

NATIONAL INTERPRETER CERTIFICATION INTERVIEW AND PERFORMANCE TEST CANDIDATE BULLETIN

History and Background

In November of 1993, the Massachusetts Association of the Deaf and Massachusetts RID held a joint conference. Each invited their association's president to attend and speak as keynote speakers. Both agreed.

Prior to the meeting, the two presidents, Janet Bailey of RID and Ben Soukup of NAD, had the unscheduled opportunity to talk when they sat in a Boston traffic jam (which is still in place, by the way) for hours. The two presidents shared the keynote presentation during which an agreement was made to find a way in which the NAD and RID could work together toward a common goal.

Shortly after that meeting, the NAD-RID Task Force on the National Interpreter Crisis was established. On January 27, 1994, representatives from both organizations met at the RID national office.

In June of 1996, the Task Force agreed to develop a new joint certification instrument for interpreters/transliterators. The Board of Directors of both organizations approved this initiative. A test development committee was formed and work began in 1997 on the concept for the new test. Members of the Task Force and their respective organizations continued to search for outside funding for this effort, which was expected to require between \$750,000 and one million dollars to complete. That effort came to fruition in 2000 when the Arizona Commission for the Deaf and Hard of Hearing awarded a sizable contract toward the test development effort and work moved forward at a much more rapid pace.

In the meantime, the Task Force has changed its name to the National Council on Interpreting (NCI). The Council expanded its agenda to numerous other areas related to interpreting and to involve a number of other organizations in this examination of interpreting issues. Other groups have been invited and will be invited to participate in this dialogue. Then the NCI voted to change the name of the new test to the National Interpreter Certification (NIC) Test. Currently, the RID National Testing System (NTS) administers the NIC Test.

NIC Test Development Process Internal/Organizational Commitment

A diverse group of nationally recognized Content Experts was appointed and convened to develop the testing instrument. A test development company, with professional psychometricians, was contracted to be with the Content Experts at each step of the test development process.

About the Test

- For the purpose of clarity, all references to the NIC performance test automatically assume inclusion of the interview test, as both tests must be taken during the same administration and may not be taken individually.
- The knowledge, interview and performance tests were composed, field-tested and revised in accordance with generally accepted test development procedures. They are also monitored for validity and reliability.
- Modified Angoff studies were conducted according to appropriate psychometric procedures to determine a passing score for all portions of the NIC test. An ongoing psychometric analysis is performed on the written, interview and performance tests to assure that they remain valid and reliable instruments for measuring an interpreter's abilities.

Raters for the interview and performance tests are trained to identify skills which meet or exceed basic professional-level interpreting standards. Psychometric procedures have been established to monitor rater reliability. Mechanisms are in place so that all candidates are treated fairly and without regard to age, color, creed, disability, ethnicity, hearing status, national origin, race, religion, sex or sexual orientation.

Raters

The selection and training of raters for the interview and performance tests are conducted in accordance with the criteria determined by the NAD-RID NAD-RID Certification Council. Raters represent various geographic, cultural and linguistic backgrounds. They are agents of the association and are therefore compensated for their services.

Local Test Administrators (LTAs)

LTAs are hired as agents of the association. The LTA is bound by a contract which includes clear admonitions about the safekeeping of all materials and the penalties which may ensue should the contract be breached. LTAs are trained in RID test administration protocol and are compensated for their services.

Test Dates and Sites

Supersites have been established around the country. These sites are under contract and are evaluated periodically. Each supersite has a site coordinator who oversees the logistics of the testing room facilities and equipment. Supersite locations and contact person information are printed in VIEWS or can be downloaded from the RID website at www.rid.org.

national office Testing

Applicants/candidates may schedule to take the NIC Knowledge test in the national office during scheduled testing days on the second and fourth Fridays each month, provided all associated fees are paid and all eligibility requirements have been satisfied. The national office must receive a completed application and fees at least two weeks in advance of the testing date.

Applicants/candidates interested in testing at the national office must contact the certification department to schedule the date. The certification department staff will not call registrants to arrange for testing at the national office based on information contained on the application form.

A. Applying for the Interview and Performance Test

To apply for the NIC Interview and Performance Test, one must complete and send an application form with payment of appropriate fees to the national office eight weeks in advance of the test date.

You need to already be a member and include that member ID number on your test application in order to receive the member discount. Individuals may not join RID at the same time as they apply for the performance test in order to pay the member rate for test fees. Member fees for testing apply to the Certified, Associate or Student categories only. One need not be a member to apply for the test, however, one of the benefits of RID membership is lower testing fees.

