

Illinois Deaf and Hard of Hearing Commission



BOARD *for*
EVALUATION
of INTERPRETERS

IL BEI

Study Guide
for
Interpreter Certification
Candidates

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Please save this study guide. You may need it for later reference.

FOREWORD AND ACKNOWLEDGMENTS

The study guide for interpreter certification candidates has been prepared by the University of Arizona National Center for Interpretation Testing, Research and Policy (UA NCITRP). Its purpose is to provide user-friendly information about the Board for Evaluation of Interpreters (BEI) interpreter certification process, which is administered by the Illinois Deaf and Hard of Hearing Commission (IDHHC). The study guide contains information about the test itself, information about the testing process, and sample questions.

We hope that this study guide will facilitate your participation in the testing program. If you have questions after you have read the study guide, please contact IDHHC at dhh.interpreter@illinois.gov

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Chapter 1: The BEI Interpreter Certification Process

BACKGROUND

The purpose of the IL BEI interpreter testing and certification process is to provide certification options to Illinois interpreters.

In the fall of 2010, an interstate contract was entered into between the Illinois Deaf and Hard of Hearing Commission and the State of Texas, Department of Assistive and Rehabilitative Services, Office of the Deaf and Hard of Hearing Services to lease their interpreting test, known as the Board for Evaluation of Interpreters (BEI). This test was developed by the National Center for Interpretation Testing, Research and Policy at the University of Arizona (UA NCITRP) and finalized with Texas. Together, these two organizations conducted an extensive job analysis.

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.

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 both proficiency-based and criterion-referenced evaluations. This means that interpreter proficiency is measured according to standards of minimum competency set by certified and practicing interpreters, language and testing specialists, and the BEI.

This study guide does **not** provide instruction; its purpose is to familiarize you with the general format, content, and evaluation criteria used in the examinations. We intend the certification process to test only your language and interpreting proficiency.

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

ELIGIBILITY REQUIREMENTS

To apply for the IL BEI performance exam, you must meet the following criteria:

- be at least 18 years old and possess a high-school diploma or equivalent at the time you submit the application;
- not have a criminal conviction that could be grounds for denial, suspension, revocation, or other disciplinary action; and
- pass the requisite examination for the certification level sought, which may be
 - the Test of English Proficiency (TEP), and
 - if required, show proof of current certification qualifying you for the appropriate level performance test.

CHAPTER 2: ESSENTIAL FUNCTIONS OF A CERTIFIED INTERPRETER

A BEI-certified interpreter is a person who provides sign-language interpreter services. To work as a BEI-certified interpreter, a person must have the skills, experience, education, and other job-related requirements of the position. The person must also be able to perform the essential job functions.

ESSENTIAL ABILITIES AND ATTRIBUTES OF INTERPRETERS

A BEI-certified interpreter must have the following physical, cognitive, cultural, linguistic, and professional abilities and attributes.

ESSENTIAL PHYSICAL ABILITIES

The essential physical abilities of an interpreter are described below.

Hearing—the ability to hear, identify, and understand the speech of another person without relying on visual assistance

Speech—the ability to speak clearly so that the speech is understandable to a listener

Vision—the ability to see details of another person's hand shapes, hand movements, and facial expressions from a distance of three to six feet

Facial expression—the ability to control the muscles of the face in order to manipulate the eyebrows, cheeks, mouth, and nose

Manual dexterity—the ability to quickly make coordinated movements of one hand, a hand together with its arm, two hands, or two hands together with arms

Finger dexterity—the ability to make precisely coordinated movements of the fingers of one or both hands

Wrist-finger speed—the ability to make fast, simple, repeated movements of the fingers, hands, and wrists

Limb movement—the ability to move the arms to place the hands slightly above the head, and to extend the arms away from the front of the body and to the sides of the body

Limb movement speed—the ability to quickly move the arms

Dual-limb coordination—the ability to coordinate movements of both arms while sitting or standing

Head—the ability to control the head in order to nod and to turn it from side to side

Physical stamina—the ability to endure moderate physical exertion without getting winded or out-of-breath for at least 30 minutes

ESSENTIAL COGNITIVE ABILITIES

The essential cognitive abilities of an interpreter are described below.

