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Hearing Services

Study Guide
for
Interpreter
Certification
Candidates

Board for
Evaluation of
Interpreters

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Foreword and Acknowledgments

The study guide for interpreter certification candidates has been prepared for you by the University of Arizona National Center for Interpretation Testing, Research and Policy (UA NCITRP). Its purpose is to make information about the Department of Assistive and Rehabilitative Services, Office for Deaf and Hard of Hearing Services (DARS-DHHS), Board for Evaluation of Interpreters (BEI) Interpreter Certification process more accessible and user-friendly. The study guide contains information about the test itself, information about the testing process, and sample questions.

We hope that the study guide will facilitate your participation in the testing program. If you still have questions after you have read the study guide carefully, please contact the BEI staff at 512-407-3250 or bei@dars.state.tx.us.

DARS-DHHS would like to thank the following people for their contributions to the development of these tests:

University of Arizona National Center for Interpretation Testing, Research and Policy (UA NICTRP)

- **Roseann Dueñas González**, Ph.D., Director, National Center for Interpretation; Director, Agnese Haury Institute for Interpretation; University of Arizona, Tucson, AZ
- **Armando Valles**, M.S., Assistant Director, National Center for Interpretation, University of Arizona, Tucson, AZ
- **John Bichsel**, M.A., Test Development Specialist, National Center for Interpretation, University of Arizona, Tucson, AZ
- **Paul Gatto**, C.Phil., Program Coordinator Senior, National Center for Interpretation, University of Arizona, Tucson, AZ
- **Victoria Vásquez**, J.D., M.A., Development and Validation Consultant, Tucson, Arizona
- **Lawrence Aleamoni**, Ph.D., Department Head, Special Education, Rehabilitation and School Psychology, University of Arizona; Psychometric Consultant, Tucson, AZ
- **Linda Haughton**, Ph.D., Consultant, National Center for Interpretation, University of Arizona, El Paso, TX

Members of the Test Development Team

- **Laura E. Metcalf**, Department Chair of American Sign Language and Interpreter Training at San Antonio College; Former BEI Board Member and Chairperson; Certifications: BEI Level V, and Court; RID IC/TC, CT – San Antonio, TX
- **Thomas R. Cox**, M.A., Doctoral Student at Texas State University; Faculty Member at San Antonio College and Incarnate Word University, Former BEI

Board Member and Chairperson; Certifications: BEI Level V, and Court; RID CI/CT – San Antonio, TX

- **Alan Sessions**, Community Interpreter and Video Relay Interpreter; BEI Board Member; Certifications: Level V, Court and RID CI/CT – Austin, TX
- **Dr. Greta Gorsuch**, Ed.D. in Curriculum, Instruction and Technology in Education, Associate Professor of Applied Linguistics, Texas Tech University; Visiting Lecturer for English as a Foreign Language, Vinh University, Vinh, Vietnam; BEI Board Member – Lubbock, TX
- **Roger Brown**, Interpreter Operations Manager, Communications Services for the Deaf (CSD), Austin VRS Center; BEI Board Member; Certifications: BEI Level V, and Court – Austin, TX
- **Allison Randolph**, M.A., Director of Interpreter Training Program at Tarrant County College; BEI Board Member; Certifications: BEI Level V, Court, and RID CI/CT – Fort Worth, TX
- **Kristin Lund**, Legal Services Coordinator, Travis County Services for the Deaf and Hard of Hearing; BEI Board Member; Certifications: BEI Level V Intermediary, and Court; RID Certification: CDI – Austin, TX
- **Billy Collins, Jr.**, M.A., Austin VRS Director, Sorenson Communications; Former Director of Services, DARS-DHHS; Certifications: BEI Level IV, and Court; RID SC:L – Austin, TX
- **Holly Warren-Norman**, Region XIII Interpreter Specialist/Consultant, Region XIII Education Service Center; Former BEI Board Member; Certifications: BEI Level IV; RID IC/TC – Austin, TX
- **Amy Kalmus**, National Staff Development Coordinator, Sorenson Communications; Former BEI Board Member; Certifications: RID CI/CT, and BEI Court – Colorado Springs, CO
- **Dr. Gertrude S. Galloway**, Ph.D. in Special Education Administration, Superintendent, Marie H. Katzenbach School for the Deaf, Trenton, NJ (retired); Former NAD President; Former BEI Board Member – Austin, TX
- **Gene Mirus**, M.A., Assistant Professor, Gallaudet University; Doctoral Student at the University of Texas; Former BEI Board Member – Washington, DC
- **Kile Buddy Bauer**, Interpreter, Communication Services for the Deaf (CSD); Former BEI Board Member; Certifications: BEI Level V and Court – Austin, TX

- **Brian Kilpatrick**, M.A., Doctoral student at Lamar University; Faculty member at North Harris College; Former BEI Board Member; Certifications: BEI Level IV Intermediary and Court; RID RSC – Houston, TX
- **Jackie Bruce**, M.A., Doctoral student at Lamar University; Certifications: BEI Level IV and Court; RID CI; NAD Level V – MD
- **Beatrice Maestas Burke**, English Instructor, SWCID, Howard College (retired) – Big Spring, TX
- **Dr. David Quinto-Pozos**, Ph.D in Linguistics; Assistant Professor, University of Illinois at Urbana-Champaign; Certifications: RID CI/CT – Urbana, IL

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- **David W. Myers**, Director, Department of Assistive and Rehabilitative Services, Division for Rehabilitation Services, Office for Deaf and Hard of Hearing Services – Austin, TX
- **Angela Bryant**, BEI Program Administrator, Department of Assistive and Rehabilitative Services, Division for Rehabilitation Services, Office for Deaf and Hard of Hearing Services – Austin, TX
- **Connie Sefcik-Kennedy**, BEI Program Assistant, Department of Assistive and Rehabilitative Services, Division for Rehabilitation Services, Office for Deaf and Hard of Hearing Services – Austin, TX
- **Beth K. Hasty**, BEI Program Assistant, Department of Assistive and Rehabilitative Services, Division for Rehabilitation Services, Office for Deaf and Hard of Hearing Services – Austin, TX

Background of the DARS-DHHS BEI Interpreter Certification Process

The purpose of the BEI interpreter testing and certification process is to ensure that individuals working in Texas as certified American Sign Language (ASL) and/or English interpreters and transliterators meet the minimum proficiency standards established by the Board for Evaluation of Interpreters (BEI) for successfully discharging the responsibilities of a state-certified interpreter. To this end, the BEI has developed a two-part interpreter certification test.

The procedure followed in creating these tests provided an empirical basis for the BEI interpreter certification process, ensuring its validity in assessing the interpreting proficiency of candidates.

In the field of interpretation as a whole, interpreter advocates for persons who are deaf and hard of hearing have led the way in establishing state-of-the-art interpreter training curricula and certification standards, and in cultivating legislative support for those efforts. The state of Texas has been at the forefront of this movement with the creation in 1980 of the Board for Evaluation of Interpreters within the Texas Commission for the Deaf and Hard of Hearing (TCDHH—now DARS-DHHS). The BEI, made up of seven members appointed by TCDHH, established Texas's first interpreter certification system, which has operated for over 25 years and has provided for testing and certification of interpreters at 5 distinct certification levels. This was also the nation's first state interpreter certification program as well as the first established by a state agency. As of March 1, 2006, BEI had approximately 1,700 interpreters certified across 5 levels of competence.

In 2000, TCDHH began reviewing its current BEI interpreter certification system and, in February 2001, decided to develop a new BEI testing program. That was followed by a solicitation for proposals to conduct a job analysis on currently certified interpreters and to redesign the ASL English interpreter certification system. TCDHH's goal was "to achieve a valid and reliable certification program of the highest quality and one which would be fair to candidates."

In May 2001, a contract for test development was awarded to the National Center for Interpretation Testing, Research and Policy at the University of Arizona (UA NCITRP). At that time, the BEI created an Expert Panel, which was drawn from within and outside of the Board for Evaluation of Interpreters, to serve as the primary source of content knowledge for the job analysis and to provide subject-matter expertise on interpreter issues. These panel members included leading educators, interpreters, deaf consumers, and community activists with exceptionally broad and deep collective experience in all areas of language services for persons who are deaf. In June 2001, UA NCITRP staff met with David Myers, Executive Director of TCDHH, other TCDHH staff, and Expert Panel members to discuss overall concerns and ideas about improving the certification process; to identify the knowledge, skills, and abilities required to

successfully complete the tasks (KSATs) performed by BEI certified interpreters; and to begin developing the job analysis. The Test Development Team, composed of UA NCITRP Director and staff members, along with members of the TCDHH Expert Panel, met in November 2002 to continue work on the job analysis and further specify the KSATs.