Persons eligible to take the performance test are:

- 1) "Candidates for Certification" for either the RID Generalist Written test or the NIC Knowledge Test. Candidates for Certification have five years from the date they passed the written test in which to take and pass at least one of the performance tests (90.01). If a candidate fails to take and pass at least one of the performance tests within the five-year time frame, s/he will be required to reapply for the written test and pay all related fees.
- 2) Currently certified members of RID holding one of the following certificates: CI, CT, CSC, MCSC, IC, TC, IC/TC, NAD III, NAD IV, NAD V.

Candidates are encouraged to register for preferred test location(s) well in advance, as slots fill quickly. Testing slots are assigned on a first-come, first-served basis.

B. Notification of Testing

The application and payment is always sent to the national office, not the supersite. After a performance test application has been received, processed and the candidate has the receipt letter, the candidate may only then contact a supersite coordinator to schedule a testing date. Test dates are set by mutual agreement between the candidate and site coordinator. The national office does not determine the local performance test schedule. Supersite locations and contact person information are printed in VIEWS or can be downloaded from the RID website at www.rid.org.

Once a candidate has confirmed with the supersite and has been scheduled into a test slot, failure to appear on the confirmed test date will result in forfeiture of all test and application fees. If you book testing slots at multiple supersites and do not cancel the unused appointments, following existing guidelines, you will be charged the full testing fee for each unused appointment.

C. Cancellations

Cancellation due to a documented emergency situation as outlined within RID's policy (below) will be given special consideration. Upon receipt of documentation and approval

by the Director of Certification, application and test fees will carry over to the next available test date. Notification of emergency cancellations must be made on the business day following the documented emergency.

Acceptable Emergency Situations:

- death of an immediate family member, doctor's verification of accident, illness, or hospitalization, or a natural disaster. An individual can appeal denials of acceptable emergency situations through the established appeal procedure if they disagree with the decision regarding their inability to take the tests. Individuals who have paid the application and test fees and then decide that they no longer wish to take the performance test will be reimbursed only their test fees. Requests for reimbursement must be made in writing to the Director of Certification.

D. At the Test Site

1. Administration

Candidates should arrive in professional attire, which is appropriately color-contrasted to skin tone. Candidates should not wear whites or reds, as these colors cause problems for color video equipment. Candidates will be asked to sign forms indicating agreement to maintain confidentiality in regard to testing materials and show a valid photo I.D. This form also allows the NTS to use the test tape as a rater-monitoring device (92.32).

2. Warm-up Room

The warm-up time is already incorporated into the NIC testing materials. There is no need for an extended warm-up time in a separate room. Prior to entering the testing room, however, the candidate will indicate the order in which s/he would prefer to take the test, performance portion first or interview portion first.

3. Testing Room

At the beginning of the test, candidates will be filmed voicing and fingerspelling their social security/member number twice. Candidates do not give their names. Names or other personal information are not provided to the raters.

As candidates proceed through the exam, they should immediately notify the LTA, if needed, to correct environmental disturbances (i.e., loud fan that unexpectedly turns on, noises from outside the test room, etc.). The candidate may not turn off the camera or test DVD but must get the LTA so that the environmental problem can be corrected. Any interruption in test procedure must be noted on the appropriate form.

E. Interview and Performance Test Format

1. Stimulus Materials

One of the goals of the NIC Test is to incorporate materials that accurately reflect the real world of interpreters and transliterators. Certified members surveyed during the role delineation phase of test development determined the critical skills needed to function as a professional interpreter. Content experts, who are deaf and hearing experts in the field

of interpreting, developed scenarios from which to base the interview and performance tests. All stimulus materials are real-life situations. This provides realism and face validity to the test. The test materials were filmed from the interpreter's perspective. Deaf and hard-of hearing lecturers were captured from the point of view of a working voice interpreter/transliterator. The camera looks at the deaf person slightly from below and favoring the open dominant hand. Hearing persons were taped as seen from the interpreter's perspective. Every candidate's performance is recorded on videotape and available for rating, for any subsequent appeal or review, and for use by RID as a rater monitoring device.

2. Segments on the Test

The interview portion will consist of five ethical questions. At the beginning of this portion of the test, you are given a choice of five different presenters. You may review each of their introductions and then choose which of the presenters you prefer to deliver all five of your interview questions. The question will also be in print on-screen. There is a set time in which to answer each of the five questions. You will only be rated on the content of your answer and not on your expressive skills during this portion of the test. You may respond in ASL, transliteration or total communication modalities, but you may not use your voice only to respond to the questions.

The performance portion will consist of five scenarios each approximately 10 minutes in length. Before each scenario you will be introduced to the principles involved in that segment and you will have an opportunity to read any related documentation or important service provision materials. These intros are approximately 5 minutes long. Then you will start the testing scenario. Each testing scenario will follow the same format. The camera will remain on you for the entire test and will not need to be moved. The performance portion tests both the interpreting and transliterating skills of the candidate.

