The Educational Interpreter Performance Assessment ®

Williams & Schick

GLOSSARY OF EIPA TERMINOLOGY

A Tool For Understanding This Assessment:
Attached you will find a glossary of terms supporting the feedback you received with your EIPA assessment. The structure of this glossary parallels your evaluation form. Should any of the areas of assessment be unfamiliar or unclear to you, please refer to the glossary for clarification.

About The Evaluation Form:
Each sub-skill received a 5 - 0 score (5 = Advanced,   4 = Advanced Intermediate,   3 = Intermediate,
2 = Advanced Beginner,   1 = Beginner,   0 = No Skill).   If a specific sub-skill was not applicable to the sign system or language being evaluated, the 5 to 1 evaluation scale would be marked NA and would not be included in the averaged score.

Evaluators Use A Scale Similar To The One Below To Measure Performance:

 ITEM: I - A.   Stress/Emphasis For Important Words Or Phrases

   5   =   Accurately conveys stress. Rarely makes an error.

   4   =   Typically conveys stress, roughly equivalent to 85% of the time.

   3   =   Fairly accurate in conveying stress. Will be correct approx. 65 - 70% of the time.

   2   =   Typically inaccurate in conveying stress.   Signed message often appears monotone or choppy. Difficult to determine key words.

   1   =   May produce stress correctly occasionally, but is incorrect the majority of the time. Message appears monotone or choppy. Lack of stress makes the message difficult to understand.

   0   =   uses no sign stress.

Note: The percentages listed here would not be the same for each skill being assessed.

Please note:
This evaluation is for the grade level and language/sign system selected. This evaluation does not imply skills at other levels or using another language or sign system. This evaluation may not accurately reflect interpreter performance for grade levels other than that indicated. A re-evaluation would be recommended when changing grade level, target sign system or language.

Roman I: Interpreter Product – Voice to Sign Prosodic Information:

ITEM: I - A. Stress/Emphasis For Important Words Or Phrases

DESCRIPTION: Stress in language is a change in the rhythm and pitch of words in a spoken sentence or the rhythm and placement of signs in a signed sentence.

A. Function:
1. Attitudinal - conveying emotions and attitudes
2. Accentual - indicates important information
3. Grammatical - conveying features of syntax and grammar
4. Discourse - indicates conversational flow and turn-taking

B. Indicated in sign language by:
1. Facial expression
2. Sign movement
   a. When there is no sign stress, signs are produced lower and slower in the signing field and the duration of each sign may be the same. This results in a message that is monotone.
   b. As stress increases, signs gravitate upward; sign size decreases and speed increases, sign movement is more compressed. (Ex: INCREASE, WORSE, CLASH)
   c. Generally, the space directly in front of your face is a field of very high stress.
3. Rhythm of signs (stress dictates rhythm)
4. Body movement

ITEM: I - B.   Affect/Emotions

DESCRIPTION: The face and body are used to indicate HOW the speaker feels about what they are talking/signing about.

A. **Head-tilts can be used to mark intonation**
   Example: Head-tilt sideways to mark suspicions (intonational) Who broke that???
B. **The eyes are also affective/intonation markers.**
   Example:　　Surprise　　　　Who is here???
   　　　　　　　　Suspicion　　　　What happened to your homework???
C. **The body is an affective/intonation marker.**
1. Zero Position--Head tilt-forward
   Indicates: modesty, timidity, humility, respect, shyness
2. Forward Inclination (chest forward)
   Indicates: struggling, desiring, asking, persuading, ordering, threatening
3. Rear Inclination (chest slightly back)
   Indicates: ignorance, anxiety, astonishment, fear, hesitation, doubt
4. Side Inclination (body shifted to one side/foot, head tilt to the same side)
   Indicates: indifference, waiting

ITEM: I - C.   Register

DESCRIPTION: Register refers to the adjustments to language that are made according to the social situation and the context.   Individuals make changes in how they speak/sign in different social situations (formal, informal, religious, legal, lecture).

I.   **What is Register?**

A.   **We make adjustments to how we speak based on the listener's personal characteristics:**
(social status, age, gender, level of education)
1.   We constantly adjust our speaking style depending on who we are talking to.
2.   Children become more proficient with more experience in a variety of settings.
3.   Includes the variations in speaking that we make when talking to children.

