

GENERALIST CERTIFICATION (CI AND CT) EXAMINATION INFORMATION BULLETIN

INTRODUCTION TO THE NATIONAL TESTING SYSTEM



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REV8/16/06

Mission Statement

It is the mission of the Registry of Interpreters for the Deaf, Inc., to provide international, national, regional, state, and local forums and an organizational structure for the continued growth and development of the professions of interpretation and transliteration of American Sign Language and English.

Philosophy Statement

The philosophy of RID is that excellence in the delivery of interpretation and transliteration services among people who are Deaf, or Hard of Hearing, and people who are hearing will ensure effective communication. As the professional association for interpreters and transliterators, RID serves as an essential arena for its members in their pursuit of excellence.

Goal Statement

It is the goal of RID to promote the profession of interpreting and transliterating American Sign Language and English.

Non-discrimination Statement

The RID shall not discriminate in matters of certification testing or membership on the basis of age, color, creed, disability, ethnicity, hearing status, national origin, race, religion, gender or sexual orientation. Any applicant for testing who is requesting a reasonable accommodation, must provide verification from a physician for such a need (CC 00.10).

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RID Publications
Third Edition, 1996
Fourth Edition, 1998
Fifth Edition, 2000
Sixth Edition, 2001

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History and Background

One of the first formal tasks which RID set for itself in 1964 was the design and implementation of a national certification system to test the skills, ethics, and professional behavior of its practitioners. The Association initiated and has maintained a testing and certification system in support of its mission to further the growth and development of the profession of interpretation and transliteration of American Sign Language and English.

Since 1972, RID has offered certificates in general sign language interpreting (CSC, IC, TC, et. al.) as well as specialty certificates (i.e. SC:L, SC:PA). RID has also offered certification in oral interpreting (OIC).

Currently, the full certifications being offered by RID are:

NIC – National Interpreter Certification
CI - Certificate of Interpretation
CT - Certificate of Transliteration
OTC - Oral Transliteration Certification
CDI - Certified Deaf Interpreter

The specialist and provisional certifications being offered by RID are:

SC:L - Specialist Certificate: Legal
CLIP-R - Conditional Legal Interpreting Permit – Relay

The Association recognized the need to revise and upgrade the system of testing and certification and thereby created the National Evaluation System Study Committee (NESSC) in 1982. The NESSC developed and presented recommendations for improving the testing and certification system. These recommendations were endorsed by the certified membership at the 1985 and 1987 RID conventions and became the basis for the development of the Generalist Written and the CI and CT, both of which are full generalist certificates.

In 1992 the Association formulated a second blue-ribbon committee to conduct a national job analysis. The job analysis was confirmed by approximately 2,000 working interpreters/transliterators and became the basis for the 1995 revision of the generalist written exam.

In 1998 the Association formulated a third blue-ribbon committee to devise new test questions based on the earlier job analysis.

National Testing System (NTS) Development Process

Internal/Organizational Commitment

- The RID Bylaws stipulate that only certified members have control over decisions regarding certification.
- Certified members, during the 1987 convention in St. Paul, MN, set the level of interpreting/transliterating performance necessary to be awarded RID certification.
- Certified members surveyed during the 1985 and 1987 conventions determined the scenarios upon which to base the performance tests.

- In 1992, the RID Blueprint Committee was appointed to define the skills and knowledge necessary for an entry level sign language interpreter to practice safely and competently. This became the national job analysis. Certified members of RID validated the national job analysis.

About the Test

- The written test was composed, field tested and revised in accordance with generally accepted test development procedures. It is also monitored for validity and reliability.
- A modified Angoff study was conducted according to appropriate psychometric procedures to determine a passing score for the generalist written test.
- An ongoing psychometric analysis is performed on the written and performance tests to assure that both remain valid and reliable instruments for measuring an interpreter's abilities.
- Raters for the generalist performance test are trained to identify skills which meet or exceed the minimum 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 performance tests are conducted in accordance with the criteria determined by the Certification Council. Raters represent diverse geographic, cultural and linguistic backgrounds. They are agents of the Association and are therefore compensated for their services.

Local Test Administrators (LTAs)

LTAs are RID certified members in good standing (92.02) who 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

Super Sites

Candidates may take the CI and CT performance exams at any of RID's "super sites" by calling the contact person directly to schedule an appointment. Super site locations and contact person information is printed in *IEWS* or can be obtained by checking our web site or by contacting the National Office. Application and payment is sent to the National Office, not the super site.