F. The Rating Process

The new test will not be a diagnostic instrument, but it will provide some feedback to the candidate. Your results letter will provide information regarding the different aspects of your performance. Three raters will rate portions of the test. For the interview portion, they are trained to identify decision-making skills that meet or exceed basic professional standards. For the performance portion, they are trained to identify interpreting and transliterating performances that meet or exceed basic professional standards. There are three categories of raters. Deaf/hard-of-hearing raters rate the sign language portions of the test for transliterating and interpreting skills. Hearing interpreter raters rate the overall performance of the candidate. Hearing (non-interpreter) raters rate the voicing aspects of the performance section. The candidate's test tape is simultaneously sent to three raters in all rater categories for a total of three raters. In the case of rater disagreement, the test tape is sent to a fourth rater.

Those candidates whose performances are at or exceed that standard are awarded certification. Once certification is awarded, the newly certified interpreter must obtain

certified membership status and satisfy all requirements with RID in order to maintain a valid certification.

There are three levels of certification: NIC (Certified), NIC Advanced and NIC Master. All levels are considered professional-level certified interpreters and all are eligible, as long as they meet the application criteria, to apply to take the Specialist Certificate: Legal Examination. Those who pass as NIC (Certified) have shown basic professional-level interpreting/transliterating skills; they scored within the standard range on the interview portion. Those who pass as NIC Advanced have scored within the standard range on the interview portion and high on the performance portion of the examination. Those awarded the NIC Master designation scored high on both the interview and performance portions of the test.

G. Description of Rating Criterion for the NIC Interview and Performance Test

NAD-RID National Interpreter Certification (NIC) Examination TEST OUTLINE

Tasks and Knowledge and Skill Statements

This document contains the tasks and knowledge and skill statements as defined by the National Council on Interpreting Role Delineation Panel. It encompasses the knowledge, interview and performance portions of the NAD-RID National Interpreter Certification (NIC) Examination. The following tasks represent the knowledge and skills one must possess to be able to pass the NIC examination and receive certification. Please use this outline as an overarching guide to study for the entire test. Also, please refer to the NIC knowledge, interview and performance examination suggested reference materials lists for an inventory of the texts used to develop the tasks listed below. All tasks have associated knowledge and skill statements. The knowledge statements refer to the knowledge portion of the test and the skill statements refer to the interview and performance portions of the test.

Task 1

Assess each interpreting situation to determine if qualified for the assignment.

Knowledge and Skill Statements

Knowledge of:

1. Roles and responsibilities
2. Appropriate questions to ensure a good match between the interpreter and the parties involved
3. Requirements and expectations of the consumers for each setting
4. Language continuum and variations in signing
5. Assignment content

Skill in:

1. Recognizing the impact of personal values and professional conduct
2. Recognizing personal and professional strengths and weaknesses
3. Meeting consumer communication needs
4. Recognizing strengths and weaknesses
5. Recognizing the importance of personal characteristics (e.g., ethnicity, cultural diversity, gender, age) and the impact they have on the assignment
6. Meeting consumer's needs
7. Maintaining neutrality in all situations
8. Being diplomatic

9. Assessment of the ability to interpret fluently

Task 2

Prepare for assignment by determining logistics and purpose of interaction for all parties involved.

Knowledge and Skill Statements

Knowledge of:

1. Need for deaf interpreters
2. Need for team interpreters
3. Need for consecutive or simultaneous interpreting
4. Physical distractions in environment and appropriate solutions within the setting
5. Assignment goals, philosophies, and/or expected outcomes
6. Strategies to make the setting comfortable

Skill in:

1. Analyzing when and how to work with team interpreters (hearing and/or deaf)
2. Preparing by consulting or meeting with parties involved, reading literature, books, web sites, and any other notes, etc.
3. Assessing consumer's communication needs prior to assignment
4. Assessing the room layout and working with the consumers to determine best seating/lighting arrangement prior to the assignment
5. Working with deaf and/or team interpreters
6. Educating consumers (both deaf and hearing) on how to use the interpreter when appropriate.

Task 3

Maintain competence in the field of interpreting (e.g., attending workshops and classes, reading professional literature, working with a mentor).

Knowledge and Skill Statements

Knowledge of:

1. Deaf events and other cultural activities
2. Available resources for professional growth (e.g., classes, workshops, libraries, periodicals, Internet, mentors)
3. Benefits of membership in professional organizations
4. Organizations related to the field of deafness and interpreting and the people they serve
5. Cultural trends and issues
6. Basic research and practice in interpreting
7. Strategies to evaluate the quality and usefulness of articles about interpreting

Skill in:

1. Researching for appropriate sources
2. Engaging in activities related to personal and professional growth
3. Becoming appropriately involved in the Deaf community (e.g., deaf events and other cultural activities)
4. Keeping current with continuing education requirements

Task 4

Apply the Code of Ethics for the interpreting profession.