B.   **Characteristics of the social situation**
1.   What is the purpose of the conversation? (goal)
2.   What is the social context and familiarity? (setting)

C.   **Some information in our communication is conveyed not only by the chosen words/signs.**
1.   Style of speech we choose.
2.   Visual gestures.
3.   Eye contact.
4.   Facial expression.
5.   Tone of voice.
6.   Word choice.
7.   Precision of speech.
8.   Syntax.

II.   **Three Primary Registers Of Language**

A.   **Consultative**
1.   Everyday conversation.
2.   Lots of turn-taking.
3.   Active participation.
4.   Lots of feedback cues are required from the listener.
5.   Often not well-planned or organized. Free flow.
6.   Children become more proficient as they see language used in a variety of situations.

B.   **Casual**
1.   Among people who know each other.
2.   Used to indicate friendliness.
3.   Lots of slang and insider information.
4.   In-group markers.
5.   Pronunciation less precise. Lots of deletions.
6.   Children learn this first and must learn when not to use it--when it is inappropriate.

C.   **Deliberate**
1.   Lectures.
2.   Working situations.
3.   Well-organized and planned.
4.   Can be used to show deference.
5.   Syntax, vocabulary more complex.
6.   Speech much more precise and slower.
7.   Learned mostly in adolescence and adulthood.

D.   **Two other registers exist: Intimate and Frozen**

ITEM: I - D.   Sentence And Clausal Boundaries (not run-on)

DESCRIPTION: Sentences/clauses have distinct starting and stopping points. Interpreters must clearly communicate where sentences begin and end.

A.   **Periods in sentences should be indicated by a pause. Hands return to a more neutral position.**

B.   **Pauses between sentences vary. People will use pauses to show:**
1.   Affective (long pauses for "dramatic purposes")
2.   Register (short pauses to not allow the conversation to shift speakers)
3.   Discourse (longer pauses indicating a desire for the conversation to shift speakers)

C.   **Some interpreters do not indicate sentence boundaries, causing run-on like signing**
(Where's the beginning? Where's the end?).

D.   **Some interpreters use these pauses to "catch up" with the speaker.**
Perhaps they indicate a sentence break, but the length of the break may not match the speakers.

Non-Manual Information:

ITEM: I - E.   Sentence Types/Clausal Boundaries Indicated (e.g., y/n?, wh?, if/then, topicalizations)

DESCRIPTION: In spoken languages, the pitch/rhythm of the voice indicates] what kind of sentence is being used (statements, questions, conditionals). In sign language, the face (eyes) and body will provide this grammatical information.

A.   **Yes/No questions**
1. Eyebrows are raised.
2. Head is generally tilted forward.
3. Last sign in the question is held.

B.   **WH questions. (who, what, where, when, why, how, what for)**
1. Eyebrows are furled (frown).
2. Head is frequently tilted forward or to the side.
3. Last sign in the question is held.

C.   **Conditionals (if/then)**

EXAMPLE: If it snows heavily tonight, school will be cancelled tomorrow.
1. The IF portion must have a eyebrow raise. Last sign in the conditional held.
2. The THEN portion is affirmative and must have a head nod.

EXAMPLE: If it snows heavily tonight, will school be cancelled tomorrow?
1. The IF portion must have a eyebrow raise. Last sign in the conditional held.
2. The THEN portion is a YES/NO question, eyebrows raised, last sign held.

EXAMPLE: If it snows heavily tonight, how will we get to school?
1. The IF portion must have a eyebrow raise. Last sign in the conditional held.
2. The THEN portion is a WH question -- eyebrows furled, last sign held.

ITEM: I - F.   Production And Use Of Non-Manual Adverbial/Adjectival Markers

DESCRIPTION: In sign language, the face (mouth) and body will provide adverbial and adjectival information.

A.   In sign language, there are specific signs for adverbs (quickly, regularly, recently) and adjectives (huge, bright, long).
B.   Facial behaviors should support these signs.
C.   Interpreters, when pace of speech is rapid and the information complex, may strongly mark the facial feature in lieu of the sign.

EXAMPLES: cs marker   close by, just
cha   huge
intense   immense
mm   regular
open mouth   far away
pursed lips   very thin

Use of Signing Space:

ITEM: I - G.   Use Of Verb Directionality/Pronominal System

DESCRIPTION: Verbs can be signed with directional movement to show agent/source and object/goal. (This movement can be from source to goal as well as reciprocal.) Verb signs can also specify the location of the action.