The purpose of the job analysis was to empirically establish the parameters that an interpreter certification test must possess to ensure that certified interpreters have the ability to successfully serve the deaf and hard of hearing community of Texas. The job analysis was informed by two sources: (1) the Expert Panel, and (2) a wide survey of incumbent interpreters in Texas. Nearly 200 incumbents representing all 5 levels of BEI certification responded to the job analysis, which resulted in over 300,000 data points that were carefully analyzed by UA NCITRP.

This empirical process identified the KSATs essential to the job of a BEI certified interpreter and ensured that the findings of the job analysis—combined with the opinions of BEI subject-matter experts, practitioners, and the testing expertise of UA NCITRP—established the content domain (the linguistic content and settings) of the certification testing instruments and provided evidence of their content validity. These empirical determinations became the foundation for the newly established certification exams, forming the content, format, and structure of the both the Test of English Proficiency and the interpreter performance tests. Through this process, the KSATs identified as essential to the job of a BEI certified interpreter will be directly tested.

How to Use This Study Guide

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

This study guide does **not** purport to instruct; its major purpose is to familiarize you with the general format, content, and evaluation criteria used in these examinations. In doing so, we intend to ensure that you are thoroughly familiar with the expectations of the tests and the testing process, so that only your language and interpreting proficiency will determine your test performance.

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

Eligibility

Eligibility Requirements

To be eligible for DHHS certification, you must be 18 years of age and possess a high school diploma or GED at the time you submit your application.

Conviction Record Checks

DARS-DHHS obtains conviction records from the Texas Department of Public Safety (DPS) to determine whether a criminal conviction may render an applicant ineligible for interpreter certification or whether a conviction may warrant suspension, revocation, or other disciplinary action relative to the holder of a certificate previously granted.

For more information on conviction record checks, contact the BEI staff or the DARS Web site at <http://www.dars.state.tx.us/dhhs/bei/ch2.htm>.

About the Test of English Proficiency

Background

The written portion of the certification process was developed by a multidisciplinary team that included language specialists to evaluate an applicant's English skills. The written Test of English Proficiency assesses an individual's knowledge of the formal registers and proficiency levels of English.

The responsibility of the Test Development Team was to perform the following functions:

- Review and update the content and skills specifications that serve as a blueprint for the new edition of the test;
- Write items for the test;
- Evaluate each question for accuracy and appropriateness, suggesting revisions as necessary;
- Review each new edition of the test, once at the draft stage and again just before printing, to ensure that it meets the specifications and contains an appropriate balance of topics and skills.

Reliability

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

Validity

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

Pilot Test

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

Written Test Application Process

As a candidate for BEI certification, you must first take and pass the written, multiple-choice Test of English Proficiency. This written test assesses your level of English proficiency to ensure that it meets the minimum level of proficiency required of working interpreters *at all levels of certification*. The format and structure of the Test of English Proficiency is described in detail in this study guide. After you pass the written test, you are not required to retake it before attempting any performance tests. You may request an accommodation in accordance with the Americans with Disabilities Act. The request must be in writing with documented proof of disability, and the limiting factors of the disability may be required.

Mail a completed DARS3908 Language Proficiency Test form and applicable testing fees to DARS-DHHS, P.O. Box 12306, Austin, Texas, 78711. You may obtain an application form by contacting the BEI staff or by visiting the DARS Web site at www.dars.state.tx.us/dhhs. The written test fee is \$75 and is nonrefundable.

Forfeiture of Fees

If you do not take the test within 90 days of the date DHHS notifies the testing center of your eligibility to take the test, you will forfeit the written test fee. If it becomes necessary to cancel your confirmed appointment, please contact BEI staff immediately. You may reschedule a test appointment without payment of additional fee upon providing proof of the following:

- illness of yourself or an immediate family member;
- death of an immediate family member;

- inclement weather conditions; or
- documented evidence that you were unable to attend the test appointment due to reasons beyond your control.

Scheduling the Written Test

DARS-DHHS contracts with a testing center that maintains various testing sites around the state to administer the Test of English Proficiency. When we receive your application form and applicable fees, we forward your request to the testing center. We send you a letter acknowledging receipt of the application and fees via email or regular mail and include information about scheduling an appointment with a testing site.

We notify the testing center of your eligibility to sit for the written test, and then the testing center contacts you to inform you when your test has been sent to the location for the written test. We recommend that you allow 2 to 3 days before calling the location to confirm when you can arrive to take the test.

You should be aware that some testing sites charge additional fees for proctoring the test, and it is your sole responsibility to pay such fee directly to the testing site. You may request an alternate site that does **not** charge additional proctoring fees.

Written Test Results

The written test results are sent to the DARS-DHHS office within 15 business days after the test is administered. We send the results to you via regular mail. Please do not call the DARS-DHHS office for test results. If you receive a passing score on the written test, we will provide information about taking the performance test. If you do **not** receive a passing score on the written test, you must wait six months after the test date to retake the written test.

Taking the Test of English Proficiency

The Day before the Written Test

On the day before the test, it might be helpful if you

- take some time to review the “Overview of Sections – Test of English Proficiency” section in this study guide. A review of the information, especially the sample questions will probably make you feel more comfortable and better prepared;
- gather the materials you need to take to the testing center, and put them in a convenient place before you leave for the test. Use this checklist:
 1. your confirmation letter,
 2. two #2 pencils,

3. a photo ID (You will not be admitted to the testing center without it), and
 4. directions to the testing site (if necessary);
- get a good night's sleep before the test. Lack of sleep may leave you too tired to do your best work during the test; and
 - make sure that you know where the testing site is located. If you are from out of town, it is advisable to visit the testing site the day before so that you may time yourself, allowing enough time to arrive 30 minutes before your test appointment time.

Procedure for the Day of the Test

On the day of the test, observe the following procedures.

- Arrive at least 30 minutes before the test appointment time and register with the testing site.
- Bring proper photo identification with you. Preferred types of identification include a driver's license, student photo ID, employee photo ID card, or current passport.
- Bring your confirmation letter with you to the testing site. You will need the identification number printed on your confirmation letter to enter on your test answer sheet.
- Observe testing center procedures. The staff at each testing site observes certain standard procedures to ensure that each person has equal testing time and that the operation of the testing site meets the criteria for standardized testing. The success of the test administration depends on your cooperation with these procedures.
- Set all electronic communication devices in the off position, e.g., cell phone, pager, BlackBerry or Sidekick devices.
- Smoking, eating, and drinking are not permitted in the testing room.
- Visitors are not permitted, although observers authorized by DHHS-BEI may be present.
- The testing site proctor will tell you when to start and when to stop work on the written test. Do not read or work on the test during a time not authorized by the proctor. The proctor must observe you throughout the test.

- The time allowed to complete the written Test of English Proficiency is 1 hour and 15 minutes. You may bring a watch (without an alarm) to the testing site to pace yourself during the test.
- You may not be excused from the testing room during the test. A visit to the restroom before your test appointment is recommended. The test must be taken in one continuous sitting.
- You may not give or receive help, or bring books, papers, or aids of any kind.
- At the conclusion of the test session, you will be required to return the test booklet and answer sheet to the proctor. Do not remove test materials or notes from the testing room.

Overview of Sections – Test of English Proficiency

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

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

There are 16 items in each part and 80 items on the whole test. Questions are multiple-choice and offer four answers, of which only one is correct. Candidates mark the chosen answer on the answer sheet provided by the testing center.

Part I. Reading Comprehension

Reading comprehension questions assess your ability to read keenly, to analyze a written passage from a variety of perspectives, including your understanding of not only explicit material but also assumptions underlying such material and its implications. The length of the written passage creates a substantial context that enables you to examine a variety of relationships within the passage. In this way, you the reader can perceive the function of a single word as it relates to the passage more broadly, the interrelationships of ideas within the whole passage, and the author's relation to both the topic and the audience.

Reading comprehension questions are of several kinds, which focus on the passage's main idea or topic, explicit information, possible implications, applications of ideas to situations beyond the author's reasoning and rhetoric, and the tone of the passage. Question types include main idea, detail, and vocabulary in context and use true-false and agree-disagree formats, among others.

The following are some typical questions:

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

Strategies helpful in answering reading comprehension questions include the following:

- If you encounter material that seems overly technical or field-specific, do not assume such a question is beyond your ability. The reading passages are drawn from a variety of sources and disciplines; the questions are to be answered on the basis of the information in the passage and not on any profound outside knowledge of the subject matter. If a passage or any questions pertaining to a passage appear overly difficult or unfamiliar, you may wish to skip over those questions or passages and return to them later.

- Use a variety of strategies to answer the questions. You may wish to skim a passage and its questions and then reread it more carefully; read a passage very carefully and then answer its questions; or read the question carefully before reading the passage. Different questions call for different approaches.
- Watch for clues that point to assumptions and implications. Separate main ideas from supporting ones. Separate the author's perspective from the information presented. Note the nature of the transitions between ideas. Consider the author's points and conclusions and how each is made or drawn.
- Carefully consider key portions such as main ideas, arguments, and transitions that allow you to follow the logical flow of the passage.
- Read each question carefully to understand exactly what the question is asking.
- Always read all the choices before making your selection.
- Do not choose an answer simply because it presents a true statement. Do not choose answers that are partially true or that lend only partial satisfaction to the given question. The best answer is the one that most accurately and completely answers the given question.