Knowledge and Skill Statements

Knowledge of:

1. Code of Ethics (NAD & RID) expectations for professional behavior
2. Consequences for violating code of ethics
3. Philosophical background for the code of ethics
4. Laws that supersede the code of ethics (e.g., child abuse)

Skill in:

1. Recognizing the impact of personal values and professional conflicts
2. Applying the Code of Ethics (NAD and RID) to various settings (educational, occupational, governmental, medical, etc.)
3. Distinguishing difference between appropriate and inappropriate practices
4. Recognizing when mediation and adjustment (cultural or situational) are necessary in applying the Code of Ethics.

Task 5

Provide interpreting services that reflect awareness and sensitivity to culturally and ethnically diverse groups.

Knowledge and Skill Statements

Knowledge of:

1. Differences between culture and community
2. Culture as related to behavior and communication in various settings
3. Rights and privileges related to membership and non-membership in cultural groups
4. Personal perspectives and how these influence the interpretation outcome
5. Protocol and procedure in various settings

Skill in:

1. Recognizing when gender, ethnicity, and/or cultural differences may influence the interpretation outcome
2. Recognizing nuances in vocabulary of diverse cultural and ethnic groups
3. Maintaining sensitivity to changes in group dynamics related to member/nonmember

Interaction

Task 6

Facilitate the flow of communication during the interpreting process.

Knowledge and Skill Statements

Knowledge of:

1. When to use simultaneous or consecutive interpreting
2. Strategies for managing the flow of different levels of discourse in various settings
3. Appropriate sign/word choice
4. Discourse styles (e.g., persuasive, educating, consultative) to determine the appropriate register
5. Impact of cross-cultural communication nuances
6. When to provide direct and indirect feedback
7. Back-channeling (i.e., consumer feedback on the understanding of the interpretation) information as a tool to facilitate the flow of communication

Skill in:

1. Adjusting to the communication style of consumers
2. Recognizing the intended message
3. Maintaining fluency in message transmission

4. Maintaining a pace that allows for smooth turn-taking by participants

5. Using appropriate styles of discourse
6. Using appropriate registers
7. Requesting clarification of the source message
8. Applying information gained from back-channeling (i.e., consumer feedback on the understanding of the interpretation) to facilitate the flow of communication
9. Recognizing consumer's direct address to interpreter (i.e., information for interpretation regarding protocol for current job, checking with interpreter if ready to proceed, etc.) via various non-manual elements (e.g., eye gaze, head tilt, etc.)
10. Identifying change of speakers/signers

Task 7

Apply the appropriate communicative mode and language register.

Knowledge and Skill Statements

Knowledge of:

1. Settings (education, legal, medical, mental, occupational, governmental services, religious, etc.)
2. Consumers (hearing, deaf, deaf/blind, hard of hearing, late deafened, persons without formal language, individuals with developmental disabilities, etc.)
3. Content knowledge
4. Various modalities (tactile, oral, various sign systems, etc.)
5. Modes of communication (pictures, gestures, props, etc)
6. Form and function of language and how this influences lexical decision making
7. How individuals and settings affect language register
8. Language acquisition in situations where appropriate
9. Formation of numbers and fingerspelling
10. Phonemic structure
11. Morphologic structure (e.g., semantics)
12. Syntax
13. Functional pragmatics (e.g., how settings alter the pragmatic function and form of discourse)
14. Linguistic structure and principles of English, American Sign Language (and other languages) used during the interpretation

Skill in:

1. Making appropriate decisions about code-switching between languages and systems
2. Representing English structure in situations where appropriate
3. Spelling specific content vocabulary correctly
4. Adjusting interpersonal skills to facilitate communication with various consumers and settings
5. Matching the register of the consumers
6. Explaining to all parties, if communication breaks down due to language, why the breakdown occurred
7. Discussing language form being used by parties involved (e.g., being able to talk about child signing, identifying components of language, such as verb, noun)
8. Comprehending and using highly stylized signing as may be necessary
9. Code-switching between English, ASL, and other sign systems
10. Articulating the linguistic structure and principles of English, American Sign Language (and other languages) used during interpretation

Task 8

Construct equivalent discourse in the target language while monitoring message

comprehension and feedback to modify interpretation accordingly.

