Intimate Language** is the kind of language used between very close friends and family members. Because there is intimacy between the people in the conversation, there is less attention paid to specific references. Often intimate language is "non-referential," meaning that what a pronoun refers to may not be obvious. For example:

- *"I told you that would happen if you didn't stop."*

Home signs are also an excellent example of intimate register.

5. Other Considerations

What is the impact of using a high register with a person who may be uneducated? Usually, the effect is that you are excluding the person from truly understanding your explanation and in effect "withholding" information instead of sharing it. Therefore, it is a good idea to lower the register when you know that the person may not have the educational or cultural background to understand technical explanations. This is not because of a lack of intelligence; it is simply a lack of the experience of technical vocabulary.

If you are speaking to a child, would you use a low or high register? We speak to children differently than we speak to adults. What are those differences? We speak to an elderly woman or man differently than we would to a young adult.

Keep this kind of speech style adjustment in mind during the examination, as you will be expected to adjust to different registers to foster effective communication.

7.2.2 SUBJECTIVE ASSESSMENT

There are three general categories of subjective assessment in the interpreter performance tests:

- delivery,
- adaptability, and
- pronunciation and fluency.

Your entire performance for *each part of the exam* is assessed holistically. Each category is assessed using a three-point scale.

Delivery is the ability to maintain appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation.

- **1 point** (Fails to Meet Expectations)—consistently fails to maintain appropriate delivery, pacing, coherence, and composure throughout the interpretation

- **2 points** (Meets Expectations)—occasionally fails to maintain appropriate delivery, pacing, coherence, and composure throughout the interpretation

- **3 points** (Exceeds Expectations)—maintains appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation

Adaptability is the level of resourcefulness the candidate displays in adapting to changes, patterns, and challenges in the text.

- **1 point** (Fails to Meet Expectations)—consistently fails to adapt to changes in the pattern of a passage; overreliance on circumlocution

- **2 points** (Meets Expectations)—occasionally fails to adapt to changes in the pattern of a passage; some overuse of circumlocution

- **3 points** (Exceeds Expectations)—always adapts to the changes in the pattern of a passage

Pronunciation and Fluency: *Pronunciation* is the ability to produce accurate phonology using appropriate rhythm, stress, and intonation. *Fluency* is the ease with which a candidate can produce native-like language. The assessment of fluency includes the degree of hesitation and the clarity of signs.

- **1 point** (Fails to Meet Expectations)—consistently speaks or signs with hesitation and often needs to repair interpretation, which interferes with communication; approaching acceptable pronunciation and clarity of signs and the use of rhythm, stress, and intonation, but makes frequent errors that interfere with communication

- **2 points** (Meets Expectations)—occasionally speaks or signs with hesitation and needs to repair interpretation, but speech or ASL is intelligible even with errors; has acceptable pronunciation and clarity of signs and use of rhythm, stress, and intonation that does not interfere with meaning

- **3 points** (Exceeds Expectations)—speaks or signs without hesitation; rarely needs to repair communication; has native or native-like pronunciation or clarity of signs and use of rhythm, stress, and intonation; and is easy to understand

7.2.3 Final Decision

The candidate's level of proficiency is established by the objective scoring system. There are three possible outcomes for the Basic level test:

1. **Clear-Cut PASS:** When a candidate misses 43 or fewer objective units, the decision is clear cut: the candidate passes.

2. **Clear-Cut FAIL:** Similarly, if a candidate misses 44 or more units, he or she fails, unless the "trigger pass" criteria apply.

3. **Trigger PASS:** When a candidate scores within a critical range (between 44 and 46 errors), the candidate passes if his or her subjective rating is 18 or higher.
   See example below:

Grid 4: Trigger Pass

Objective Score	Subjective Rating
44-46	18-24

The pass or fail decision is entered into "Grid 5: Decision" with an X, as shown below:

Grid 5: Trigger Decision

43 or fewer errors	PASS	X
OR 44-46 errors +SUB≥18		
44 - 46 errors + SUB≤17	FAIL	
OR 47 or more errors		

Critical Range

As a way to allow the subjective assessment to be a more significant factor in the decision-making process, the cut-off number for objective unit errors is not discrete. Instead, a range of objective unit errors has been established. The "critical range" was created based on the experience that an absolute objective score might not differentiate between an acceptable and an unacceptable performance, for several reasons including

- Linguistically—use of the critical range in assessment reflects the complexity and dynamism of language. It allows for greater consideration of the candidate's linguistic strengths without undermining the importance of the primary linguistic testing construct, as measured by the objective scoring system.