Part II. Synonyms

Synonym questions test direct knowledge of vocabulary. While these questions require general knowledge of a word, you are also asked to make fine distinctions among the possible answers. In general, synonyms are confined to nouns, verbs, and adjectives; answers consist of single words. What is important to remember is that synonym questions require you to determine the answer choice **closest** in meaning.

The following are some possible strategies for answering synonym questions.

- Remember that you are searching for a word that is the closest in meaning to the word given. Thus, some knowledge of distinctions among words of the same general meaning might be necessary.
- Sometimes more than one of the answers may seem to be appropriate. In these cases, consider the shades of meaning of the possible answers and choose the one that most precisely matches the given word.
- Remember that a particular word may have multiple meanings. If you are unable to find an answer choice, examine all the possible answers for second meanings.
- Use what you know of roots, prefixes, and suffixes to aid you in deciphering any unfamiliar words.

Part III. Grammar and Usage

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

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

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

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

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

Part IV. Sentence Completion

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

Strategies helpful in sentence completion are as follows.

- Read the entire sentence carefully before reviewing the possible answers. Examine the sentence for meaning beyond the literal one—irony, humor, and so forth.
- You may wish to think of a word that best completes the sentence, even before reviewing the answer choices. Then you can compare the possible answers to your own for similarity.
- Do not overlook grammatical clues given. Words such as “but” and “also” indicate the logic of the sentence to follow.
- Consider style and word choice.
- When a sentence has two blanks, make sure that both parts of your answer fit together to contribute to logic and style.

Part V. Antonyms

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

The following strategies may aid in answering antonym questions.

- Remember that you are seeking the word most nearly **opposite** in meaning to the given one.
- Sometimes more than one of the answers may seem to be appropriate. In such cases, examine the possibilities carefully for fine distinctions.
- Remember that many words have multiple meanings. If you cannot easily discover a word opposite to the given one, look at the possible answers for alternate meanings.
- As with synonyms, use what you know of roots, prefixes, and suffixes to aid you in determining meanings.

Sample Test – Test of English Proficiency

Part I – Reading Comprehension

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

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

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

- | | | | |
|-----------------------|----------------------------------|-----------------------|-----------------------|
| A | B | C | D |
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Assume that the correct answer is **B**.

* * * * *

Reading Passage I: Glaucoma

There are many types of eye diseases, but glaucoma is one of the most serious. Glaucoma is hereditary, but it can occur in individuals with no family history of the disease. If not treated appropriately or picked up early enough, glaucoma may lead to blindness, and it is, in fact, a leading cause of blindness worldwide. Nevertheless, treatment in the early stages can prevent the loss of vision.

Glaucoma is a condition in which the pressure inside the eye becomes too high, resulting in damage to the optic nerve at the back of the eye. Normally, a constant flow of fluid called *aqueous humour* is secreted into the eye, where it flows around before being drained out of the eye through several microscopic channels. Glaucoma usually develops when this flow of fluid becomes obstructed and there is a build-up of pressure within the eye.

Sometimes the build-up in pressure is very slow, visual loss is gradual, and patients do not notice any problem until the onset of severe visual impairment. Only peripheral vision is affected at first, but the disease eventually damages the central vision.

Glaucoma can also strike suddenly, as the pressure inside the eye rises rapidly and the eye becomes very painful and red. In this case, the pupil of the eye dilates, and the

swelling of the cornea causes vision to blur and haloes to appear around lights. Symptoms may include significant headaches, and the patient may not feel well.

Because glaucoma is not usually recognized until it is advanced, people are screened for the condition as part of the optician's routine eye examination. The optician will check the pressure, examine the nerve at the back of the eye, and test the field of vision. A detailed computerized field of vision test may also be carried out.

If glaucoma is diagnosed, a number of different types of eye drops are available for treatment. Some of these drops reduce the amount of fluid being secreted into the eye, and others work by increasing the drainage of fluid out of the eye. Other treatment may include prescribing tablets, laser treatment, or surgery. A combination of drops, laser treatment, and surgery may be required depending upon the type of glaucoma.

Managing glaucoma requires using all medication regularly as prescribed by the ophthalmologist, ensuring that all follow-up appointments are kept, and informing family members so that they can be screened for the disease, as well. If the disease is detected and treated early enough, the patient's vision should not deteriorate and there should be no restrictions in activity. There are no known methods of preventing glaucoma, but it is vital that people over the age of 40 have their eyes regularly examined. People with a family history of glaucoma should be especially vigilant.

* * * * *

1. The author's overall objective in this passage is
 - A. to provide a thorough account of the physical causes of glaucoma.
 - B. to instruct readers that glaucoma is a hereditary condition.
 - C. to inform readers of symptoms and the need for check-ups.
 - D. to describe the medical options that are available for treatment.

2. What is the cause of glaucoma?
 - A. The affected person always inherits it from some family member.
 - B. The peripheral vision is affected, and gradually central vision deteriorates.
 - C. The pupil becomes dilated, and the swelling cornea causes vision to blur.
 - D. The fluid that goes in and out of a person's eye becomes blocked.

3. How is the glaucoma patient cared for?
 - A. Doctors screen the patient's eyes with a detailed computer test.
 - B. Different kinds of eye drops are recommended for use by the patient.
 - C. One or a combination of treatments may be prescribed for the patient.
 - D. Pills, drops, surgery, and laser treatment are all used in combination.

4. In cases where glaucoma is detected in time, the patient
- A. will be treated and can most likely resume all normal activities.
 - B. will have unrestricted activities after experiencing some vision loss.
 - C. must immediately instruct family members to be screened for glaucoma.
 - D. must be put on a lifetime regimen of medication and other procedures.

* * * * *

Reading Passage II: Southwest Airlines

The U.S. airline industry suffered a terrible year in 2001, but Dallas-based Southwest Airlines bucked the trend. Although the company estimates it lost \$188 million in revenue because of the terrorist attacks, it remained profitable. While other companies announced job cuts of 20 percent, Southwest was able to avoid layoffs by cutting other costs.

How did Southwest do it? Southwest's continued profitability may stem from the company's low-fare strategy. "We didn't see the kind of passenger reduction compared to other airlines," says Gary Kelly, the airline's chief financial officer. "We have always prided ourselves on our competitive fares, and our success after 9/11 showed how important that is."

According to airline industry analysts, Southwest was more insulated from the downturn because they have tremendous efficiencies built into their system. For example, Southwest flies only one kind of airplane: the Boeing 737. This greatly reduces maintenance costs. At the same time, Southwest does not carry any debt, as the company prefers to pay cash for new airplanes. With no interest or debt payments to make, Southwest does not need to cut costs as dramatically as other airlines do when a downturn occurs. At the same time, in 2001 the airline had more than \$1 billion in cash reserves available to carry it through the crisis without layoffs.

Southwest Airlines has always been a different kind of airline. From the beginning, its goal was simple: get passengers to their destinations on time at the lowest possible fare. The commitment to low fares remains stronger than ever today. In fact, Southwest alone provides 90 percent of all discount air travel in America.

Established in 1971 by Rollin King and Herb Kelleher, Southwest Airlines initially offered service only between Dallas, Houston, and San Antonio. Today the company is the fifth largest carrier in the country with more than 33,000 employees and 350 jets. The airline carried nearly 64 million passengers to 59 airports in the year 2000. To grow and remain profitable, the company has pioneered many innovations that are now standard in the airline industry, including senior discounts and ticketless travel. It was also the first airline to establish a Web site from which passengers can book flights—a move that saves the airline millions of dollars a year.

To ensure that it provides its customers with the best possible service, Southwest treats its employees well. Employees are allowed to dress casually, and the work environment is friendly and full of humor. Southwest's commitment to its employees improves productivity, thereby saving the company even more money. In 2001 *Fortune* magazine rated Southwest as the fourth best company to work for in the United States. It was also the top airline in the magazine's list of America's Most Admired Companies. The same year, *Business Week* named Herb Kelleher one of its Top 25 Managers.

* * * * *

5. What is the main idea of the above passage?
 - A. Many airlines are struggling as a result of the 9/11 terrorist attacks and the subsequent downturn in travel.
 - B. Southwest Airlines now enjoys a 90 percent market share in the discount air travel industry in America.
 - C. Southwest Airlines' business practices uniquely enable it to withstand tough economic times.
 - D. In spite of lost revenue, Southwest Airlines was able to avoid layoffs of their workforce.

6. The author's attitude towards Southwest Airlines is one of
 - A. regard.
 - B. disdain.
 - C. apathy.
 - D. enmity.

7. The passage implies that other airlines could improve their profitability by
 - A. aggressively pursuing specialty markets.
 - B. capitalizing on short-term gains.
 - C. increasing awareness of public perception.
 - D. reducing their amount of debt.