Regional Testing Centers

Regional Testing Centers (RTCs) also give the CI and CT exams. These sites are under contract and are evaluated periodically. Each RTC has a site coordinator who oversees the logistics of the testing room facilities and equipment.

Performance test dates are set annually and printed in *IEWS* as well as being displayed on our web site, www.rid.org. NTS staff communicates with the LTAs and site coordinators to

determine which dates will best meet the needs of that location. Each site generally offers three performance tests annually. The National Office does not determine the local performance test schedule, but requires that test dates be advertised at least twice in *VIEWS*.

THE GENERALIST WRITTEN TEST

The Generalist Written Test (GWT) is no longer offered. Only those who have already passed the GWT and are still on their five-year timeline or those with a current previous RID certification (i.e. CI, CT, CSC, IC, TC) are eligible to take the CI and CT exams. NAD certified individuals are not eligible to take the CI or CT exams, but are eligible to take the NIC Interview and Performance exam.

THE GENERALIST PERFORMANCE TEST (CI and CT)

A. Applying for the Performance Test

To apply for the RID performance test, one must complete and send an application form with payment of appropriate fees to arrive at the National Office six weeks in advance of the published test date (94.46). Preference for testing location(s) (site code) must be indicated on the application form. NTS staff will notify candidates by mail of test availability in their preferred location(s).

Individuals who join RID at the same time as they apply for the performance test may 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" – only an applicant who has successfully passed the generalist written test and become a Candidate for Certification may apply to take the performance test (00.04)
- 2) Present holders of a previous RID certification (i.e. CI, CT, CSC, IC, TC).

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. The date you passed the test is the date printed on the letter of notification from RID, not the date the test was administered. Failure to achieve certification within the five year time limit will result in the loss of candidacy status. As a result, the former candidate will need to take the written test at the appropriate regular test fee including payment of the application fee. (90.01) The candidate would need to take the current written test, the NIC Knowledge exam. Retake fees are not valid in this situation.

If a candidate has not achieved certification within five years, s/he may schedule and pay for a performance test before the expiration of candidacy status. In so doing, s/he will be granted an automatic 45 day extension of candidacy status during which time s/he must take the performance test. It is the candidate's responsibility to secure an available test slot at one of the RID Regional Testing Centers or the National Office within the 45 day extension (93.65).

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.

The last administration of the CI and CT exams will be in December 2008. There will be no further CI and CT exams given after December 2008. Candidates still on their five-year written timeline or who are currently certified are eligible to register for the NIC Interview and Performance exam.

B. Notification of Testing

Approximately four weeks prior to the test date, candidates will receive a letter indicating their placement on the priority list and confirming the date and location of the performance test.

Upon receipt of the letter, candidates **MUST** contact the NTS office to confirm their interest in taking the test and to check the status of their placement. Four (4) candidates are generally tested in a day; each candidate requires one hour and fifteen minutes to warm up and one hour and fifteen minutes to be tested. Space is in high demand and testing slots are assigned on a first-come, first-served basis.

Once a candidate has confirmed the test date with the site or national office 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.

C. Declined Performance Testing Opportunities

Performance test candidates may decline two opportunities to test before they are moved to the bottom of a prioritized list. NTS staff will include a notice in the next round of notification letters that indicates that if the candidate does not respond, their status will be changed to “inactive” and they will not be notified of future test dates unless they notify the National Office in writing to indicate a renewed desire to take the test. At this point, the candidate will go back on the prioritized list, at the end, using the date the letter was received as their activation date and, therefore, the date by which they are prioritized. (96.08)

D. Late Arrivals

The ability to test candidates arriving late for their scheduled time for performance tests will be at the discretion of the LTA with the following guidelines:

Only Person or Last Person Testing

If the candidate is the only or the last person to be tested that day, it will be at the discretion of the LTA or the availability of the testing facility if the tester will have their regular allotted time for warm-up and testing.

If the LTA or the facility is unavailable, the candidate can waive his/her warm up time all the way up to the appointed start of the test, and take the test as scheduled. If the candidate is unwilling to waive the warm up portion of the test and proceed with the test at the appointed time, then the candidate will forfeit all test fees and would need to contact NTS staff and reschedule the test for a later time, and after payment has been received by RID.