- From a testing perspective—use of the critical range accommodates and offsets the inevitable artificiality inherent in any test and testing situation.

- Practically—use of the critical range allows for a candidate's nervousness at some point in the examination. The use of the critical range in scoring provides an important check and assurance of fairness.

Use of the Trigger Pass

If a candidate's objective score falls within the critical range, the total subjective rating (the total of all delivery and adaptability scores) becomes the determining factor in passing or failing.

If a candidate's objective score falls in the critical range (44–46 errors on the Basic Level Test), then the raters must refer to Grid 4: Trigger Pass. If the candidate's total subjective rating is between 18 and 24, the candidate passes. If it is 17 or lower, the candidate fails.

The use of the trigger pass was instituted to balance the significance of the pass/fail decision with the need for fairness. In making the final decision, the question should be this: Does this person, according to the criteria set by this examination, have the requisite interpretation skill to help carry out the responsibilities of a BEI-certified interpreter at this level? When we certify candidates, we are saying that at this point in time they possess the *minimal* level of proficiency required at their level of certification, not the maximum or even average level of ability when compared to their peers. This is the nature of a criterion-referenced test as opposed to a norm-referenced test.

CHAPTER 8: SAMPLE INTERPRETER PERFORMANCE TESTS

In this section of the study guide, you will find samples of the kind of scenarios you will be asked to interpret for the BEI Interpreter Performance Test.

Sample #1 is a full-length Expressive Interpreting scenario. It includes an introduction, a warm-up, and a formal interpreting scenario. Throughout the scenario, words, phrases, and clauses are underlined to indicate Objective Scoring Units. Following the scenario, you will find a table with an initial glossary of acceptable and unacceptable renditions of each scoring unit. These are included to help you understand what the raters will look for in your rendition.

Recall that in the actual test, you will be watching and listening to this scenario rather than reading it. Therefore, to help you prepare for the test, we recommend that you have someone read this sample scenario to you or, better yet, have someone videotape it for your use. You may then want to record your own performance for review. This exercise may be worth carrying out several times before you actually read the sample for yourself.

When you do read the sample directly, you may want to compare your renditions to the tasks you are asked to perform. Pay particular attention to the underlined examples of Objective Scoring Units. Ask yourself the following questions:

- Did I interpret each of the scoring items without omitting any aspect of meaning?
- Was my rendition complete, or was there more to say that I left out?
- Was the terminology I used appropriate, or did I instead describe the concept?
- What other ways can I think of to get the same idea across?
- What aspects of the script were particularly challenging?

These and similar questions will help you get a sense of your performance and an idea of your interpreting strengths and weaknesses.

The Acceptables and Unacceptables listed for Sample #1 are for Expressive Interpreting, and differ from those included in an Expressive Transliterating script. As an exercise, you may want to perform the script as a transliterating exercise as well, and then create your own glossary of acceptable and unacceptable transliterated renditions for this script.

Because of the nature of ASL, we are unable to provide sample scripts for the Receptive portions of the tests. You may want to have a colleague record an ASL or signed English version of one of the sample scripts, or of other scenarios, and use that recording as a source for practicing your Receptive skills. For the types of topics that might be useful to record, see the "Overview of Test Parts" section.

Sample #2 is an example of the Sight Translation part of the test. This document is printed here twice. The first copy is an unmarked copy of the document. The second copy contains examples of underlined Objective Scoring Units. We recommend that you record several of your ASL renditions of the exercise using the unmarked copy before you look at the marked copy. Follow the process outlined above and ask yourself the same series of questions as you review your renditions. A glossary of acceptable and unacceptable renditions is not included for Sample #2.

8.1 SAMPLE #1

Introduction: This is the Expressive Interpreting part of the exam. You have been asked to interpret for a deaf student in a mainstream 5th-grade math class for gifted students.

Warm-Up: OK class, for the rest of the period we are going to review some geometry problems. What we're going to do is review some formulas that we've studied already, and we'll use them to solve some actual problems. Please follow along, and take notes on the figures and formulas. Is everyone ready? Let's remember that we're all learning together, and that you can help your neighbor as we solve these problems.

You will now have 1 minute to prepare for this part of the exam. You will be prompted to begin interpreting in 1 minute.