8. Based on the passage, which of the following statements is false?
 - A. Southwest is the fifth largest airline in the country.
 - B. Southwest has no interest or loan payments.
 - C. Southwest lost an estimated \$188 million in revenue.
 - D. Southwest began as an interstate full-service carrier.

* * * * *

Reading Passage III: The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) was passed in 1990 to provide disabled individuals with access to daily life activities equal to those of individuals without disabilities. As a federal civil rights law, the ADA was designed to prevent discrimination and enable individuals with disabilities to participate fully in all aspects of society.

The ADA applies to a person who has a physical or mental impairment that substantially limits one or more major life activities (like sitting, standing, or sleeping). The law pertains to more than just people who are deaf, people who are blind, or people who use wheelchairs. People who have physical conditions such as epilepsy, diabetes, HIV infection, severe forms of arthritis, hypertension, or carpal tunnel syndrome may also be classified as individuals with disabilities. In addition, people with mental impairments such as major depression, bipolar disorder, and mental retardation may also be covered.

Since it became law in 1990, implementation of the ADA has made slow strides in the United States. Some of the accomplishments are direct results of lawsuit settlements or court mandates, while others are the results of voluntary endeavors by individuals and institutions.

One example of a voluntary endeavor is the recent agreement by the Washington Opera to increase the number and locations of wheelchair-accessible seating at performances held at the DAR Constitution Hall, where the increased accessible seating became available for opera performances in 2003. The Opera agreed to install 30 wheelchair-accessible seats and to designate 30 seats next to the wheelchair-accessible seats as companion seats. These accessible seats are distributed throughout the orchestra section and sold at all price categories offered to the general public.

The Washington Opera also complied with ADA requirements at the John F. Kennedy Center for the Performing Arts. Structural improvements made at the Kennedy Center Opera House include increased accessible seating throughout the auditorium. Prior to this settlement agreement, the only wheelchair-accessible seats in the Kennedy Center Opera House were the most expensive seats. The Opera agreed to immediately designate and reserve wheelchair-accessible box seats exclusively for purchase by persons who use wheelchairs. For the first time ever, these accessible seats are available at similar price ranges offered to the general public and not solely as the top prices in the auditorium.

Since the Kennedy Center's renovation was completed in January 2004, the Opera offers wheelchair-accessible seating dispersed throughout the auditorium in various ticket price categories. These seats ensure that opera fans who use wheelchairs have an equal opportunity to enjoy performances by providing a choice of admission prices and lines of sight comparable to that of the general public. In addition, the Opera has agreed to designate an ADA Coordinator, create an ADA Advisory Committee, and

conduct extensive advertising about the availability, pricing, and locations of wheelchair-accessible seats.

* * * * *

9. According to the passage, the main purpose of the ADA is to
- A. give people in wheelchairs the same access as the general public.
 - B. ensure that all people have the same opportunities in life.
 - C. bring charges against those who do not comply with equal access.
 - D. designate an ADA coordinator to oversee public institutions.
10. According to the passage, which of the following statements is true?
- A. In all cases, the ADA provisions cover individuals with mental impairments.
 - B. ADA claimants must substantiate limits to at least two major life activities.
 - C. Any physical disability or mental impairment may be covered by the ADA.
 - D. People with epilepsy and diabetes are always and fully protected by the ADA.
11. The word “dispersed” as used in the last paragraph means
- A. spread.
 - B. rigged.
 - C. facing.
 - D. ranked.
12. The passage implies that legislation like the ADA
- A. will some day become obsolete because of voluntary compliance by organizations.
 - B. is an essential factor in convincing institutions to make voluntary accommodations.
 - C. ensures that ultimately the public will bear the cost through higher ticket prices.
 - D. will convince other operas in the country to follow Washington Opera’s example.

Part II – Synonyms

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

Example: The experimental music had a shrill sound.

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

A B C D

Correct Answer: **A**

13. The authorities decided to initiate a probe into the source of the illegal funds.
- A. an inquiry
 - B. a clearance
 - C. a dossier
 - D. an indictment
14. On the art museum tour, the boy became separated from his group when he remained behind, captivated by a painting that depicted the moon rising above a city.
- A. arrayed
 - B. contrived
 - C. portrayed
 - D. framed
15. The auditor was unable to make the figures add up, so she had to spend the entire night recalculating the company's proceeds and expenses.
- A. revenues
 - B. prospects
 - C. balances
 - D. formulas

16. The client's self-abusive behavior was diagnosed as a mental illness.
- A. capacity.
 - B. discord.
 - C. ability.
 - D. disorder.

Part III – Grammar and Usage

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

Section 1: Idiomatic Expressions

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

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

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

A B C D

Correct Answer: **C**

17. We hope that the new environmental law will have teeth in it.
- A. have a strong means of enforcement.
 - B. be backed by sufficient funding.
 - C. have widespread public and private support.
 - D. be focused on addressing important issues.
18. The basketball team was not working in unison, which caused the coach to flip his lid.
- A. question the referees.
 - B. take off and wave his hat.
 - C. punch out the referee.
 - D. lose his temper.

19. When he realized he would be late for the movie, he told the caller to cut to the chase.
- A. get out of the way.
 - B. call back later.
 - C. get to the point.
 - D. purchase the ticket.
20. Looking for an affordable diamond ring in this mall will be like looking for a needle in a haystack.
- A. something there is only one of.
 - B. something unique and precious.
 - C. something valuable and irreplaceable.
 - D. something impossible to find.

Section 2: Standard Written English

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

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

A B C D

Correct Answer: **A**

21. A. The people who created the first maps of the New World was unsure of the exact geographical features in the continent.
- B. The people who created the first maps of the New World weren't sure of the exact geographical features of the continent.
- C. The people who created the first maps of the New World haven't been sure of the exact geographical features of the continent.
- D. The people who created the first maps of the New World wasn't sure of the exact geographical features on the continent.

22. A. We asked the Park Ranger for advice about the best place to camp, and we decided to accept her suggestion.
B. We asked the Park Ranger for advise about the most good place to camp, and we decided to accept her suggestion.
C. We asked the Park Ranger for advice about the best place to camp, and has decided to accept her suggestion.
D. We ask the Park Ranger for advise about the better place to camp, and have decided to accept her suggestion.
23. A. The doctor immediately had to administered an antidote in the boy to counteract the poison of the snake bite.
B. The doctor immediately have to administer an antidote for the boy to counteract the poison of the snake bite.
C. The doctor immediately had to administer an antidote to the boy to counteract the poison of the snake bite.
D. The doctor immediately was administering an antidote from the boy to counteract the poison of the snake bite.
24. A. Our group were doing so well in the geography contest today that I haven't wanted the class to end.
B. Our group was doing so well in the geography contest yesterday that I didn't want the class to end.
C. Our group was doing so well in the geography contest yesterday that I won't want the class to end.
D. Our group were doing so well in the geography contest today that I don't want the class to end.

Part IV – Sentence Completion

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

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

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

A B C D

Correct Answer: **B**

25. When the _____ of the land parcel came back, the developer realized that the investment was not going to be as profitable as he had thought.

- A. appraisal
- B. collateral
- C. easement
- D. securities

26. Although Jane’s thesis was _____, her advisor suggested that she _____ the arguments a bit and add more references to the theoretical chapter.

- A. succinct – muddle
- B. inadequate – support
- C. satisfactory – refine
- D. incomplete – bolster

27. The latest medical study confirms that someone is unlikely to _____ the virus through casual contact.

- A. contract
- B. diagnose
- C. remedy
- D. isolate

28. Most students can _____ a story about their _____ homework.

- A. obviate – lost
- B. fabricate – misplaced
- C. peruse – quality
- D. scrutinize – dispossessed

29. The child's success was dependent upon her ability to put together the five _____ pieces of the puzzle.

- A. interval
- B. intermediary
- C. intangible
- D. interlocking

Part V – Antonyms

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

Example: The earthquake quickly toppled the poorly constructed building.

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

A B C D

Correct Answer: **A**

30. The entire audience became completely engrossed in the music when the violins began to play.

- A. discontented
- B. enraptured
- C. uninterested
- D. enthralled

31. The problem with some software is its incompatibility with certain kinds of computer operating systems.
- A. incongruity
 - B. conformity
 - C. fraternity
 - D. ambiguity
32. The mother was distraught over the doctor's diagnosis of her child's illness
- A. doleful
 - B. mortified
 - C. jubilant
 - D. melancholic
33. The old man, who loved his peace and quiet, was vexed by his neighbor's loud music.
- A. provoked
 - B. undisturbed
 - C. transfixed
 - D. exasperated

Answer Key

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

About the Interpreter Performance Tests

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

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

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

To see the complete list of other certifications awarded by DARS-DHHS, contact the BEI staff or refer to the DARS Web site at <http://www.dars.state.tx.us/dhhs>.