A.   **Verbs can be signed to show subject, object, and indirect object.**
1. Verb to start with signer as subject
2. Uses a pre-determined position set in the signer's signing field.
I GAVE HIM THE PAPER.
HE REALLY INSULTED ME!

B.   **Verbs can show a reciprocal relationship (action is show by two people, groups, or things).**
WE DISAGREE WITH EACH OTHER.
THE TWO STORM FRONTS COLLIDED.

C.   **Verbs can show specific places where action takes place.**
THE PARROT BIT HER NOSE.

ITEM: I - H.   Comparison/Contrast, Sequence And Cause/Effect

DESCRIPTION: Sign placement can be made in the signer's field to visually demonstrate comp/contrastive statements, sequential statements and cause/effect statements

    A.   When skilled/fluent signers want to use a comparison/contrast, demonstrate a sequence or indicate a cause/effect relationship, they will sign one referent in one signing field (left) and the other referent in the other signing field (right) and then use a body shift between the two.

    B.   This use of signing space can be done with either noun phrases or verb phrases.

    C.   Generally, placement of referents in signing space starts on the signer's left side and moves to the right.

    D   Words like WHICH, EITHER, OR, BUT, THEN, AND, OTHER, are words that indicate the need for body shifting to indicate a comparison/contrast.

ITEM: I - I.   Location/Relationship Using ASL Classifier System

DESCRIPTION: Prepositions such as ON, IN, or UNDER, indicate the location of certain objects/actions. Prepositions in a signed language can be demonstrated by using classifiers and specific spatial locations.

    Classifier Handshapes Include:
A:CL	stationary object (handshape is non-iconic)
B:CL	flat surface
C:Cl	cylindrical object with mass
F:CL	round flat object (same dimension as classifier)
L:CL	circular object, flat
V:CL	two legged animal/person walking/standing
V: CL	(bent V) two legged animal/person sitting/crouching
X:CL	items hung or on a rack
1:CL	indicates a person or upright linear object (pole, tree trunk)
2:CL	generally 2 people
3:CL	generally 3 people
3:CL	(middle finger parallel to horizon) vehicle
4:CL	generally 4 people, also bars, strips, grid
4:CL	many people/animals seated
5;CL	scads of
RECT-CL	indicates flat rectangular (credit card, check book)

ITEM: I - J.   Follows Grammar Of ASL Or PSE

DESCRIPTION: In general, does the interpreter follow the grammatical structure of ASL or PSE if that is what is required. For ASL, this would mean extensive use of the verb agreement system, inflective morphology, classifiers, non-manual markers, and use of space. For PSE, this would involve some English word order, but a great deal of non-manual markers, verb agreement, and the use of space should also be present.

Interpreter Performance:

ITEM: I - K.   Consistent Use Of Eng. Morphological Markers (Eng. sign systems only)

DESCRIPTION: Signed English systems, specifically SEEII, call for the use of signed affixes in an attempt to manually represent/recreate English.

      A.   **SEEII has over 70 affixes.**
      B.   **Some of these markers are: -ING, -ED, -S, -ABLE, -URE, UN-, DIS-**
      C.   **Incorporation of morphemes and production of morphemes assessed (signed English affix should not be larger than the sign itself-- Example: run ING would be incorrect.**

ITEM: I - L.   Clearly Mouths Speaker's English (if appropriate)

DESCRIPTION: Many Deaf people depend equally upon the signed message as well as the message that appears on the signer's lips. This is especially true with signers using a manual form of English. When appropriate, the interpreter should be making the message as clear as possible on their lips.

Roman II: Interpreter Product – Sign to Voice: Can Read and Convey Signers:

ITEM: II - A. Signs

DESCRIPTION: This item focuses on the amount of signs an interpreter can understand. (It does not focus on fluency or intonation, but solely on the amount of vocabulary comprehended.)

ITEM: II - B. Fingerspelling

DESCRIPTION: This item focuses on the amount of fingerspelling an interpreter can understand. (It does not focus on fluency or intonation, but solely on the amount of fingerspelling comprehended.)