[1-minute pause]

Begin Interpreting:
Here's today's word problem: Let's say Mr. Jones[1] wants to build a storage shed, and he wants the walls and the roof of his shed to be made out of plywood, and he wants it to have a cement floor. We are going to use geometry[2] to show how Mr. Jones can determine the cost[3] of the plywood and the cement he will need. And, to do this, we are going to use a basic formula that we've studied a lot already[4], which is the one to find the area of a rectangle or a square[5]. We'll also be using the new formulas that we learned yesterday[6], about how to find the volume of a container[7], and how to measure the area of a triangle. You might not realize it now[8], but one day these formulas will be really useful[9] to you all.

OK — now please write this down[10], because we'll need this information at the end — the costs of the materials are, let's see, the wood[11] costs $3 per square foot, and the cement costs $14 per cubic foot[12]. By the way, don't worry about the cost of labor[13], because Mr. Jones[14] is going to do all the work[15] / himself[16].

Mr. Jones wants a medium-sized square[17] / shed[18] with enough room to store bicycles, a lawn mower, and boxes[19] [2 of 3]. Let's say each wall will be 10 feet long[20] and 8 feet tall[21]. All four walls will be equal in size[22], so after we find the area of one wall, we can just multiply by four[23] to find out how much wood we'll need for the walls.

All right, let's review together[24]. To calculate the area of one side, we multiply length times width, so we get how many square feet? That's right, ten times eight equals 80[25] square feet. But, like I said before[26], we now need to multiply this number[27] to get the total[28] amount of wood that we'll need. And you're right, the answer is 320 square feet[29]. Now, I bet some of you might be wondering to yourselves, where are we going to put the door[30]? And you're right, that could complicate your calculations[31] somewhat, but we'll let Mr. Jones worry about that later. Eventually, Mr. Jones will have to cut an opening[32] where he can install the door.

Now, what do we need to do next[33]? That's right Mary, you got it![34] We need to figure out the area of the floor, so we know exactly how much cement to buy[35]. Who can tell me how to do this? This one's super easy[36], isn't it? We know each side is 10 feet, so the area of the floor[37] is 100 square feet.

Finding the area is the first step to calculate[38] the cost for the cement. The second step[39] is to use that new volume formula we practiced yesterday. Now, how do we calculate volume? Remember[40], in addition to the length and width, we need to know how thick Mr. Jones wants the floor to be. Let's make the cement floor 3 inches thick[41]. Now, what do we do when we have one measurement[42] in inches, and one measurement in feet? That's right, we have to convert[43] in order to end up with consistent units[44] of measurement.

Oops, there's the bell. We'll just have to pick up where we left off[45] tomorrow. And we don't want to forget the ceiling[46] of the shed, so tomorrow we'll also find out how much the roof will cost, which will be fun, because we'll use our new triangle formula[47]. Then we'll have a pretty good idea of how much Mr. Jones will have to pay for all the materials.

Before we leave — class? — I have an announcement[48] — quiet down please — this applies to a couple of you; the Student Council[49] will meet as scheduled on Wednesday, but the room has changed, so check the bulletin board[50] for the new information. I guess they are remodeling[51] or something on the second floor. See you tomorrow!

*   *   *   *   *

8.2 SAMPLE #1 ACCEPTABLES AND UNACCEPTABLES TABLE

Below is an initial glossary of possible renditions for each underlined and numbered Objective Scoring Unit. Recall that it is not exhaustive, but instead helps to capture the sense and level of complexity expected of the candidate's rendition.

Item	Scoring Item	Acceptables	Unacceptables
1	Mr. Jones	FS m-r- -j-o-n-e-s	Omit the name Give name sign w/o FS
2	geometry	Initialized sign MATH then FS g-e-o-m-e-t-r-y	
3	determine the cost	DECIDE COST FIGURE COST COST HOW MUCH?	FS the scoring item
4	studied a lot already	STUDY BEFORE FINISH STUDY EXPERIENCE STUDY STUDY MUCH FINISH	
5	a rectangle or a square	Contrasting rectangle and square in both size and shape	FS r-e-c-t-a-n-g-l-e
6	we learned yesterday	*YESTERDAY* WE LEARN WE LEARN FINISH *YESTERDAY*	PAST LEARN LEARN FINISH
7	a container	Candidate must convey concept of container	Only FS
8	might not realize it now	NMM of negation	Affirmation head nod
9	really useful	NMM of eyebrows going up Head tilting back	Literal translation
10	write this down	PUT DOWN WRITE WRITE PAPER	Literal translation
11	the wood	WOOD TREE –WOOD	WOULD TREE Initialized sign
12	$14 per cubic foot	$14 FS p-e-r c-u-b-i-c f-o-o-t $14 ft each FS c-u-b-i-c f-o-o-t $14 ft cubed	
13	labor	WORK BUILD MAKE FIX	IMPROVE