For more information regarding the SEE, OC:B, OC:C, OC:V, Intermediary III or Intermediary V performance tests, contact the BEI staff.

Reliability

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

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

Validity

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

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

Pilot Test

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

Rater Training

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

Performance Test Requirements

Interpreters may apply to take a performance test after receiving a passing score on the Test of English Proficiency. Following are requirements for applying for any DARS-DHHS performance test:

| Current Certification Status | Performance Test Eligibility |
|--|---|
| Not certified | Basic Level |
| BEI Level I or <ul style="list-style-type: none"> • Signing Exact English (SEE), • Morphemic Sign System (MSS), or • Oral Certificate: Basic (OC:B) | Basic or Advanced Level |
| BEI Level II, Basic, or Registry of Interpreters for the Deaf (RID)-certified: <ul style="list-style-type: none"> • Certificate of Interpretation (CI) or • Certificate of Transliteration (CT) | Advanced Level |
| BEI Level III, IV, V, Oral Certificate: Comprehensive (OC:C), Advanced, or RID-certified: <ul style="list-style-type: none"> • Comprehensive Skills Certificate (CSC), • CI, and • CT | Master Level |
| Not certified and the applicant is deaf | Level III-Intermediary or Oral Certificate: Visible (OC:V) |
| BEI Level III-Intermediary | Level V-Intermediary |

Performance Test Application Process

At least 30 days before a scheduled performance testing date, mail a completed DARS3909 Interpreter Performance Tests form and applicable testing fees to DARS-DHHS, P.O. Box 12306, Austin, Texas, 78711. You may obtain the application form by contacting the BEI staff or the DARS Web site at <http://www.dars.state.tx.us/dhhs/dhhsforms.shtml>.

The written and performance test fees are separate. If you are uncertain of whether the written test is required, please contact the BEI office for verification. The performance test fees are nonrefundable and are as follows:

| Performance Test: | Fee: |
|--|-------------|
| Basic | \$125 |
| Advanced | \$150 |
| Master | \$175 |
| Intermediary III* or V* | \$50 |
| Signing Exact English (SEE) | \$80 |
| Morphemic Sign System (MSS) | \$80 |
| Oral Certificate: Basic (OC:B) | \$80 |
| Oral Certificate: Comprehensive (OC:C) | \$100 |
| Oral Certificate: Visible (OC:V)* | \$50 |

*The Intermediary III and V, and OC:V tests are for applicants who are deaf.

When we receive your application form and fee, we send you a letter via email or regular mail to acknowledge receipt and provide information about scheduling an appointment for the performance test.

The performance test is administered at least five times a year at several Texas locations and at designated sites. A list of scheduled testing locations and sites, which is subject to change, is available by contacting the BEI staff or the DARS Web site at <http://www.dars.state.tx.us/dhhs/beisites.shtml>. You may request any testing site, with the understanding that appointment slots are limited and are given on a first come, first served basis.

You may request an accommodation in accordance with the Americans with Disabilities Act. Your request must be in writing, and proof of disability and the limiting factors of the disability may be required.

Forfeiture of Fees

Your performance test fee is subject to forfeiture when you fail to appear for your confirmed appointment without prior notification to the DARS-DHHS office. Appointments for the performance test are offered one time only for each payment of the fee unless you provide proof of the following:

- illness of yourself or an immediate family member;
- death of an immediate family member;
- inclement weather conditions; or
- documented evidence that you were unable to attend the examination due to reasons beyond your control.

When one of the above instances occurs, your name remains on the list for the next available testing opportunity. You should be advised that travel may be required to the next available testing location.

For more information about the expectations of the performance test, see the “Taking the Interpreter Performance Tests” section of this study guide.

Scheduling the Performance Test

We send an invitation to schedule an appointment for the performance test at least 30 days before a scheduled testing date. This invitation is sent via email or regular mail. You are instructed to contact the BEI staff via phone or email to arrange a specific date and time for testing. Ten days before the scheduled test date, we send you a confirmation letter via email or regular mail with the address of and directions to the testing site and the date and time of the test appointment.

Notification of Results

Your performance test is graded by a team of raters who have completed rater training and who comply with rater policies and procedures. The identity of the raters who score your test is confidential. Neither the BEI staff nor the raters themselves are allowed to divulge this information.

Performance test results are reported by regular mail within 90 days after the test is administered. Test results are not given over the phone. For more information about the evaluation and scoring process, see “Evaluation of the Interpreter Performance Tests.”

If you receive a passing score, we send you an official notification via regular mail, which includes a certificate, a wallet-sized certificate card, and information about the

certification maintenance or renewal process. For more information about the certificate maintenance requirements, see 4.5 Annual Certificate Maintenance in Chapter 4 BEI Interpreter Certification Policies and Procedures, or contact the DHHS office.

If you do **not** receive a passing score, we notify you of the results via regular mail, and you must wait six months after your test appointment before retaking the performance test.

Taking the Interpreter Performance Test

Procedure for the Day of the Performance Test

On the day of the test, observe the following procedures.

- Be at the testing site at least 30 minutes before your scheduled appointment time. Since performance testing is on an individual basis, you are allocated a specific test time. If you arrive more than ten minutes late after your test appointment time, the test proctor may not allow you to participate in the performance test.
- Bring proper identification such as a driver's license, a student photo ID, an employee photo ID, or a current passport.
- Bring your confirmation letter stating your appointment time.

What to Expect While Taking the Performance Test

The interpreter performance test is administered by a designated test proctor, which may be BEI staff member or a contracted video technician. The test proctor meets you in the designated waiting area and asks you for proper identification before asking you to sign a Commitment to Confidentiality statement. You are then escorted into the testing room. You have the option of standing or sitting when taking the performance test. Since the entire performance test is videotaped, you are asked to state your name and candidate code number for the record. You have the opportunity to ask questions following the general introduction.

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

Once the test begins, the videotape **cannot be stopped**, rewound, or replayed, but may be paused between segments. You are advised to continue interpreting or transliterating throughout. **If you encounter a particularly challenging portion of the**

scenario, do not allow yourself to fall behind. Doing so is likely to result in your omitting language that you might otherwise render appropriately. As in a real interpreting scenario, in which you cannot stop the speaker whose words you are interpreting, you should continue interpreting.

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

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

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

For a sample of two scenarios and the tasks you will be asked to perform, please see the “Sample Interpreter Performance Tests” section at the end of this study guide.

Overview of Sections – Basic, Advanced, and Master Interpreter Performance Tests

Performance Test Format

There are three distinct Interpreter Performance Tests—**Basic**, **Advanced**, and **Master**. The tests are similar in terms of the sections they contain and the tasks they ask the

candidates to perform. The tests differ principally in terms of their complexity. In these tests, there are several factors that add to the complexity of the tests:

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

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

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

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

- **Expressive Interpreting:** In this part, you are asked to watch a video recording of **spoken English and render it into ASL**. *It is important that your rendition be into ASL, and not into signed English.*
- **Expressive Transliterating:** In this part, you are asked to watch a video recording of **spoken English and render it into signed English**. *It is important that your rendition be into signed English, and not into ASL.* You are expected to convey the speaker’s message into Signed English using sign words and concepts in a conceptually correct manner. Signs should match the meaning of the word.
- **Receptive:** Only the Basic Level test has a part entitled, “Receptive.” The “Receptive” part of the Basic Level test requires you to watch a video recording of sign and render it into spoken English.
- **Receptive Interpreting:** The Advanced and Master Level tests both include a part entitled, “Receptive Interpreting.” In this part, you are asked to watch a video recording of a presentation in **ASL and render it into spoken English**.

- **Receptive Transliterating:** The Advanced and Master Level tests both include a part entitled, “Receptive Transliterating.” In this part, you are asked to watch a video recording of a presentation in **signed English and render it into spoken English**. You are expected to mouth the target language in English syntax. Restructuring is acceptable as long as the meaning is preserved and English syntax is maintained.
- **Sight Translation:** The job analysis indicated that Texas interpreters for the deaf and hard of hearing are frequently required to sight translate documents from English to ASL. In Sight Translation (sometimes called “Sight Interpreting”), the source language is written rather than spoken or signed language. Therefore, this part of each performance test differs from the other parts in that it does not include a prerecorded video stimulus. At the beginning of this part, you are instructed to read a short, **written English document and interpret it into ASL**.

General Introduction to the Performance Tests

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

This Is the Basic Level Certification Examination

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

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

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

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

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

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

Your performance will be videotaped for scoring purposes. Each of the four sections will be preceded by a brief introduction, which will identify the topic and setting as well as remind you of the expected target language. This will be followed by a short warm-up designed to acquaint you with the specific communication style of the source. Raters do

not score the warm-up.

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

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

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

Part-by-Part Instructions

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

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

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

Warm-Up Section

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

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

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

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

Note that this section is timed. It may be to your advantage to review the document completely before beginning your rendition, so that you are familiar with the full context of the message. If you have not begun your rendition within two minutes, you will be instructed by the proctor to do so. Keep in mind that you have the document available to you throughout this part of the test.