ITEM: II - C. Register

DESCRIPTION: Register is the type of language people use in different social situations (formal, informal, religious, legal, lecture). This item strongly correlates with A, B & D. An interpreter who cannot understand signs, fingerspelling, or non-manual behaviors cannot understand/produce a spoken English message demonstrating correct register.

ITEM: II - D. Non-Manual Behaviors And ASL Morphology

DESCRIPTION: This item focuses on the ability of the interpreter to comprehend and accurately integrate into spoken English the signer's use of non-manual behaviors and ASL morphology. (See Roman I, F & J, for more in-depth discussion of non-manual behaviors and ASL morphology.)

Vocal/Intonational Features:

ITEM: II - E. Speech Production: Rate, Rhythm, Fluency, Volume

DESCRIPTION: This item focuses on the production of the spoken English message made by the interpreter. Included in this item are:

Rate: The speed of the spoken English message and how well it matches that of the signer.
Rhythm: The rhythm of the spoken English message and how well it matches that of the signer.
Fluency: The fluency of the spoken English message and how well it matches that of the signer.
Volume: The level of the interpreter's voice and adjustments made to match that of the signer.

ITEM: II - F. Sentence/Clausal Boundaries Indicated (not "run-on speech")

DESCRIPTION: This item focuses on the interpreter's comprehension and production of the boundaries of a phrase as well as the beginning and end of a sentence. When these features are clear, it is easy to discern where a phrase and sentence begins and ends. (This item does not focus on sentence types, such as conditionals, but focuses on phrasal and sentential marking.)

ITEM: II - G. Sentence Types

DESCRIPTION: This item focuses on the interpreter's comprehension and production of varying sentence types (statements, yes/no questions, wh questions, conditionals). See Roman I - E for more in-depth discussion of sentence types.

ITEM: II - H. Emphasize Important Words, Phrases Affect/Emotions

DESCRIPTION: This item focuses on the interpreter's comprehension and production of correct stress as well as affect/emotions in their spoken message. See Roman I - A & B for more in-depth discussion of stress and affect.

Word Choice:

ITEM: II - I. Correct English Word Selection

DESCRIPTION: This item focuses on the interpreter's comprehension of sign language and correct interpretation into spoken English. Focus is on matching the meaning between the source sign language/systems and English.

Interpreter Performance:

ITEM: II - J. Adds No Extraneous Words/Sounds To Message

DESCRIPTION: This item focuses on the interpreter's comprehension of a signed message and production of a clean, spoken English message. (No "Ummms...," "Oh gosh! I missed that!," sighs, external processing.)

Roman III: Vocabulary

ITEM: III - A. Amount Of Sign Vocabulary

DESCRIPTION: This item focuses on the amount of sign vocabulary an interpreter has. We are evaluating the vocabulary needed to interpret at the grade level selected.

ITEM: III - B. Signs Made Correctly (palm orientation, handshape, location, movement)

DESCRIPTION: This item focuses on the interpreter's sign production. It is easy to notice when someone does not make a sign correctly. It is more difficult to describe where the error occurred in their sign production. The four areas we want to focus on in sign production are outline for you below.

Signs can be described in terms of these forms/phonological parameters:

1. **Handshape** ("A", "5", "O") GIRL, FATHER, NONE (ONION, APPLE, JEALOUS)
2. **Palm Orientation** (Palm up, Palm down) MAYBE, BALANCE (THING/CHILDREN)
3. **Movement** (circular, back-forth) PLEASE, TRAIN (SALT, SIT)
4. **Location** (head, waist) RABBIT, RUSSIA (SUMMER, UGLY, DRY)

ITEM: III - C. Fluency

DESCRIPTION: This item focuses on the fluency of the interpreter's sign production. Fluency includes correct phonological production and includes things like rhythm and rate. If there are fluency problems, these observations will be described. See Roman III, B, for more information.

ITEM: III - D. Vocabulary Consistent With Targeted Communication Method

DESCRIPTION: This item focuses on how well the interpreter adheres to the rules of the sign language or sign system selected. Incorrect sign choices may result in a message that is semantically incaccurate.

ITEM: III - E. Key Vocabulary Represented

DESCRIPTION: This item focuses on how well the interpreter is representing critical items to the student. This item involves analyzing the message to determine what information is critical to the student and how must it be represented. If an interpreter is having trouble representing all of the spoken message, they should be analyzing the message to be sure the student gets the key information. (At times, key information may need to be fingerspelled, especially if a student must recognize a term while reading or taking a test.)

