

Final Evaluation

Name: _____

Consecutive Interpreting (ASL 3350)
Utah Valley University

Carefully read this scenario and instructions. If you have a question, please ask your instructor before you begin your assignment.

Assignment Scenario and Logistics

You have been asked to provide interpretation services for the local Deaf school's participation in the state Science Fair on Monday. The high school's Biology Club will be watching presentations at the Fair; you'll be assigned to provide American Sign Language interpretation for one of the other Club's presentations.

Presentations will last approximately eight minutes long and be centered on the characteristics, makeup, and features of rainforests.

Qualifications and Small Print

This evaluation is in no way intended, nor implied, nor should be construed as a substitute for a state interpreter certification test and/or diagnostic evaluation. Typical certification or diagnostic exams can take up to three months to fully analyze and evaluate. Unfortunately, time is limited in this setting.

This portion of your evaluation will be evaluated much like a state interpreter certification test and/or diagnostic examination. As with your other work in this class, the purpose of this evaluation is to 1) analyze your interpretation work; 2) recognize in/equivalences, successful or unsuccessful patterns, and/or tendencies in the work; and then 3) make suggestions on those patterns and tendencies. You should be mindful of and familiar with the criteria used to evaluate your skills indicated on the enclosed evaluation rubric.

Though imperfect, instead of a pass or fail score, this evaluation attempts to assign a quantifiable score based on the interpretation: 100 points is a *perfect* interpretation, consequently, 70 points is an average interpretation, denoting numerous errors and/or unsuccessful patterns in the work. Admittedly, this is not a perfect assessment but it should give you an idea of successful (or unsuccessful) patterns in the work.

Please read all the instructions *carefully*; you are responsible for fulfilling all requirements. This exam is designed to evaluate your spoken English-to-ASL *consecutive interpreting* skills.

1) Performance Competence

- Please do not discuss your experience, the subject matter, or any other scenario logistics with other class members.
- When the recording begins, please 1) fingerspell (no name signs) your name and 2) label this evaluation (i.e. "final video for ASL3350").
- Complete your consecutive interpretation.

Additionally, you should plan to complete a short online evaluation about your experience with this assignment, explaining the types of approaches you used, how and what you did to prepare for this assignment, and briefly give any concluding comments about the assignment. You will receive an email with a link to the evaluation; please check your email account shortly after the assignment.

Spoken English to American Sign Language

Name: _____

Consecutive Interpreting (ASL 3350)
Utah Valley University

Total Expressive Score: _____

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 1 Interpretation executed in grammatically correct ASL.
The message conforms to the expected norms of ASL, incorporating syntax rules, use of space, referential indexing, directional verbs, and other related grammatical features. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 Signs produced appropriately based on ASL parameters.
The production of signs are consistent with the four parameters: location, handshape, movement, and orientation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3 Fingerspelling is utilized for appropriate linguistic purposes.
Fingerspelling is used to express proper nouns, loan signs, or for emphasis, and conforms to the norms of ASL. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4 Fingerspelling is clear and at an appropriate rate.
The individual letters of a fingerspelled word can be perceived and understood and the fingerspelling is executed at a rate that is consistent with readability. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5 Interpretation fluency is evident and acceptable.
The work reflects the rate and speed which is consistent with ASL norms and demonstrates fluency in ASL. Also demonstrates ability to manage cognitive processes associated with interpreting. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6 Semantic range applied is appropriate and effective.
Vocabulary choices are consistent with native-ASL usage of the word within the context in which it is being used. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7 Facial grammar is conveyed in a manner consistent with ASL norms.
The use of facial grammar represents grammatical functions within ASL, such as topicalization, sentence type, and size/distance and shape specifiers. Facial expression is used to convey mood and intent. Execution of both is clear and consistent with cultural norms within the Deaf Community. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 8 Message executed in a cohesive manner.
Cohesion-creating devices (such as topic shifts, transition markers, and relationals) are appropriately incorporated into the interpretation in order to create a message that is visually cohesive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9 Message executed in a comfortable and professional manner.
There are no distracting factors or behaviors which impede receiving the message. Signer's manner, style, and appearance is comfortable to observe and reflects professional standards. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10 Interpretation is equivalent to the source message.
The goals and message of the speaker was generated in an equivalent manner into ASL and the speaker mood and intent was preserved. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 Accurately contextualizes spoken English concepts and norms for uninformed d/Deaf consumers.
Can convey concepts which relate specifically to the "hearing experience" in a manner which would be understood by someone who is less familiar with the life experiences of American hearing culture. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Reviewer's comments