Item	Scoring Item	Acceptables	Unacceptables
14	Mr. Jones	FS n-a-m-e Use CL as a referent if previously set up	Inaccurate reference
15	do all the work	DO EVERYTHING DO ALL 100% BEGINNING TO END	
16	himself	Reference that he is by himself HIMSELF	MR. JONES – HIMSELF ON SHOULDER FS h-i-m-s-e-l-f
17	a medium-sized square	Pursed mm	Oo mm Cha mm
18	shed	FS s-h-e-d FS s-h-e-d then expand Use of CL to describe shed	SMALL HOUSE without first FS s-h-e-d
19	bicycles, a lawn mower, and boxes		
20	10 feet long	LONG 10 FT 10 FT LONG Mime length then 10 ft MEASURE 10 FT	
21	8 feet tall	TALL 8 FT 8 FT TALL mime height then 8 ft Measure 8 Ft	
22	equal in size	Sign same around 4 sides Sign equal around 4 sides Equal all the way around WALLS 4 SAME	
23	multiply by four	FIGURE Initialized sign for multiply MULTIPLY BY 4	"X"
24	let's review together	Candidate shows direct effort to engage the audience	
25	ten times eight equals 80	10X8 EQUALS 80 10 MULTIPLY 8 =80 HOW MUCH 80	
26	like I said before	Candidate indicates teacher is talking	
27	this number	Stress is shown on "this number"	
28	the total	Variations of total HOW MUCH FULL COST	Initialized sign total
29	320 square feet	320 Sq Ft	

Item	Scoring Item	Acceptables	Unacceptables
30	where are we going to put the door?	Convey it's a question Wh- question	
31	that could complicate your calculations	Candidate conveys complicate	
32	cut an opening	Mime the cutting	Using scissors to cut
33	what do we need to do next?	Candidate shows it is the teacher speaking	
34	you got it!	Candidate accurately conveys affect of source language	
35	cement to buy	ORDER BUY	DAY SPEND STORE SEE
36	super easy	Easy and candidate's expression indicates super easy	Affect does not match the source language
37	the area of the floor	Initialized sign CL Variety of CL indicating area MEASURE OF FLOOR	
38	to calculate	FIGURE Mime using a calculator	
39	the second step	Indicate listing in a variety of ways	Literal translation 2nd step
40	remember		
41	3 inches thick	CL	FS Isolated sign
42	measurement		
43	we have to convert	WE HAVE TO CHANGE WE HAVE TO EXCHANGE WE HAVE TO FIGURE OUT	
44	consistent units	SAME	
45	to pick up where we left off	SUSPEND AND START STOP NOW TOMORROW START AGAIN	Literal translation
46	the ceiling	FS and then point	HEAVEN Initialized sign
47	triangle formula	CL indicating triangle FS t-r-i-a-n-g-l-e f-o-r-m-u-l-a Sign for triangle Sign for formula	VAGINA

Item	Scoring Item	Acceptables	Unacceptables
48	an announcement		TELL
49	Student Council	STUDENT COUNCIL STUDENT GROUP STUDENT GOVERNMENT STUDENT PANEL	SC STUDY + ent
50	check the bulletin board	Variety of signs	Literal translation
51	are remodeling	BUILDING IMPROVING FIXING	

8.3 Sample #2 (Unmarked Copy)

Introduction: This is the Sight Translation part of the exam. You have been asked to sight translate a PTA memo for a 5th-grade student's deaf mother, who is monolingual and an ASL user. You will have a total of seven minutes both to prepare and to deliver your translation. You may start your translation when you wish, but if you have not started in two minutes, the technician will instruct you to begin.

Begin Sight Translation:

Weigh the Risks of Backpacks

Windham High District PTA is concerned about the weight of the backpacks our students are carrying. Your child may be stylin' this year with a snazzy new backpack, but have you tried to lift that thing? Textbooks, notebooks, and school supplies really add up. Throw in sports equipment or a musical instrument, and you've got a real backbreaker.

If your kids are carrying too much weight on their backs and shoulders, they may stretch or strain their muscles, cause direct injury to the spine, and, frankly, get really pooped.