Knowledge and Skill Statements

Knowledge of:

1. Sign language continuum
2. Process of interpretation
3. Cross-cultural, gender, language use/variations, socio-economic status, and related influences on the interpretation process
4. Back-channeling (i.e., consumer feedback on the understanding of the interpretation) information as a tool to influence the ongoing interpretation
5. Lexical equivalency (ensuring translation of all items in appropriate lexical format)
6. Unique language features and their impact (e.g., how to interpret passive voice, supraordinate “words,” and use of classification in ASL)
7. Linguistic structure and principles of English, American Sign Language (and other languages) used during the interpretation

Skill in:

1. Appropriately constructing an equivalent message intent
2. Appropriately constructing an equivalent message tone (e.g., tone and clarity of voice)
3. Appropriately constructing an equivalent message content
4. Recovering and repairing within message conveyance
5. Minimizing miscues, deletions, additions, substitutions, distracting mannerisms, fillers, anomalies, etc.
6. Remaining impartial to intent, regardless of speakers
7. Explaining to all parties, if communication breaks down due to language, why the breakdown occurred
8. Applying information gained from back-channeling (i.e., consumer feedback on the understanding of the interpretation) to influence further interpretation
9. Integrating the consumer’s lexical preference for terminology when expressed
10. Appropriately using unique language (e.g., how to interpret passive voice, supra-ordinate “words,” and use of classification in ASL)

Task 9A

Use ASL proficiently within expressive interpreting tasks, including choice of sign vocabulary, use of sign modification to show variation in meaning and grammatical function, and appropriate use of space, facial expression, and body movement.

Knowledge and Skill Statements

Knowledge of:

1. Phonemic structure
2. Morphologic structure (e.g., semantics)
3. Syntax
4. Functional pragmatics (e.g., how settings alter the pragmatic function and form of discourse)
5. Volume of lexicon (size of lexicon)
6. Role and function of fingerspelling
7. Sentence boundaries
8. Linguistic structure and principles of English, American Sign Language (and other languages) used during the interpretation
9. Appropriate sign choice

Skill in:

1. Using appropriate registers

2. Sign articulation (phonologic parameters)
3. Fingerspelling and numerical incorporation
4. ASL derivational (morphologic) marking (verb/noun)
5. Appropriate use of non-manual markers (e.g., grammatical, adverbial/adjectival)
6. Using signing space (e.g., referencing, size related to audience, verb agreement)
7. Using the classifier system
8. Using fingerspelling
9. Incorporating affect
10. Using discourse boundaries (phrasing)
11. Using inflective morphology (nuances of meaning)
12. Recognizing sentence boundaries
13. Inflection/intonation
14. Explaining to all parties, if communication breaks down due to language, why the breakdown occurred
15. Articulating the linguistic structure and principles of English, American Sign Language (and other languages) used during interpretation
16. Selecting sign vocabulary precisely
17. Modulation of signs depending on meaning
18. Using space appropriately
19. Use of fluid expression
20. Appropriate mouthing for English lexicalization
21. Integrating the consumer's lexical preference for terminology when expressed.

Task 9B

Comprehend ASL proficiently during the interpreting task, including sign vocabulary choice and sign modification to show variation in meaning and grammatical functions.

Knowledge and Skill Statements

Knowledge of:

1. Phonemic structure
2. Morphologic structure (e.g., semantics)
3. Syntax
4. Functional pragmatics (e.g., how settings alter the pragmatic function and form of discourse)
5. Role and function of fingerspelling
6. Linguistic structure and principles of English, American Sign Language (and other languages) used during interpretation

Skill in:

1. Expanding the volume of lexicon (size of lexicon)
2. Comprehending the register
3. Comprehending sign articulation (e.g., phonologic parameters)
4. Comprehending fingerspelling and numerical incorporation
5. Comprehending ASL derivational (morphologic) marking (verb/noun)
6. Comprehending non-manual markers (e.g., grammatical, adverbial/adjectival, English lexicalization)
7. Comprehending signing space (e.g., referencing, size related to audience, verb agreement)
8. Comprehending the classifier system
9. Recognizing affect
10. Recognizing facial adverbs

11. Comprehending discourse boundaries (phrasing)
12. Comprehending inflective morphology (nuances of meaning)
13. Recognizing sentence boundaries
14. Comprehending inflection/intonation
15. Comprehending appropriate mouthing for English lexicalization
16. Recognizing the consumer's lexical preference for terminology when expressed
17. Comprehending constructed action and constructed dialogue in sign language discourse via various non-manual elements (e.g., eye gaze, head tilt, etc.)

Task 10A

Use English proficiently to construct an equivalent message in the target language, including appropriate vocabulary choice, tone, grammar, and syntax, with appropriate use of register, pausing, rhythm, intonation, pitch, and other supra-segmental features.