Basic Performance Test

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

As indicated in the above table, the Basic test includes four parts:

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

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

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

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

Content of the Basic Test

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

Advanced Performance Test

| Part | Format | Time | Speed (words per minute) |
|---------------------------------------|---------------------------------|----------------|--------------------------|
| I. Expressive Interpreting | Spoken English → ASL | Approx. 5 min. | Approx. 120 WPM |
| II. Expressive Transliterating | Spoken English → Signed English | Approx. 6 min. | Approx. 120 WPM |

| Part | Format | Time | Speed (words per minute) |
|---|---------------------------------|----------------|--------------------------|
| III. Receptive Interpreting | ASL → Spoken English | Approx. 7 min. | see below * |
| IV. Receptive Transliterating | Signed English → Spoken English | Approx. 7 min. | see below * |
| V. Sight Translation | Written English → ASL | 7 minutes | N/A |
| Total Time: Approx. 45.5 minutes (includes Introduction, Warm-ups, and Instructions) | | | |

As indicated in the above table, the Advanced test includes five parts:

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

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

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

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

Content of the Advanced Test

The content of the Advanced Test focuses primarily on the language found in a variety of high-stakes settings, such as routine medical, social service, K–12 and higher education, routine mental health, and routine quasi-legal, as determined by the empirical job analysis of incumbent Texas interpreters. Examples of possible topics include postsecondary student and professor classroom presentations, professional

development seminars, doctor or dentist visits, application for services, employment forms, counseling sessions, and so on.

Master Performance Test

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

As indicated in the above table, the Master test includes five parts:

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

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

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

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

Content of the Master Test

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

Evaluation of the Interpreter Performance Tests

What the Tests Measure

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

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

- **Interpreting Proficiency:** The ability to meaningfully and accurately understand, produce and transform ASL and signed English to and from English in a culturally appropriate way.
- **Delivery:** The ability to maintain appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation.
- **Adaptability:** The level of resourcefulness you display in adapting to changes, patterns, and challenges in the text.
- **Pronunciation and Fluency:** Pronunciation is the ability to produce spoken language, including accurate English phonology and the appropriate use of rhythm, stress, and intonation, without interfering with meaning or undermining comprehensibility; fluency is the ease with which you can produce native-like language, including the degree of hesitation and the clarity of signs.

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

The Scoring System

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

Objective Assessment

The objective assessment of a candidate's level of interpreting proficiency is determined by how many **Objective Scoring Units** the candidate renders appropriately.

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

In the "Sample Interpreter Performance Tests" section at the end of this study guide, the Objective Scoring Units are identified in the text by underlining and superscripted numbers; for example, "Mr. Jones¹," as found in Sample #1. These types of scoring units are distributed throughout the entire exam.

The basic criterion of the objective scoring system is meaning. The raters assess whether the interpretation is rendered in such a way that the full meaning of the original message is communicated without distorting or omitting anything that is relevant to the meaning. *Each of the Objective Scoring Units is assessed according to how well the candidate conveys meaning.* In other words, can the candidate communicate the meaning or concept in understandable, coherent, fluent language? Grammatical perfection is not the goal. The final criterion is whether the candidate has sufficient linguistic and interpreting capability to ensure that the client receives information that is as complete and comprehensible as would a person who did not need interpreter services.

The Objective Scoring Units are scored in strict compliance with established guidelines for accuracy. In the test development process, a large glossary of "acceptable" and "unacceptable" renditions of each scoring unit was established. The acceptability of these renditions depends solely on the semantic meaning being conveyed, rather than on the literal words used. Naturally, this glossary is not exhaustive. Instead, it serves as a guide to the raters in assessing candidates' responses. The raters are trained in its use, and trained to assess novel renditions not included in the glossary. The raters reach a consensus on the acceptability of novel responses, which may then be added to the glossary. In this way, candidates are afforded an empirically-based, objective scoring system that is nevertheless sensitive to the dynamic variation in language. The result is the objective use of a significant language sample to assess a candidate's ability to accurately and faithfully convey meaning. Sample #1 in the "Sample Interpreter Performance Tests" section of this study guide includes an initial table of "acceptable" and "unacceptable" sign renditions for each underlined Objective Scoring Unit in the script. These are numbered according to the superscripted numbers for reference.

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

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

1. Grammar and Word or Sign Order

Raters assess your ability to adhere to grammatical and syntactical accuracy to communicate the message without obscuring or distorting meaning. For example, if you hear, see, or read the subjunctive, you should use the equivalent construction in the target language.

For instance, the English statement "If I had had it, I'd have given it to you," includes a subjunctive construction. The grammar of this sentence conveys two important parts of its meaning. First, the subjunctive signals the contrary-to-fact utterance. It is important to interpret the sentence in a way that conserves the implication that the speaker did not have the object at the time in question but would have given it if he or she had had it. Second, it is also important to convey the fact that the event occurred in the past, through the use of tense or space, as appropriate.

2. Vocabulary and Idioms

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

For example, if you see the sign gloss SKILL-TALENT-PROFICIENCY, it is important that you choose the appropriate English word in the interpretation, so that the full meaning is conveyed. When interpreting for the Ms. Deaf Texas pageant, for instance, and the contestant signs, "For my talent this evening, I'll be performing a ballet," it is important that the interpretation convey the English word "talent" rather than "proficiency" or "skill."

3. Conservation of Intent, Style, and Tone

Raters assess your ability to conserve the intent, style, tone, and language level of the speaker. These elements of meaning are conveyed through word or sign choice, mouth movement, intonation, and in other ways. An interpreter serves as a medium for another person. Therefore, he or she must make it possible for anyone who is listening to understand as much as possible of what was said. The interpreter must relay the communication in as close a manner as possible to the speaker's message. For example, if you hear, see, or read **formal** language, you should render the **equivalent formal** language in the target language. By the same token, if you hear, see, or read

colloquial or slang speech, you should render the interpretation in **colloquial or slang** speech in the target language. Your interpretation may be deemed incorrect if the level of the language is not conserved.

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

4. Conservation of Register

An essential component of meaning that must be conserved is **register**, which is a linguistic term that is defined as the use of a particular variety of language according to the context. For example, we call the kind of language used in the medical profession the "medical register," which is composed of the special vocabulary, terms of art, and turns of phrase used among practitioners in the medical profession. Specialized registers are attached to the language of many professions and occupations, e.g., legal language, engineer language, academic language, and so on.

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

(1) Frozen Language is concretized language that never changes; for example:

- *"Ladies and Gentlemen of the jury. . ."*
- *"Four score and seven years ago. . ."*

It can also include prescribed and invariant language, such as the expression sometimes used in the medical setting, *"The patient presented with. . ."*

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

- *"The patient presented with a headache localized at the right temple and nausea."*
- *"The importance of early intervention for students with learning disabilities cannot be overemphasized."*

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

- *“What other symptoms have you had besides nausea and headache?”*
- *“It is so important to take advantage of every educational opportunity for your son.”*

(4) **Colloquial** is the kind of language used in “everyday” conversation. The speaker uses understandable language directed at a level the listener will comprehend. There is less technical terminology, and if it is used, it is explained and examples are given. Colloquial language tends to use more idiomatic expressions and even slang, in the interest of making the communication understandable; for example:

- *“I feel like somebody put my head in a vice, and I feel sick to my stomach.”*
- *“I want to do whatever I can to help him make the grade.”*

(5) **Intimate** is the kind of language used between very close friends and family members. Because there is an intimate relationship between participants in the conversation, there is less attention paid to specific references, and often this kind of speech is “nonreferential,” meaning that there is less specificity about what a pronoun refers to; for example:

- *“It’s killing me and I feel like I’m totally going to throw up.”*

Home signs are also an excellent example of intimate register.

If you are speaking to a child, do you use a lower or higher register? If you use a high register with a person who does not have a high educational level, what is the impact? Usually, the effect is that you are excluding the person from truly understanding your explanation and in effect “withholding” information instead of sharing it. Therefore, it’s a good idea to lower the register when you know that the person may not have the educational or cultural background to understand more technical explanations. This has nothing to do with intelligence; it has to do with knowledge and experience of technical vocabulary. We speak to a child differently than we speak to an adult. What are those differences? We speak to an elderly woman or man differently than we would to a young adult.

Keep this kind of speech style adjustment in mind during the examination. During the test, you are expected to adjust to different registers to foster effective communication.

Subjective Assessment

There are two general categories of subjective assessment in the Interpreter Performance Tests. The first includes **Delivery** and **Adaptability**. These are assessed holistically for *each part of the exam*. The second general category consists of **Pronunciation and Fluency**, which are assessed holistically for the

Subjective Scoring Scale

- 3 = Superior
- 2 = Acceptable
- 1 = Needs Improvement

candidate's entire performance. In both cases, candidates are assessed on a three-point scale (see insert).