If the candidate does not show up or contact the test site, the LTA is required to remain at the test site until the start time of the appointed performance test. At that time, the LTA is free to leave, but must notify NTS staff on the first business day after the scheduled test. The candidate will forfeit all fees in regards to the missed test unless the circumstances are deemed to be an emergency. The candidate must notify NTS staff on the first business day after the missed test to discuss options for retesting. LTAs will be paid for candidates who fail to show performance tests.

Subsequent Persons Testing

If the candidate is not the only person to be tested, the LTA may suggest that the time be deducted from their warm-up time. If the candidate is agreeable to this option, s/he must state so on the verification of testing conditions form along with the LTA's verification. For example: If the candidate's scheduled warm-up time is from 9:00-10:15, with a 15 minute break before the scheduled start of the test, and the candidate shows up at 9:45 and the decision of the candidate is to proceed with warm-up through 10:15 and testing at 10:30, then the candidate cannot appeal results based on this determination.

Should the option above not be acceptable, the candidate must inform the LTA and contact NTS staff on the first business day after the test to be rescheduled and will forfeit all fees in regards to the missed test.

The LTA must make the appropriate notations on the Verification of Testing Conditions form and contact NTS staff on the first regular business day after the test to inform them of the situation as well.

E. Cancellations

Cancellation due to a documented emergency situation as outlined within RID's policy will be given special consideration.

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.

Upon receipt of documentation and approval by NTS staff, 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 unless the nature of the emergency precludes you from contacting us. If so, you need to contact the National Office at the first available opportunity.

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 NTS staff.

F. 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 RID to use the test tape as a rater monitoring device (92.32).

2. Warm-up Room

Each candidate is scheduled for one hour and fifteen minutes in the warm-up room. This period is primarily used by the candidate to view the various selection of speakers, make their choices, and practice with those speakers until it is time to enter the testing room. Speakers viewed in the “warm-up” room are the same people who will appear on the stimulus material during the test.

There will be six (6) tapes in the warm-up room. Since testing of transliteration and interpretation is usually done on different days, the six tapes will be either for the CT or the CI. Each of the three test segments — sign-to-voice, interview and voice-to-sign — has two options, A and B; there is one videotape for each segment option. One of the tapes, which is marked “View This Tape First,” contains an explanation of the testing process followed by a segment option. The candidate then reviews each of the other tapes and chooses one option (either A or B) for each segment. S/he will review and practice with these three tapes. While the models on the warm-up tapes are the same as those on the test materials, the topics may, and content will, be different. The speaker will inform the candidate at the beginning of the warm-up segment what the topic will be for the actual test.

Prior to entering the testing room, the candidate will indicate both the segment options and the order in which s/he would prefer to take the test. The candidate is then allowed up to fifteen minutes between the warm-up period and the start of the test.

3. Testing Room

The candidate may not bring any purses, bags, knapsacks, writing utensils or any electronic communication or recording devices into the testing room. Water or other drinks will be allowed in both warm-up and testing rooms. All blank tapes are supplied by the RID. At the beginning of

each videotape, candidates will be filmed voicing and fingerspelling their social security or 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, if there is a significant environmental disturbance (i.e., loud fan that unexpectedly turns on, loud noises from outside the test room, the equipment malfunctions, power outage, etc.) the candidate may NOT turn off the camera or the test tape but should immediately get the LTA so that the environmental problem can be corrected by the LTA. Any interruption in test procedure must be noted on the appropriate form and signed by both parties.

G. Performance Test Format

1. Stimulus Materials

One of the goals of the RID testing system is to incorporate materials which accurately reflect the real world of interpreters and transliterators. Certified members surveyed during national conventions determined the scenarios from which to base the performance tests. All stimulus materials are unscripted. Every person, whether Deaf/Hard-of-Hearing, or hearing, was authentically a doctor, lawyer, teacher, insurance broker, realtor, association president, medical technician, computer programmer, house buyer, parent, etc. 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, i.e., the hearing speaker is seen in profile and slightly forward of the interpreter.

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

There are three components to each of the performance tests:

Voice-to-Sign: Candidates will provide a simultaneous rendering in the target language. CI candidates will interpret the text into ASL. CT candidates will transliterate the text into English-like signing.

Sign-to-Voice: Candidates for both tests will provide a simultaneous rendering in spoken English.

Interview (one-to-one): Here the candidate will view the scene as it most often occurs in interpreted interviews, being seated next to and slightly behind the hearing person. The candidate will sign the spoken message in the target language and voice the signed message. Sufficient process time is built in to allow for accurate interpretation/transliteration.