Knowledge and Skill Statements

Knowledge of:

1. Phonemic structure
2. Morphologic structure (e.g., semantics)
3. Syntax
4. Functional pragmatics (e.g., how the settings will alter the pragmatic function and form of the discourse)
5. Sentence boundaries
6. Linguistic structure and principles of English, American Sign Language (and other languages) used during the interpretation
7. Appropriate word choice

Skill in:

1. Expanding volume of lexicon (size of lexicon)
2. Using appropriate register
3. Using appropriate mouth movements
4. English word articulation (phonologic parameters)
5. Commanding English derivational (morphologic) marking (verb/noun)
6. Using affect
7. Using discourse boundaries (e.g., phrasing, phrase, sentence and discourse/paragraph/chunk level)
8. Using inflective intonation morphology (nuances of meaning)
9. Applying sentence boundaries
10. Inflection/intonation
11. Articulating the linguistic structure and principles of English, American Sign Language used during the interpretation
12. Recognizing why communication breaks down if or when it does, and moving to make necessary adjustments, if appropriate
13. Integrating the consumer's lexical preference for terminology when expressed

Task 10B

Comprehend English proficiently to construct an equivalent message in the target language, including appropriate vocabulary choice, tone, grammar, syntax, appropriate use of register, pausing, rhythm, intonation, pitch, and other supra-segmental features.

Knowledge and Skill Statements

Knowledge of:

1. Phonemic structure
2. Morphologic structure (e.g., semantics)
3. Syntax
4. Functional pragmatics (e.g., how settings alter the pragmatic function and form of discourse)
5. Linguistic structure and principles of English, American Sign Language (and other languages) used during the interpretation

Skill in:

1. Using the lexicon (size of lexicon)
2. Comprehending the register
3. Comprehending appropriate mouth movements
4. Comprehending English word articulation (e.g., phonologic parameters)
5. Comprehending English derivational (morphologic) marking (verb/noun)
6. Recognizing affect
7. Comprehension of discourse boundaries (e.g., phrasing, phrase, sentence and discourse/paragraph/chunk level)
8. Comprehending inflective intonation morphology (nuances of meaning)
9. Recognizing sentence boundaries
10. Inflection/intonation
11. Recognizing why communication breaks down if or when it does, and moving to make necessary adjustments, if appropriate
12. Recognizing the consumer's lexical preference for terminology when expressed

H. Description of Interpretation and Transliteration

Additionally, we are including the information below to clarify the meaning of the terms interpretation and transliteration.

What is Transliteration?

Many candidates for the RID Certificate of Transliteration (CT) examination have requested guidance in an effort to understand the goal of the English-to-sign portion of the exam. Raters have reviewed the minimum standard in addition to performances of passing and failing candidates, and have agreed upon the following description of rating criteria for the current performance evaluation for the Certificate of Transliteration. The three broad categories of variables that raters evaluate have been described:

Grammar and Vocabulary, Processing, and Mouth Movement Patterns.

Grammar and Vocabulary

- Use of space for role taking (characterization)
- Use of space for subject-object agreement and verb inflections
- Conceptually correct sign choices (based on meaning rather than form)
- Some amount of "initialization" but only to the extent that initialization is used by deaf adults (not to the extent of Manual English Codes)
- A successful candidate will produce English which is generally grammatically correct, clearly enunciated, with few annoying habits (such as "um," "er," "you know")

Processing

- Lexical to Phrasal level of processing, e.g. ranges from "word meaning for word meaning" to "more than words, less than sentences"

- Some restructuring or paraphrasing for clearer conveyance of meaning
- Some additions of ASL signs which enhance the clarity of the visual message (modals such as CAN, classifier constructions, indexing, and listing structures)
- Detailed English morphology (e.g. manual English coding of “ing,” “ed,” and the copula) which is conveyed on the mouth but not with manual signs

Mouth Movement Patterns

- Cohesive English sentences are visibly presented on the lips, either as exact words from the original text or as English paraphrasing of the original text. Finally, overriding all of the above details is the requirement that the target message resulting from the transliteration process remains true and accurate with regard to the source language.

There should be no substitutions (missing a concept from the original and replacing it with a different concept) and no significant omissions (all of the main points and nearly all of the supporting details of the source language should be reflected in the target language). The spoken English message will be true to the original signed message with relatively few omissions, substitutions, or other errors. In order to gain further guidance, the RID raters recommend that candidates for testing read Elizabeth Winston’s article: (1989) “Transliteration: What’s the Message?” The description of transliteration in this article is determined to be an accurate description of the performance of a successful candidate for the Certificate of Transliteration performance examination.

1 Winston, E. 1989. Transliteration: What’s the Message? In The Sociolinguistics of the Deaf Community. C. Lucas. Ed. San Diego, CA: Academic Press.

What is Interpretation?

Many candidates for the Certificate of Interpretation (CI) performance examination have requested guidance for understanding what the target production of the English-to-sign portion of the test should look like. RID raters have reviewed the minimum standard, and performances of passing and failing candidates, and have agreed upon the following description of “interpretation” as applied to the RID Certificate of Interpretation examination. Three categories of variables have been defined: ASL Grammar and Vocabulary, Processing, and Mouth Movement Patterns.