- **Delivery** is the ability to maintain appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation. The following scale represents the general definition for each score of 1, 2, or 3:
 1. Consistently fails to maintain appropriate delivery, pacing, coherence, and composure throughout the interpretation (**Needs Improvement**);
 2. Occasionally fails to maintain appropriate delivery, pacing, coherence, and composure throughout the interpretation (**Acceptable**); and
 3. Maintains appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation (**Superior**).

- **Adaptability** is the level of resourcefulness the candidate displays in adapting to changes, patterns, and challenges in the text. The following scale represents the general definition for each score:
 1. Consistently fails to adapt to changes in the pattern of a passage; over reliance on circumlocution (**Needs Improvement**);
 2. Occasionally fails to adapt to changes in the pattern of a passage; some overuse of circumlocution (**Acceptable**); and
 3. Always adapts to the changes in the pattern of a passage (**Superior**).

- **Pronunciation and Fluency:** *Pronunciation* is the ability to produce spoken language, including accurate English phonology and the appropriate use of rhythm, stress, and intonation, without interfering with meaning or undermining comprehensibility; *fluency* is the ease with which a candidate can produce native-like sign language, including the degree of hesitation and the clarity of signs. The following represents the general definition for each score of 1, 2, or 3:
 1. Consistently speaks or signs with hesitation and often needs to repair communication, which interferes with communication; approaching acceptable pronunciation of signs and the use of rhythm, stress, and intonation, but makes frequent errors that interfere with communication (**Needs Improvement**);
 2. Occasionally speaks or signs with hesitation and needs to repair communication, but speech, ASL, or signed English is intelligible even with errors; has acceptable pronunciation or clarity of signs and use of rhythm, stress, and intonation that does not interfere with meaning (**Acceptable**); and
 3. Speaks or signs without hesitation; rarely needs to repair communication; has native or native-like pronunciation or production of signs and use of rhythm, stress, and intonation; and is easy to understand (**Superior**).

Sample Interpreter Performance Tests

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

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

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

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

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

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

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

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

Sample #2 is an example of the Sight Translation part of the test. This document is printed here twice. The first copy is an unmarked copy of the document. The second

copy contains examples of underlined Objective Scoring Units. We recommend that you record several of your ASL renditions of the exercise using the unmarked copy before you look at the marked copy. Follow the process outlined above and ask yourself the same series of questions as you review your renditions. A glossary of acceptable and unacceptable renditions is not included for Sample #2.

Sample #1

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

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

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

[1-minute pause]

Begin Interpreting:

Here's today's word problem: Let's say Mr. Jones¹ wants to build a storage shed, and he wants the walls and the roof of his shed to be made out of plywood, and he wants it to have a cement floor. We are going to use geometry² to show how Mr. Jones can determine the cost³ of the plywood and the cement he will need. And, to do this, we are going to use a basic formula that we've studied a lot already⁴, which is the one to find the area of a rectangle or a square⁵. We'll also be using the new formulas that we learned yesterday⁶, about how to find the volume of a container⁷, and how to measure the area of a triangle. You might not realize it now⁸, but one day these formulas will be really useful⁹ to you all.

OK — now please write this down¹⁰, because we'll need this information at the end — the costs of the materials are, let's see, the wood¹¹ costs \$3 per square foot, and the cement costs \$14 per cubic foot¹². By the way, don't worry about the cost of labor¹³, because Mr. Jones¹⁴ is going to do all the work¹⁵ / himself¹⁶.

Mr. Jones wants a medium-sized square¹⁷ / shed¹⁸ with enough room to store bicycles, a lawn mower, and boxes¹⁹ [2 of 3]. Let's say each wall will be 10 feet long²⁰ and 8 feet tall²¹. All four walls will be equal in size²², so after we find the area of one wall, we can just multiply by four²³ to find out how much wood we'll need for the walls.

All right, let's review together²⁴. To calculate the area of one side, we multiply length times width, so we get how many square feet? That's right, ten times eight equals 80²⁵ square feet. But, like I said before²⁶, we now need to multiply this number²⁷ to get the total²⁸ amount of wood that we'll need. And you're right, the answer is 320 square feet²⁹. Now, I bet some of you might be wondering to yourselves, where are we going to put the door?³⁰ And you're right, that could complicate your calculations³¹ somewhat, but we'll let Mr. Jones worry about that later. Eventually, Mr. Jones will have to cut an opening³² where he can install the door.

Now, what do we need to do next?³³ That's right Mary, you got it!³⁴ We need to figure out the area of the floor, so we know exactly how much cement to buy³⁵. Who can tell me how to do this? This one's super easy³⁶, isn't it? We know each side is 10 feet, so the area of the floor³⁷ is 100 square feet.

Finding the area is the first step to calculate³⁸ the cost for the cement. The second step³⁹ is to use that new volume formula we practiced yesterday. Now, how do we calculate volume? Remember⁴⁰, in addition to the length and width, we need to know how thick Mr. Jones wants the floor to be. Let's make the cement floor 3 inches thick⁴¹. Now, what do we do when we have one measurement⁴² in inches, and one measurement in feet? That's right, we have to convert⁴³ in order to end up with consistent units⁴⁴ of measurement.

Oops, there's the bell. We'll just have to pick up where we left off⁴⁵ tomorrow. And we don't want to forget the ceiling⁴⁶ of the shed, so tomorrow we'll also find out how much the roof will cost, which will be fun, because we'll use our new triangle formula⁴⁷. Then we'll have a pretty good idea of how much Mr. Jones will have to pay for all the materials.

Before we leave — class? — I have an announcement⁴⁸ — quiet down please — this applies to a couple of you; the Student Council⁴⁹ will meet as scheduled on Wednesday, but the room has changed, so check the bulletin board⁵⁰ for the new information. I guess they are remodeling⁵¹ or something on the second floor. See you tomorrow!

* * * * *

Sample #1 Acceptables and Unacceptables Table

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

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

| | | | |
|----|--------------------------------------|---|---|
| 13 | labor | WORK BUILD MAKE FIX | IMPROVE |
| 14 | Mr. Jones | FS n-a-m-e Use CL as a referent if previously set up | Inaccurate reference |
| 15 | do all the work | DO EVERYTHING DO ALL 100% BEGINNING TO END | |
| 16 | himself | Reference that he is by himself HIMSELF | MR. JONES – HIMSELF ON SHOULDER FS h-i-m-s-e-l-f |
| 17 | a medium-sized square | Pursed mm | Oo mm Cha mm |
| 18 | shed | FS s-h-e-d FS s-h-e-d then expand Use of CL to describe shed | SMALL HOUSE without first FS s-h-e-d |
| 19 | bicycles, a lawn mower, and boxes | | |
| 20 | 10 feet long | LONG 10 FT 10 FT LONG Mime length then 10 ft MEASURE 10 FT | |
| 21 | 8 feet tall | TALL 8 FT 8 FT TALL mime height then 8 ft Measure 8 Ft | |
| 22 | equal in size | Sign same around 4 sides Sign equal around 4 sides Equal all the way around WALLS 4 SAME | |
| 23 | multiply by four | FIGURE Initialized sign for multiply MULTIPLY BY 4 | “X” |
| 24 | let’s review together | Candidate shows direct effort to engage the audience | |
| 25 | ten times eight equals 80 | 10X8 EQUALS 80 10 MULTIPLY 8 =80 HOW MUCH 80 | |
| 26 | like I said before | Candidate indicates teacher is talking | |

| | | | |
|----|---|---|---|
| 27 | this number | Stress is shown on "this number" | |
| 28 | the total | Variations of total HOW MUCH FULL COST | Initialized sign total |
| 29 | 320 square feet | 320 Sq Ft | |
| 30 | where are we going to put the door? | Convey it's a question Wh- question | |
| 31 | that could complicate your calculations | Candidate conveys complicate | |
| 32 | cut an opening | Mime the cutting | Using scissors to cut |
| 33 | what do we need to do next? | Candidate shows it is the teacher speaking | |
| 34 | you got it! | Candidate accurately conveys affect of source language | |
| 35 | cement to buy | ORDER BUY | DAY SPEND STORE SEE |
| 36 | super easy | Easy and candidate's expression indicates super easy | Affect does not match the source language |
| 37 | the area of the floor | Initialized sign CL Variety of CL indicating area MEASURE OF FLOOR | |
| 38 | to calculate | FIGURE Mime using a calculator | |
| 39 | the second step | Indicate listing in a variety of ways | Literal translation 2 nd step |
| 40 | remember | | |
| 41 | 3 inches thick | CL | FS Isolated sign |
| 42 | measurement | | |
| 43 | we have to convert | WE HAVE TO CHANGE WE HAVE TO EXCHANGE WE HAVE TO FIGURE OUT | |
| 44 | consistent units | SAME | |

| | | | |
|----|------------------------------|--|----------------------------|
| 45 | to pick up where we left off | SUSPEND AND START STOP NOW TOMORROW START AGAIN | Literal translation |
| 46 | the ceiling | FS and then point | HEAVEN Initialized sign |
| 47 | triangle formula | CL indicating triangle FS t-r-i-a-n-g-l-e f-o-r-m-u-l-a a Sign for triangle Sign for formula | VAGINA |
| 48 | an announcement | | TELL |
| 49 | Student Council | STUDENT COUNCIL STUDENT GROUP STUDENT GOVERNMENT STUDENT PANEL | SC STUDY + ent |
| 50 | check the bulletin board | Variety of signs | Literal translation |
| 51 | are remodeling | BUILDING IMPROVING FIXING | |

Sample #2 (Unmarked Copy)

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

Begin Sight Translation:

Weigh the Risks of Backpacks

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

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

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

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

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

Sample #2 (Marked copy)

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

Begin Sight Translation:

Weigh the Risks of Backpacks

Windham High District PTA¹ is concerned about the weight² of the backpacks our students are carrying. Your child may be stylin' this year with a snazzy new backpack³, but have you tried to lift that thing?⁴ Textbooks, notebooks, and school supplies really add up. Throw in sports equipment or a musical instrument, and you've got a real backbreaker⁵.