Kids shouldn't carry more than 10 to 15 percent of their weight over their shoulders and on their backs. Decrease their risk of injury with these tips from Dr. Harold Kubrick of Houston's Children's Hospital:

- Help your child sort through everything before packing up and see what can be left home that day. Place heaviest items in first; the closer they are to a child's back, the less strain they'll put on those muscles.
- Buy an appropriate-size backpack, one that ends just a few inches above the waist. Use a backpack that has soft, padded straps to maximize comfort.
- Look for a pack with compartments that help distribute the weight. Or, try one of the new models with wheels that your child can pull.
- Even though it's hipper to carry a pack over just one shoulder, encourage your kids to carry theirs over both shoulders. This will better distribute the weight.

Make sure your kids bend their knees when they first lift their packs to avoid further strain on their back muscles.

8.4 Sample #2 (Marked copy)

Introduction: This is the Sight Translation part of the exam. You have been asked to sight translate a PTA memo for a 5th-grade student's deaf mother, who is monolingual and an ASL user. You will have a total of seven (7) minutes both to prepare and to deliver your translation. You may start your translation when you wish, but if you have not started in two (2) minutes, the technician will instruct you to begin.

Begin Sight Translation:

Weigh the Risks of Backpacks

<u>Windham High District PTA</u>[1] is concerned about <u>the weight</u>[2] of the backpacks our students are carrying. Your child may be stylin' this year with <u>a snazzy new backpack</u>[3], but <u>have you tried to lift that thing</u>[4]? Textbooks, notebooks, and school supplies really add up. Throw in sports equipment or a musical instrument, and you've got <u>a real backbreaker</u>[5].

If your kids are carrying too much weight on their backs and shoulders, they may <u>stretch or strain</u>[6] their muscles, cause <u>direct injury</u>[7] to the <u>spine</u>[8], and, <u>frankly</u>[9], get really pooped.

Kids shouldn't carry <u>more than 10 to 15 percent</u>[10] of their weight over their shoulders and on their backs. <u>Decrease their risk of injury</u>[11] with these tips from <u>Dr. Harold Kubrick</u>[12] of Houston's Children's Hospital:

- Help your child sort through everything before packing up and see what can be left home that day. <u>Place heaviest items in first</u>[13]; the closer they are to a child's back, the less strain they'll put on those muscles.
- Buy an <u>appropriate-size</u>[14] backpack, <u>one that ends just a few inches above the waist</u>[15]. Use a backpack that has soft, padded straps to <u>maximize</u>[16] comfort.
- Look for a pack with compartments that help <u>distribute the weight</u>[17]. Or, try one of the <u>new models</u>[18] with wheels that your child can pull.
- Even though it's <u>hipper</u>[19] to carry a pack over just one shoulder, <u>encourage your kids</u>[20] to carry theirs <u>over both shoulders</u>[21]. This will better distribute the weight.

Make sure your kids <u>bend their knees when they first lift their packs</u>[22] to avoid further strain on their back muscles.

CHAPTER 9: IL BEI CERTIFICATION MAINTENANCE

9.1 PROCESS FOR ANNUAL IL BEI CERTIFICATION MAINTENANCE

IDHHC will send a pre-populated certificate maintenance form at least 30 days before the **March 1st** annual expiration date.

The IL BEI certificate holder must:
- complete the annual Certification Maintenance renewal form and email, fax or mail to IDHHC
- submit proof of compliance with CE requirements; and
- process an electronic payment via E-PAY at:
    https://magic.collectorsolutions.com/magic-ui/Login/il-dhhc

9.2 IL BEI CERTIFICATION EXPIRATION

An interpreter's IL BEI certification expires annually on March 1st of each year. IDHHC will send notice 30 days before the certification expires. A certificate holder's failure to receive notice does not prevent the expiration of a certificate. If a certificate holder has moved, he or she must notify IDHHC of the address change within 30 days.

If an IL BEI certificate requires renewal within 90 days after issuance, IDHHC will automatically extend its expiration to the following maintenance cycle.

9.3 IL BEI CERTIFICATION MAINTENANCE FEES

Maintenance fee if postmarked on or before March 1st: $40
Maintenance fee if postmarked after March 1st: $55 (includes $15.00 late fee)

A person's IL BEI certification that has been expired for one year or more cannot renew the certification. The person must obtain a new IL BEI certification by complying with the requirements and procedures for retaking the IL BEI performance test.