ASL Grammar and Vocabulary

(English to ASL Interpreting)

- Use of appropriate ASL grammar (use of space for characterization, subject-object agreement and verb inflections; facial grammatical forms for questions, topics, commands, etc.)

• Semantically correct sign choices used appropriately for ASL syntax • Limited amounts of “initialization” are acceptable but only to the extent used by deaf adults

Processing

- The minimum acceptable level of processing is at the phrasal to sentential levels.

Word-for-word processing will not pass the certification examination

- Some syntactic influences of the original text may appear in the interpretation, but only so long as the interpretation remains clear and makes “visual sense”

Mouth Movement Patterns

- Mouth patterns should reflect appropriate adult ASL usage

- Mouth movements which only represent exact English word order will not pass the test

Overriding all of these details is the requirement that the target message resulting from the interpretation process remains true and accurate with regard to the source language. There should be no substitutions (missing a concept from the original and replacing it with a different concept) and no significant omissions (all of the main points and nearly all of the supporting details) of the source language should be reflected in the target language.

Working into Spoken English

For the Certificate of Interpretation performance examination, candidates should create grammatically correct and coherent English which remains true and accurate with regard to the source language. There should be no substitutions. Extended periods of silence (processing time) are acceptable so long as there are no significant omissions.

I. Description of the NIC Rating Scales

NIC's rating system is based on a set of behaviorally anchored scales. These items represent key behaviors an interpreter must demonstrate in order to be awarded certification. The behaviors are scored on a 1-5 Likert-type scale, with one being low and five being high. They are weighted according to criticality and importance to the task.

J. Results and Retakes

The LTA is required to immediately send the videotapes to the national office after the performance test session. Candidates will be apprised of the status of their results in approximately 90 days (C91.16).

Those persons whose performance did not meet or exceed the established standard, will be informed which section of the test they failed, along with a diagnostic sheet explaining the candidate's strengths and weaknesses. Candidates are allowed to retake the test after a waiting period of six (6) months from the date they took the performance test and upon completion of the re-application process (92.59). This process consists of submitting a completed NIC application form and paying the retake test fee.

Currently certified interpreters of RID do not place their present certificate in jeopardy by taking the performance test. These certificates remain valid as long as the holder continues active membership in RID and meets all other requirements. Those who hold NIC certification and test again in order to gain a higher certification, but fail the retake or do not pass the test at a higher certification level, will not lose or lower the NIC certification they had when they retook the test.

K. Appeals Process

The NAD-RID Certification Council (CC) will review appeals related to the administration of the test, such as violations of proper procedure and/or deviation from National Testing System policy, and will attempt to issue a response within 90 days of receipt. Appeals must be sent in writing by certified mail to the Director of Certification at the RID national office. An appeal must be filed within 90 days from the date of notification of test results.

If the NAD-RID NAD-RID Certification Council upholds an appeal, the test retake must be completed within one year of the date of notification by the CC (94.47). If the test retake is not completed within the year, the candidate will be responsible for the re-application process and fees.

Test appeals will not be considered on the basis of rater decision/judgement. (96.03)

Appeals will be considered on the basis of:

- A. Misinformation regarding testing arrangements (test taker given wrong location, time, etc.)
- B. LTA error (misinformation given to test taker - telling test taker that if s/he chooses option A, s/he must choose option A throughout the test; LTA changing site information without informing test taker, unprofessional conduct, failure to follow guidelines in LTA Manual, etc.)
- C. Equipment malfunction (equipment failure, inappropriate equipment, etc.)
- D. Environmental factors (air conditioning breakdown with temperature in test room excessive, distracting loud noises, power outage, etc.)
- E. Damaged stimulus materials (lack of complete set of stimulus materials, worn-out tapes, etc.)
- F. Unavoidable catastrophic events (death of an immediate family member, doctor's verification of accident, illness or hospitalization, etc.)
- G. Natural disaster (earthquake, fire, snowstorm, etc.)

L. Suggested Study Reference Lists

NAD-RID National Interpreter Certification (NIC) Interview Examination Suggested Reference Materials

(Revised 5/3/07)

What follows is a list of suggested references that may be helpful as you prepare for the NAD-RID National Interpreter Certification Interview and Performance Examination. This list does not attempt to include all acceptable references, nor is it suggested that the examination questions or response criteria are necessarily based on all of these references. RID does not intend the list to imply endorsement of these specific references and reserves the right to update this list as needed.

For a more comprehensive listing of articles related to the field of interpretation and deafness, you may wish to refer to: *An Annotated Bibliography on Interpretation*, compiled by Carol Patrie and Julie Mertz, Gallaudet University, 1997.

You may access the RID Standard Practice Papers, NAD-RID Code of Professional Conduct, and RID Bylaws through the RID website (www.rid.org).