H. The Rating Process and Awarding of Certification

The test is not designed as a diagnostic instrument. Raters for the performance test are trained to identify interpreting and transliterating performances which meet or exceed the minimum standards.

There are three categories of raters. Deaf/Hard-of-Hearing raters rate the sign language portions of the test for English-like signing (for the CT) or ASL skills (for the CI); hearing raters rate the spoken English portions of the test; certified interpreters/ transliterators rate the overall performance of the candidate. The CI and CT rating scales are on page 16. The candidate's test tape is simultaneously sent to one rater in each of the three rater categories. The sign-to-voice segments (S/V and the One-to-One S/V) are averaged for each individual rater and that score is averaged across raters to achieve the final result. Similarly, the voice-to-sign segments (V/S and the One-to-One V/S) are averaged as above.

Those candidates whose performances are at or exceed the minimum 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.

I. Description of Rating Criterion for the CT Performance Test

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.

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

J. Description of Rating Criterion for the CI Performance Test

What is Interpretation? (96.09)

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.

K. Description of the RID CI and CT Rating Scales

RID's rating system for the Certificates of Interpretation and Transliteration is based on a set of 13 items, which we refer to as behaviorally anchored scales. These items represent key behaviors an interpreter must demonstrate in order to be awarded certification. The 13 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 in order to correspond to the St. Paul, MN standard voted on by the certified membership in 1987. There are seven scales/behaviors for the Voice-to-Sign (V-S) section, and six for the Sign-to-Voice (S-V) section. These 13 scales (items) are duplicated for the One-to-One section of the test as the candidate does both V-S and S-V. Therefore, a candidate for certification is rated on 26 scales. There are three categories of raters: Deaf consumers, hearing consumers, and RID certified interpreters/transliterators. A candidate's tape of their performance is sent to a rater in each of the three categories.

This information co-exists with the raters description of "What is Interpretation?" and "What is Transliteration?" Although all RID tests continue to be non-diagnostic in nature, these documents will prove beneficial for those preparing for the performance exams.

A general description of the seven scales for the Voice-to-Sign segment are:

- 1) **Sign Parameters** - correct and consistent production of sign parameters (hand shape, palm orientation, location and movement)
- 2) **Flow** - comfort level of sign flow; example - smooth, comfortable for viewing, not choppy, few false starts and unnecessary pauses, not overly smooth without appropriate pauses
- 3) **Message Equivalence** - message completion with regard to factual information, register and cultural/linguistic adjustments with few minor miscues (omissions/substitutions, additions, and intrusions)

- 4) **Target Language** - uses appropriate target language (e.g. English-like signing for the transliteration test and ASL for the interpretation test)
- 5) **Affect** - consistency of facial grammar and affect to source language
- 6) **Vocabulary Choice** - conceptually correct sign choices based on meaning rather than form
- 7) **Sentence Boundaries** - clear and consistent identification of sentence types and topic boundaries which match source language

A general description of the six scales for the Sign-to-Voice segment of the test are:

- 8) **Enunciation** - clarity and consistency throughout task
- 9) **Flow** - comfort level for listening; example: few false starts, pauses, and non-linguistic behaviors (distracting mannerisms - uh, um, etc.), not overly smooth without appropriate pauses
- 10) **Message Equivalence** - message completion with regard to factual information, register and cultural/linguistic adjustments with few minor miscues (omissions/substitutions, additions, and intrusions)
- 11) **Inflection** - consistency of inflection to source language
- 12) **Vocabulary Choice** - conceptually correct sign choices based on meaning rather than form
- 13) **Sentence Boundaries** - clear and consistent identification of sentence types and topic boundaries which match source language

Scales 1-13 are repeated for the One-to-One section of the exam.

L. 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 (91.16).

Those persons whose performance did not meet or exceed the standard set by the membership will be informed which section of the test they failed, i.e. S-V, V-S, 1-1 S-V, 1-1 V-S. RID's tests are holistic in nature as determined by the certified membership in 1983 and again in 1985. 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 RID/NTS application form and, in most cases, paying only the test fee. No application fee will be charged for a retake of a failed performance test, within the five year candidacy time period, and the fee to retake a written test will be approximately one-half the current fee (95.11).

Candidates who hold valid sign language interpreting certificates from the National RID (i.e. CSC, IC, TC) 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 stipulated by RID. Certified candidates are also exempt from the five year time limit in which the other candidates for certification are required to pass either the CI or CT performance test.