If your kids are carrying too much weight on their backs and shoulders, they may stretch or strain⁶ their muscles, cause direct injury⁷ to the spine⁸, and, frankly⁹, get really pooped.

Kids shouldn't carry more than 10 to 15 percent¹⁰ of their weight over their shoulders and on their backs. Decrease their risk of injury¹¹ with these tips from Dr. Harold Kubrick¹² of Houston's Children's Hospital:

- Help your child sort through everything before packing up and see what can be left home that day. Place heaviest items in first¹³; the closer they are to a child's back, the less strain they'll put on those muscles.
- Buy an appropriate-size¹⁴ backpack, one that ends just a few inches above the waist¹⁵. Use a backpack that has soft, padded straps to maximize¹⁶ comfort.
- Look for a pack with compartments that help distribute the weight¹⁷. Or, try one of the new models¹⁸ with wheels that your child can pull.
- Even though it's hipper¹⁹ to carry a pack over just one shoulder, encourage your kids²⁰ to carry theirs over both shoulders²¹. This will better distribute the weight.

Make sure your kids bend their knees when they first lift their packs²² to avoid further strain on their back muscles.

Annual Certificate Maintenance

After a certificate is awarded, it is valid for five years when maintained **annually** on the anniversary date. The annual maintenance notification letters and DARS3910 Annual Certificate Maintenance are mailed to certificate holders at least 60 days before the due date, which allows a 30-day grace period to pay the fee. After the grace period, additional late fees are required.

Certificate holders must complete a DARS3910 form; mail it to DARS-DHHS, P.O. Box 12306, Austin, Texas 78711; and enclose a check or money order made payable to DARS-DHHS. Upon receipt of fees and the form, the BEI staff updates the certificate holder's status and generates a new certificate card, which is valid through the following year.

Five-Year Certificate Renewal

Each certificate holder must earn 10.0 CEUs (100 clock hours) during the five-year certification maintenance period. At least **2.0 CEUs (20 clock hours)** must be in ethics-related topics as approved by the DARS-DHHS office.

Certificate renewal notification letters and DARS3911 Five-Year Certificate Renewal forms are mailed at least 60 days before the five-year renewal due date. To renew, the certificate holder must complete a DARS3911; mail it to DARS-DHHS, P.O. Box 12306, Austin, Texas 78711; and enclose the certificate renewal fee with copies of CEU documentations earned during the five-year certification period.

Upon receipt, BEI staff reviews the certificate renewal paperwork for accuracy and completeness, updates the certification status, and mails a new certificate and card to qualified certificate holders.

Certificate holders who do not satisfy the CEU requirement may submit a certificate maintenance or renewal form and fee and request to retake the performance test. Upon receipt of the form and fee, the certificate holder is assigned a specific test date and issued a temporary certificate card reflecting a certification extension date.

Activities That Earn CEUs

To earn CEUs toward your five-year certificate renewal, you can complete the following types of activities, retain the following documentation, and submit copies of the documentation at the time of renewal:

- DARS/DHHS-approved workshops, verified by the attendance certificates.
- RID-approved workshops, including independent study activities, verified by the transcript from the Certificate Maintenance Program (CMP).
- continuing education classes at a college or university, verified by the certificates of attendance. *(The number of hours must be printed on the certificate.)*
- college credit courses completed with a GPA of 2.0 or better, verified by an official transcript. *(Semester: 1 credit=1.5 CEUs = 15 clock hours) (Quarter: 1 credit=1.0 CEU = 10 clock hours)*
- Documentation of first-time preparation for a workshop presented at a professional conference, seminar, or in-service training session. *(CEU application must be received 30 days before event.)*
- Documentation of first-time preparation of curriculum targeting current certificate holders and directed toward advancing interpreters' skills.
- national or statewide professional conferences or workshops verified by certificates or attendance verification forms.
- DARS/DHHS-approved interpreter mentorship activity as a mentor or mentee.

Interpreter Resources

Training Programs

The following is a list of interpreter training programs in Texas:

Austin Community College

Interpreter Training Program

1212 Rio Grande

Austin, TX 78701

512.223.3205 (V)

www.austincc.edu

Collin County Community College District

Department of ASL/Interpreter Preparation for the Deaf

2800 E. Spring Creek Parkway

Plano, TX 75074

972.881.5138 (TTY/VP)

972.881.5152 (V)

www.ccccd.edu

Cy-Fair College

Interpreter Training Technology

9191 Barker Cypress Rd.

Cypress, TX 77433-1383

281-290-5257 (TTY/VP)

Del Mar College

Interpreter Preparation Program

101 Baldwin Street

Corpus Christi, TX 78404

361.698.1318 (V/TTY)

www.delmar.edu/ipp/index.html

El Paso Community College

Interpreter Training Program

919 Hunter

El Paso, TX 79998

915.831.2432 (V)

www.epcc.edu

Houston Community College*Interpreter Training Program*

John B. Coleman Health Science
1900 Pressler Street
Houston, TX 77030
713.718.5540 (V)
713.718.7616 (TTY)

North Harris College*Interpreter Training Technology Program*

2700 W.W. Thorne Drive
Houston, TX 77073
281.618.5535 (V)
281.618.5519 (TTY)
<http://www.nhmccd.edu/>

McLennan Community College*Interpreter Training Program*

1400 College Drive
Waco, TX 76708
254.299.8733 (V)
www.mclennan.edu/departments/intr

San Antonio College*Interpreter Training and Deaf and Hard of Hearing Services*

1300 San Pedro Avenue
Nail Technical Center, Room 005
San Antonio, TX 78212
210.733.2071(V/TTY)
www.accd.edu/sac/asl

Southwest Collegiate Institute for the Deaf*Interpreter Training Program*

3100 Avenue C
Big Spring, TX 79720
432.264.3700 (V/TTY)
www.howardcollege.edu/swcid/itp.htm

Tarrant County College*Interpreter Training Program*

4801 Marine Creek Parkway
Ft. Worth, TX 76179
817.515.7762 (V)
www.tccd.net

Tyler Junior College

Sign Language/Interpreting Program

1400 East 5th Street

Tyler, TX 75798

903.510.2200 (V)

Books, Videos, and DVDs

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

American Sign Language References

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

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

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

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

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

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

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

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

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

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

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

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

Interpreting References

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

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

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

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

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

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

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

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

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

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

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

Language Usage Books

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

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

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

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

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

Reference Materials

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

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

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

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

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

Specialized Interpreting

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

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

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

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

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

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

Vocabulary Building References

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

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

Integrated Vocabulary Development, Book B w/Teacher's Guide. Donn Mosenfelder. 1987. Triumph Learning. (ISBN: 0-876-94066-1). Paperback.

Integrated Vocabulary Development Book 1 w/Teacher's Guide-Answer Key. Donn Mosenfelder. 1986. Triumph Learning. (ISBN: 0-876-94241-9). Paperback.

NTC's Dictionary of Latin and Greek Origins. Bob Moore and Maxine Moore. 1997. McGraw-Hill (NTC Publishing Group now owned by McGraw-Hill). Paperback (ISBN: 0-844-28321-5); Hardcover (ISBN: 0-844-28320-7).

Random House Webster's Word Menu. Stephen Glazier. 1997. Ballantine Books. (ISBN: 0-345-41441-1). Paperback.

The Joy of Vocabulary. Harold Levine, Norman Levine, and Robert T. Levine. 1997. Signet Book (Penguin Group). (ISBN: 0-451-19396-2). Mass market paperback.

The Synonym Finder. J. I. Rodale, Nancy LaRouche, and Laurence Urdang. 1986. Warner Books. (ISBN: 0-446-37029-0) Originally published in 1978 by founder of Rodale Press.