Reference List- Interview and Performance Exam

Bahleda, S. J. (1998). A positive approach to fingerspelling instruction. In *Proceedings of the 15th National Convention of the Registry of Interpreters for the Deaf*. Celebrating the vision: RID in the 21st century (pp. 25-29). Alexandria, VA: RID Press.

- Fingerspelling

Cokeley, D. (2001). Interpreting culturally rich realities: research implications for successful interpretations. *Journal of Interpretation*, 2001, 1-45.

- Mediation of cultural information, acronyms

Collins, S., and K. Petronio. (1998). *What Happens in Tactile ASL?2 In, Pinky Extension & Eye Gaze: Language Use in Deaf Communities*, ed. C. Lucas, 18-37. Washington, DC: Gallaudet University Press.

- Back-channel feedback

Kelly, J. (2001). *Transliterating: Show Me the English*. Alexandria, VA: RID Press.

- Sentence boundaries, fingerspelling of technical terms/proper names

Liddell, S. K. (1995). *Spatial representation in discourse*. Manuscript. Washington, DC: Gallaudet University Press.

- Spatial referents

Liddell, S. K. (1995). *Surrogate and token space: grammatical issues in ASL*. In K. Emmorey and J. Reilly (Eds.), *Language, Gesture, and Space* (pp. 19-41). Mahwah, NJ: Lawrence Erlbaum Associates.

- Role shifting

Metzger, M. (1995). *Eye gaze and head tilt in constructed action and constructed dialogue*. In C. Lucas (Ed.), *Sociolinguistics of the Deaf Community*, Vol. 5. Washington, DC: Gallaudet University Press.

- Constructed action and dialog, role shifting

Metzger, M. (1999). *Sign language interpreting: deconstructing the myth of neutrality*. Washington, DC: Gallaudet University Press.

- Neutrality

Mikos, K., Smith, C. & Lentz, E. M. (1988, 1992, 2001). *Vista, Signing Naturally, Levels 1, 2 and 3* (Student workbooks and videotapes). San Diego, CA: Dawn Sign Press.

- Prosodic features of ASL

Mindess, A. (1999). *Reading between the signs: intercultural communication for sign language interpreters*. Yarmouth, ME: Intercultural Press.

- Cultural mediation, ASL discourse strategies

Pollard, B. (1997). *Mental health interpreting: a mentored curriculum*. Rochester, NY: University of Rochester Medical Center.

- Ethics

Roy, C. (2000). *Interpreting as a Discourse Process*. United Kingdom: Oxford University Press.

- Discourse process

Seal, B. C. (1998). *Best practices in educational interpreting*. Boston, MA: Allyn & Bacon.

- Ethics

Sofinski, B.A., Yesbeck, N.A., Gerhold, S.C. & Bach-Hansen, M.C. (2001). *Features of voice-to-sign transliteration by educational interpreters*. *Journal of Interpretation*, 2001, 47-68.

- Listing as a referent, frozen text

Spingarn, T. (2001). *Knowledge of deaf community-related words, symbols and acronyms among hearing people: implications for the production of an equivalent interpretation*. *Journal of Interpretation*, 2001, 69-84.

- Mediation of cultural information

Stauffer, L. & Viera, J. (2000). *Transliteration: a comparison of consumer needs and transliterator preparation and practice*. *Journal of Interpretation*, 2000, 61-80.

- ASL lexicon

Stewart, D. A., Schein, J. D. & Cartwright, B. E. (1998). *Sign language interpreting: exploring its art and science*. Boston, MA: Allyn & Bacon.

- Cultural expansions, mouthing

Taylor, M. (1993). *Interpretation skills: English to American sign language*. Alberta, Canada: Interpreting Consolidated.

- Fingerspelling, numbers, non-manual markers, register, fluency and emphasis

M. Test Development Consultants

Psychometricians

Dr. Scott Bublitz, Dr. James Penny and Dr. James P. Henderson of CASTLE Worldwide, Inc.

CASTLE Worldwide, Inc. is a testing company formed by a group of nationally respected test developers/psychometricians. The members of the CASTLE team come from some of the largest testing companies in America, bringing with them extensive experience in the development and administration of virtually every type of certification and licensure examination on state, national, and international levels.

For several years, Dr. Scott Bublitz and Dr. James Penny have worked closely with NAD

and RID to develop several testing instruments and administer a number of rater trainings. Dr. James P. Henderson is Executive Vice President of CASTLE, and has served as chair of the National Commission for Certifying Agencies (NCAA), which is the accreditation body of the National Organization for Competency Assurance (NOCA). Dr. Henderson also serves as psychometrician to the NCCA. Under Dr. Henderson's leadership, CASTLE has conducted numerous job analysis and role delineation studies for clients of both national and international scope. Dr. Henderson also has extensive experience in the administration of credentialing programs.

Test Development Committees

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