All fees are NON-REFUNDABLE. Any person who delivers a check or other payment to IDHHC that is returned unpaid by the financial institution upon which it is drawn shall pay to IDHHC, a $50 fee in addition to the amount already owed. All future remittances shall be paid by certified check or money order within 30 days of notification. If after the expiration of 30 days after the date of the notification, the person has failed to submit the necessary remittance, IDHHC shall automatically terminate the IL BEI Certification.

9.4 IL BEI CONTINUING EDUCATION

9.4.1 IL BEI CONTINUING EDUCATION REQUIREMENTS

1. Each certificate holder must earn **20** hours of continuing education during the annual certification period. One Continuing Education (CE) hour shall be equal to one clock hour of attendance. After completion of the initial CE hour, credit may be given in one-half hour increments. Lunch hours, socials and breaks do not count towards CE hours.

2. The CEs must be earned during January 1 to December 31 of each year.

3. A certificate holder shall not be required to comply with CE requirements for the 1st maintenance period. This exemption applies only for this first initial maintenance period.

9.4.2 IL BEI CE CARRYOVER HOURS

If an IL BEI certificate holder earns more than the required CE hours during a maintenance period, the certificate holder may carry over into the next maintenance period a maximum of 10 CE hours. Carryover hours are *only* applied if the certificate holder has not earned the required CE hours during a maintenance period.

9.4.3 IL BEI CERTIFICATION OF COMPLIANCE WITH CE REQUIREMENTS

1. IL BEI Certificate holders must certify on the annual maintenance application full compliance with CE requirements as required in 9.4.1.

2. IDHHC may require additional evidence indicating compliance with the CE requirements such as certificate of attendance, RID transcripts, and ISBE educational logs. It is the responsibility of each certificate holder to retain or otherwise produce evidence of compliance for three years after the end of the relevant reporting period. Certificate holders shall not submit this additional evidence unless specifically requested by IDHHC.

9.4.4 IL BEI APPROVED CONTINUING EDUCATION HOURS

CE hours shall be earned by verified attendance (e.g., certificate of attendance or certificate of completion) at or participation in a program or course that meets the requirements set forth in the *Interpreters for the Deaf Licensure Act of 2007 Rules,* 68 Ill. Admin. Code 1515.80 or the *Illinois State Board of Education Rules for Educational Interpreters* at 23 Ill. Admin. Code 25.550(c).

9.5 IL BEI DUPLICATE/REPLACEMENT CERTIFICATION CARD

The fee for the issuance of a duplicate IL BEI certification card that has been lost of destroyed or with a change of name, other than during the annual maintenance period, is $15. If your name has changed, you must include documentation of the name change (marriage license, court order or divorce decree.) No fee is required for name and address changes on IDHHC records when no duplicate certification is issued.

9.6 OUT-OF-STATE BEI CONVERSION TO IL BEI

The fee for a conversion from an out-of-state BEI certificate holder to an IL BEI certification is $22. Upon conversion, the BEI certificate holder is required to comply annually with the IL BEI Certificate Maintenance procedures. Compliance with IL BEI Certificate Maintenance does <u>not</u> maintain your BEI certificate in the issuing state.

9.7 IL BEI MAINTENANCE FOR ILLINOIS LICENSED INTERPRETERS

1. IL BEI Certificate holders that also maintain a valid IL Sign Language Interpreter for the Deaf License shall have the annual BEI certification maintenance fee waived when completed as part of licensure renewal prior to expiration.

2. BEI Maintenance information will be sent with the annual licensure renewal.

3. If an IL BEI Certificate holder places their IL Sign Language Interpreter for the Deaf License on inactive status or allows their license to expire, the certificate holder must continue to maintain the IL BEI Certification for it to remain valid.

APPENDIX: INTERPRETER RESOURCES

BOOKS, VIDEOS, AND DVDS

Below is a list of other resources that you may find helpful in your preparation. The following list is not all-inclusive:

AMERICAN SIGN LANGUAGE REFERENCES

The Complete Idiot's Guide to Learning Sign Language. 1st ed. Susan Shelley and Jim Schneck. Alpha Books, 1998. (ISBN: 0-028-62388-6).

Fingerspelled Names & Introductions: A Template Building Approach. Carol J. Patrie, Ph.D. DawnSignPress. (ISBN: 0-915-03573-1). 90-minute Video.

Fingerspelling in American Sign Language. Brenda E. Cartwright and Suellen J. Bahleda. RID Press, 2002. (ISBN: 0-916-88334-5).