Fingerspelling:

ITEM: III - F. Production Of Fingerspelling

DESCRIPTION: This item focuses on how well the interpreter is able to produce fingerspelling. The focus is on the clarity, fluency and rate of production of fingerspelled items.

ITEM: III - G. Spelled Correctly

DESCRIPTION: This item focuses on the interpreter's degree of accuracy while fingerspelling.

ITEM: III - H. Appropriate Use Of Fingerspelling

DESCRIPTION: This item focuses on the interpreter's ability to appropriately use fingerspelling.

This item will have a strong correlation with the interpreter's knowledge of sign vocabulary, their ability to process the goals of the instructor/needs of the student (English literacy, test-taking), and their familiarity with standardized fingerspelled vocabulary.

1. When an exact English term is essential, is the interpreter representing this term via fingerspelling?
2. Is the interpreter solely using fingerspelling as a method to compensate for insufficient sign vocabulary?
3. Is the interpreter using fingerspelling rather than creating signs?

ITEM: III - I. Production Of Numbers

DESCRIPTION: This item focuses on how well the interpreter is able to produce manual numbers.

Roman IV: Overall Factors – Message Processing:

ITEM: IV - A.   Appropriate Eye/Contact And Movement

DESCRIPTION: Eye contact plays an important role in sign language. Eye gaze can be used:

   A. As a pronominal indicator.
   B. To follow directional verb movement.
   C. To emphasize fingerspelling (looking at the spelling hand).

ITEM: IV - B.   Developed A Sense Of The Whole Message – Voice to Sign

DESCRIPTION: This item focuses on the interpreter's ability to listen to the message and predict where the speaker is going. The interpreter is not only listening to the words, but processing the intonation and the communicator's goal and begins to plan a visual/spatial structure for their interpretation.

ITEM: IV - C.   Developed A Sense Of The Whole Message – Sign to Voice

DESCRIPTION: This item focuses on the interpreter's ability to listen to comprehend a student's signed discourse and deliver a spoken message that effectively reflects the student's intent in an age-appropriate manner.

ITEM: IV - D.   Demonstrated Process Decalage (lag time) Appropriately Voice to Sign

DESCRIPTION: This item focuses on the interpreter's ability to listen to the message and predicting where the speaker is going. The interpreter is not only listening to the words, but processing the intonation and the communicator's goal and begins to plan a structure for their interpretation.

   A. Use of process time to analyze message
    1. Demonstrated process decalage (lag time)
    2. Analysis of speaker's expectations/targeted outcomes
    3. Imposing an order (visualizing, outlining)
    4. Analysis of problematic constructions

   B. Use of analysis and process management
    1. Analysis of text for possible chronological, sequential, & temporal spatial organization
    2. Strategies for unknown lexical items
    3. Prioritizing information (hierarchy of trivial to important)
   C. Ability to keep-up w/ the speaker (paraphrase, info held for later inclusion, simplification, deletion.

ITEM: IV - E. Demonstrated Process Decalage (lag time) Appropriately Sign to Voice

DESCRIPTION: This item focuses on the interpreter's ability to watch a signed message , use process time, analyzing, constructing and then creating a spoken equivalent. The interpreter is not only watching the signs being made, but processing the intonation and the communicator's goal and begins to plan a structure for their interpretation, and then produces a spoken interpretation. (See criterion of IV. D.)

Message Clarity:

ITEM: IV - F. Follows Principles Of Discourse Mapping

DESCRIPTION: This item focuses on the interpreter's ability to represent contextual boundaries by producing a visual/spatial locational map indicating components/sequence/relationships of narrative-level "chunks" of information. This map indicates behaviors/relationships, physical characteristics and locations. Discourse mapping represents more complex, spatial organization.

Environment:

ITEM: IV - G. Indicates Who Is Speaking

DESCRIPTION: This item focuses on the interpreter's ability to indicate the flow of conversation. Classroom discourse can be quite rapid. In order for the Deaf student to totally integrate into the classroom, interpreters must be proficient at indicating conversational flow, and who is involved in the conversation. (Are name signs used? Is the person speaking indexed or described?)

(Revised 10/13)