M. Appeal Process

The 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 60 days of receipt. Appeals must be sent in writing by certified mail to NTS staff at the RID National Office. An appeal must be filed within 90 days from the date of notification of test results. If an appeal is upheld by the Certification Council, 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/judgment. (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.)

Appendix A

Sample Items for the Generalist Written Exam

1. The primary purpose of the RID Code of Ethics is to
 - A. standardize business practices in the field
 - B. provide on-the-job monitoring of an individual's performance
 - C. establish a framework from which to judge appropriate behavior
 - D. protect the interests of consumers and practitioners

2. Which of the following is the LEAST likely assumption an interpreter can make about transliterating for a Deaf/Hard of Hearing speaker in a lecture setting?
 - A. He/she may be asked to stay after the lecture for comments
 - B. He/she will work from the back of a large room
 - C. He/she will switch with a team interpreter after about twenty minutes
 - D. He/she will be seated where he/she can see the Deaf/Hard of Hearing person clearly

3. When transliterating in a religious setting, the transliterator should preferably
 - A. be conversant with all forms of ecclesiastical nomenclature
 - B. be located in a position where he/she does not distract the service
 - C. ask a priest, rabbi, or minister for religious signs used by the Deaf/Hard of Hearing people in the congregation
 - D. be of the same religious conviction as the congregation

4. Of the following, a Deaf/Hard of Hearing audience is most likely to perceive an interpreter's lack of facial expression as a sign of
 - A. impartiality
 - B. formality
 - C. misunderstanding
 - D. boredom

5. An interpreter is working from English to ASL. The interpretation includes an English word that is carried forward in its original form which does not carry the speaker's meaning. This generally indicates a breakdown in
 - A. analyzing
 - B. concentrating
 - C. restructuring
 - D. planning

6. When an interpreter knows that a person has given incorrect information during an assignment, the interpreter should
- A. stop interpreting and provide the correct information
 - B. wait until the end of the assignment to provide the correct information
 - C. locate the information later to check its accuracy and inform the parties of the accurate information
 - D. continue interpreting, because the interpreter is not responsible for the content of the information
7. A police officer is interviewing a Deaf/Hard of Hearing person about an accident that the Deaf person witnessed. The police officer leaves the interview feeling that the Deaf person couldn't stop talking, while the Deaf person leaves feeling that the officer did not want all the details of the accident. This is probably due to
- A. linguistic differences between ASL and English
 - B. the officer's oppressive views toward Deaf/Hard of Hearing people
 - C. cultural differences in perception of time
 - D. the officer's impatience in working with interpreters
8. Historically, most Deaf/Hard of Hearing children receive the greatest exposure to ASL from which of the following?
- A. Deaf/Hard of Hearing parents
 - B. Deaf/Hard of Hearing students
 - C. Deaf/Hard of Hearing teachers
 - D. Deaf/Hard of Hearing siblings
9. The main reason why many Deaf people prefer to use the term TTY instead of TDD is that
- A. Deaf people are reluctant to accept new words
 - B. The TTY is an older term than TDD
 - C. Deaf people prefer the old Teletype machines
 - D. The term TTY comes from within the Deaf community
10. Which of the following is true of the clinical/pathological view of Deaf people?
- A. It is no longer subscribed to by medical or educational professionals
 - B. It promotes paternalism and dependency
 - C. It is primarily objected to by members of the medical profession
 - D. It originated within residential schools for the Deaf

CORRECT ANSWERS:
1) D
2) B
3) D
4) D
5) A
6) D
7) A
8) B
9) D
10) B

Appendix B

RID Generalist Written Examination—Suggested Reference Materials

The following is a list of references that may be helpful in reviewing for the Generalist Written Examination. This listing is intended for use as a study aid only. RID does not intend the list to imply endorsement of these specific references, nor are test items necessarily taken directly from these sources.