Learning American Sign Language: Levels I & II – Beginning & Intermediate. w/video. 2nd ed, Tom Humphries and Carol Padden. Allyn & Bacon (Pearson Education), 2004. Text and Video Pkg., (ISBN: 0-205-40762-5). Text and DVD Pkg., (ISBN: 0-205-45931).

Linguistics of American Sign Language. Clayton Valli, Ceil Lucas, and Kristin J. Mulrooney. 4th ed. Gallaudet University. (ISBN: 1-563-68283-4). Revised and updated; includes new DVD.

Number Signs for Everyone: Numbering in American Sign Language. Cinnie MacDougall. DawnSignPress. (ISBN: 0-915-03532-4). 90-minute Video.

Numbering in American Sign Language. Brenda E. Cartwright and Suellen J. Bahleda. RID Press. 2002. (ISBN: 0-916-88335-3).

Numbering in American Sign Language: Number Signs for Everyone. DawnSignPress. (ISBN: 0-915-03572-3). Paperback – 112 pages.

Technical Sign Interview Series. Postsecondary Education Programs Network (PEPNet) Resource Center National Ctr. on Deafness. California State University Northridge. A series of videotaped interviews ($20 each online).

Signing Naturally – Level I. Cheri Smith, Ella Mae Lentz, and Ken Mikos. DawnSignPress. (ISBN: 1-58121127-9) paperback; (ISBN: 0-915-03520-0) Student videotext and workbook.

Signing Naturally – Level II. Cheri Smith, Ella Mae Lentz, and Ken Mikos. DawnSignPress. (ISBN: 1-581-21131) paperback; (ISBN: 0-915-03516-2) Student videotext and workbook.

Signing Naturally – Level III. Cheri Smith, Ella Mae Lentz, and Ken Mikos. DawnSignPress. (ISBN: 1-581-21135-X) Student DVD and Workbook; (ISBN: 1-581-21035-3). Student videotext and workbook.

INTERPRETING REFERENCES

Best Practices in Education Interpreting Brenda Chafin Seal. (w/*AWHE Career Center Access Code Card). 2nd ed. 2004. Allyn & Bacon (Pearson Education).(ISBN: 0-205-45449-6).*Addison Wesley Higher Education.

Effective Interpreting Series: English Skills Development, The Study Set. Carol J. Patrie, Ph.D. DawnSignPress. (ISBN: 1-581-21172-4) DVD & *workbook*; (ISBN: 0-915-03583-9) Video and workbook.

Effective Interpreting Series: Cognitive Processing Skills in English, The Study Set. Carol J. Patrie, Ph.D. DawnSignPress. (ISBN: 1-581-21166-X) DVD and workbook; (ISBN: 0-915-03580-4) Video and workbook.

Effective Interpreting Series: Translating from English, The Study Set. Carol J. Patrie, Ph.D. DawnSignPress. (ISBN: 1-581-21100-7) DVD and workbook; (ISBN: 0-915-03586-3) Video and workbook.

Effective Interpreting Series: Consecutive Interpreting from English, The Study Set. Carol J. Patrie, Ph.D. DawnSignPress. (ISBN: 1-581-21103-1) DVD and workbook; (ISBN: 0-915-03591-X) Video and workbook.

Effective Interpreting Series: Simultaneous Interpreting from English, The Study Set. Carol J. Patrie, Ph.D. DawnSignPress. (ISBN: 1-581-21106-6) DVD and workbook; (ISBN: 1-581-21161-9) Video and workbook.

Interpretation Skills: American Sign Language to English. Marty M. Taylor, Ph.D. 2002. Interpreting Consolidated, Box 203, Main P.O., Edmonton Alberta, T5J 2J1, Canada. (ISBN: 0-969-77924-0). $4.95 per book S/H for U.S.

Interpretation Skills: English to American Sign Language. Marty M. Taylor, Ph.D. 1993. Interpreting Consolidated, Box 203, Main P.O., Edmonton, Alberta, T5J 2J1, Canada. (ISBN: 0-969-77920-8). $4.75 per book S/H for U.S.

Sign Language Interpreting: Exploring Its Art & Science. David A. Stewart, Jerome D. Schein, and Brenda E. Cartwright. (w/*AWHE CAREER CENTER ACCESS CODE CARD). 2nd ed. 2004. Allyn & Bacon (Pearson Education). (ISBN: 0-205-45445-3). *Addison Wesley Higher Education.

Sign Language Interpreting: A Basic Resource Book. Sharon Neumann-Solow. 3rd ed. 2000. Linstok Press. (ISBN: 0-932-13022-4). Revised.