- RID Generalist Written Sample Test.* RID Publications
RID Generalist Certification (CI and CT) Examination Information Bulletin. RID Publications
RID Code of Ethics. RID Publications
RID Bylaws. RID Publications
RID Standard Practice Papers. RID Publications
Interpreting: An Introduction. by Nancy Frishberg. RID Publications
Interpreting: The Art of Cross-Cultural Mediation, Proceedings of the 1985 RID Convention. RID Publications
Interpreting for International Conferences. Danica Seleskovitch. RID Publications
Sign Language Interpreting: A Basic Resource Book, the Revised Edition. by Sharon Neumann Solow. Linstock Press.
Interpreters on Interpreting. (videotape series available through Sign Media, Inc.)
American Sign Language: A teacher's resource text on grammar and culture. by Baker-Schenk and Cokely. T.J. Publishers
Deaf in America/Voices from a Culture. Padden and Humphries. Harvard University Press
Sociolinguistics of the Deaf Community. by C. Lucas 1989. Academic Press, Inc
So You Want to be an Interpreter. Humphrey and Alcorn 1995. Available through Sign Enhancers, Inc.
Reading Between the Signs: Intercultural Communication for Sign Language Interpreters. Anna Mindess, Thomas Holcomb, Daniel Langholtz and Priscilla Moyers. Available through Intercultural Press

Additional References

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 1997. Gallaudet University

You may access the RID Standard Practice Papers through our web site (www.rid.org) or our fax-on-demand service by calling 1-800-736-9280 (request document number 100 for a list of all available documents).

Appendix C

Generalist Written Examination Outline

The following is a detailed outline of the five major content areas of the examination, with an indication (in parentheses) of the approximate percentage of questions devoted to each area.

I. General Socio-Cultural Systems (10%)

- A. Types of communities
- B. Differences between culture and community
- C. Characteristics of minority culture
- D. Elements of culture
- E. Theories/models of conflict resolution
- F. Dynamics of cross-cultural interaction

II. Language/Language Use (20%)

Aspects of English Language

- A. Structural properties
- B. Socio-linguistic factors

Aspects of American Sign Language

- C. Structural properties
- D. Socio-linguistic factors
- E. Socio-linguistic factors affecting language use
- F. Differences and similarities between signed and spoken languages
- G. Scope and function of different levels of discourse
- H. Language registers
- I. Nonverbal communications
- J. The effect of cross-cultural interaction on language use
- K. Effects of socio-linguistic factors on communication processes

III. Socio-Political Context Interpreting (10%)

- A. Politics of interpreting
- B. Socio-political issues involving interpreting versus transliterating
- C. Sources and manifestations of cultural conflict
- D. Effect of Manually Coded English sign system on the D/deaf community
- E. Ways in which interactions between Deaf and hearing people affect language use
- F. English in the Deaf community

IV. Interpreting (35%)

- A. Theories of interpretation and their application
- B. Models of interpreting service
- C. Principles, protocol and technical knowledge associated with specific types of settings
- D. Knowledge of cognitive processing associated with interpreting

- E. Identification of persons with limited ASL or English competence
- F. Resources and referral strategies for interpreters working with persons with limited ASL or English competence
- Advantages and disadvantages of, guidelines for usage:
 - G. Team interpretation
 - H. Simultaneous interpretation
 - I. Consecutive interpretation
 - J. Factors that may interfere with or facilitate the interpreting process
 - K. Cues from clients indicating whether the message has been comprehended
 - L. Techniques for promoting effective turn taking
 - M. Specialized types of services
 - N. Principles and protocol associated with specific types of formats
 - O. Strategies for handling misinterpretations
 - P. Differences between interpreting and transliterating

V. Professional Issues (25%)

- A. Organizations related to the interpreting profession
- B. Agencies and institutions serving D/deaf people
- C. State legislation regarding interpreters
- D. PL 94-142
- E. Section 504 of the Rehabilitation Act of 1973
- F. Americans with Disabilities Act
- G. Business practices for working interpreters
- H. RID Code of Ethics
- I. RID Certification system
- J. RID as an organization

Appendix D

Test Development Consultants

Dr. Joan Knapp, Knapp and Associates

Knapp and Associates is a research and development firm that specializes in the conceptualization, planning and development of assessment procedures and programs designed to measure professional competence.

Joan E. Knapp, president, has a Ph.D. in educational and psychological measurement and research, with 20 years experience in the development of programs to assess professional competence. Dr. Knapp was formerly the Executive Director of Health Credentialing Programs at Educational Testing Service. She has worked with over 30 professional agencies, organizations and boards in a variety of projects concerned with accreditation, program evaluation, certification and licensure.

Dr. James P. Henderson, Columbia Assessment Services, Inc.

Columbia Assessment Services, Inc. is a testing company formed by a group of nationally respected test developers/psychometricians. The members of the CAS 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.

Dr. James P. Henderson is Executive Vice President of Columbia Assessment Services, and currently serves 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, CAS 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

1. National Evaluation System Study Committee (NESSC) Members (1982-1987)
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