So You Want to Be an Interpreter? Janice H. Humphrey and Bob J. Alcorn. 3rd ed. 2001. H & H Publishing. (ISBN: 0-964-03677-0). Seattle, WA, (425) 793-3904 Fax: (425) 793-3577 (also available w/RID Press).

LANGUAGE USAGE BOOKS

A Dictionary of American Idioms. Adam Makkai, Maxine T. Boatner, and John E. Gates. 3ʳᵈ ed. 1995. Barron's Educational Series. 250 Wireless Blvd., Hauppauge, NY 11788. 1-800-645-3476. (ISBN: 0-812-01248-8). Revised and updated.

Errors in English and Ways to Correct Them: The Practical Approach to Correct Word Usage, Sentence Structure, Spelling, Punctuation, & Grammar. Harry Shaw. 4ᵗʰ ed. 1993. Harper Collins Publishers. (ISBN: 0-064-61044-6).

Harbrace College Handbook. John C. Hodges, Winifred B. Horner, Robert K. Miller, and Suzanne S. Webb. 13ᵗʰ ed. 1998. Harcourt College Publishers. (ISBN: 0-155-07423-7).Revised Edition Hardcover.

Harper Dictionary of Contemporary Usage. William Morris and Mary Morris. 2ⁿᵈ ed. 1988. Harper & Row (Harper Collins Publishers). (ISBN: 0-061-81606-X). Hardcover.

Read Better, Remember More. Elizabeth Chesla. 2ⁿᵈ ed. 2000. Learning Express. 900 Broadway, Ste. 604, New York, NY 10003. 1-(212)-995-2566. (ISBN: 1-576-85336-5). Paperback,

REFERENCE MATERIALS

American Sign Language: A Comprehensive Dictionary. Martin L. A. Sternberg, Ed.D. 1981. New York: Harper & Row (ISBN: 0-060-14097-6).

A Dictionary of American Idioms. Adam Makkai, Maxine T. Boatner, and John E. Gates. 3ʳᵈ ed. 1995. Barron's Educational Series. 250 Wireless Blvd., Hauppauge, NY 11788. 1-800-645-3476. (ISBN: 0-812-01248-8). Book also used for Language Usage Books

The New Dictionary of Cultural Literacy. E. D. Hirsch, Jr., Joseph F. Kett, and James Trefil. 2002. Houghton Mifflin. (ISBN: 0-618-22647-8) Listed as "Trade Book" by Houghton *Mifflin*.

NTC's Dictionary of Latin and Greek Origins. Bob Moore and Maxine Moore. 1997. NTC Publishing Group. (ISBN: 0-844-28321-5).

Random House American Sign Language Dictionary. Elaine Costello. 1994. New York: Random House. (ISBN: 0-394-58580-1).

SPECIALIZED INTERPRETING

Interpreting in Medical Settings. Carol J. Patrie. 2001. DawnSignPress. Text and video pkg. (ISBN: 1-581-21064-7); Text and DVD pkg. (ISBN: 1-581-21072-8).

Medical Sign Language. W. Joseph Garcia. 1983. Charles C. Thomas. Paperback (ISBN: 0-398-04806-1); Hardcover (ISBN: 0-398-04805-3).

Random House Webster's American Sign Language Legal Dictionary. Elaine Costello. 2003. Random House Reference. (ISBN: 0-375-71943-1).

Random House Webster's American Sign Language Medical Dictionary. Elaine Costello, Linda C. Tom, and Lois A. Lehman. 2000. Random House Reference. (ISBN: 0-375-70927-4) Paperback.

Signs of Drug Use: An Introduction to Drug and Alcohol Related Vocabulary in American Sign Language. James Woodward. 1980. T. J. Publishers. Silver Spring, MD. (ISBN: 0-932-66604-3).

Signs of Sexual Behavior: An Introduction to Some Sex-Related Vocabulary in American Sign Language. James Woodward. 1979. T. J. Publishers. Silver Spring, MD. (ISBN: 0-932-66602-7).

VOCABULARY BUILDING REFERENCES

1100 Words You Need to Know. Murray Bromberg and Melvin Gordon. 4th ed. 2000. Barron's Educational Series. (ISBN: 0-764-11365-8). Paperback.

Integrated Vocabulary Development, Book A. Donn Mosenfelder. 1986. Triumph Learning. (ISBN: 0-876-94065-3). Paperback.

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