- Critical thinking**—the ability to use logic and analysis to assess communication in order to make adjustments in approaches to interpretation
- Self-monitoring**—the ability to monitor and assess the interpretation during and after a task
- Selective attention**—the ability to concentrate and be undistracted while performing a task, and to sustain that attention over a period of time
- Auditory attention**—the ability to focus on a single source of auditory information in the presence of other distracting sounds
- Visual attention**—the ability to focus on a single source of visual information in the presence of other distracting movements in the surrounding area
- Mental stamina**—the ability to sustain a significant amount of mental processing without fatigue or breakdown for at least 30 minutes
- Working memory**—the ability to remember information such as concepts, words, and numbers for a brief time while interpreting
- Information ordering**—the ability to track and arrange information in a certain order
- Pattern inference**—the ability to quickly make sense of information even when parts of that information may appear to be missing
- Time sharing**—the ability to efficiently shift between two or more activities or tasks, and between two or more sources of information
- Problem sensitivity**—the ability to recognize when something is wrong or is likely to go wrong
- Fluency of ideas**—the ability to generate a number of ideas about a given topic (This concerns the number of ideas produced and not the quality, correctness, or creativity of the ideas)
- Breadth of knowledge**—an acquaintance or understanding, at the introductory level or higher, of a broad variety of topics and fields of interest

ESSENTIAL CULTURAL KNOWLEDGE AND LINGUISTIC ABILITIES

The essential cultural knowledge and linguistic abilities of an interpreter are described below.

English language

- knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- the ability to listen to and understand information and ideas presented through spoken words
- the ability to communicate information and ideas by speaking so that others will understand

Written English comprehension

- read and understand information and ideas presented in writing
- communicate information and ideas in writing so that others will understand

American Sign Language

- knowledge of the structure and content of American Sign Language including the meaning of lexical and phrasal items, rules of grammar, and articulation
- the ability to watch and understand information and ideas presented through signs, gestures, classifiers, and finger spelling
- the ability to communicate information and ideas through signs, gestures, classifiers, and finger spelling so that others will understand

Culture—a BEI-certified interpreter must have an in-depth understanding of the cultural norms and mores of the American English-speaking and the American deaf communities.

ESSENTIAL PROFESSIONAL ATTRIBUTES

The essential professional attributes of an interpreter are described below.

Social perceptiveness—the ability to be aware of and sensitive to others' reactions, and the ability to understand why others react as they do

Independence—the ability to develop independent approaches to doing things and to work with little or no supervision

Interpersonal relationships—the ability to develop constructive and cooperative working relationships with others, and to maintain them over time

Adaptability and flexibility—the ability to adapt to considerable variety in the workplace and be flexible and accepting of positive and negative change

Emotional well-being—the ability to exercise emotional control and stability in order to fully use intellectual abilities and good judgment

Self-control—the ability to maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in difficult situations

Professional decorum—the ability to show respect and act in a professional manner during all interactions

Problem solving—the ability to make complex decisions, including the ability to identify problems, collect information, establish facts, and draw valid conclusions

Organizing, planning, and prioritizing work—the ability to develop specific goals and plans, and to prioritize, organize, and accomplish goals

Conflict resolution—the ability to identify and resolve conflicts related to the meanings of words, concepts, practices, or behaviors

Time management—the ability to manage time well and to respect the time of others

Ethical standards—the ability to follow the *Code of Professional Conduct as set forth by the Registry of Interpreters for the Deaf. The seven tenets of the code are as follows:

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

*For a complete explanation of the Code of Professional Conduct, see Section 1515.30 of the Rules associated with the Interpreter for the Deaf Licensure Act – available on IDHHC’s website.

ACCOMMODATION REQUESTS

IDHHC is committed to providing equal access to interpreter certification applicants and candidates.

When requesting a reasonable accommodation, IDHHC requires documentation from a certified diagnosing professional (that is a physician, psychiatrist, or psychologist). This documentation must show the following:

- specify how your disability substantially limits your ability to take this examination under current testing standards,
- provide guidance about modifications recommended to enable you to test, and
- be submitted on the certified diagnosing professional’s letterhead.

CHAPTER 3: 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. These are:

- 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.

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 including objective and subjective assessments.

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 part of the 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.

REQUIREMENTS FOR PERFORMANCE TESTS

IL BEI Performance Test Eligibility Requirements

Find your current certification to know which BEI test you are eligible to take:

Current Certification	BEI Performance Test Eligibility
<p>Not certified/licensed, or</p> <p>Michigan:</p> <ul style="list-style-type: none"> • QA 1 • QA 2 <p>Interpreter Skills Assessment Screening (ISAS):</p> <ul style="list-style-type: none"> • Interpreting 1 or 2 • Transliterating 1 or 2 <p>Missouri:</p> <ul style="list-style-type: none"> • Novice • Apprentice 	<p>Basic Level</p>
<p>Registry of Interpreters for the Deaf (RID):</p> <ul style="list-style-type: none"> • National Interpreter Certification (NIC) <p>ISAS:</p> <ul style="list-style-type: none"> • Interpreting 3 or above • Transliterating 3 or above <p>Missouri:</p> <ul style="list-style-type: none"> • Intermediate 	<p>Basic or Advanced Level</p>
<p>BEI:</p> <ul style="list-style-type: none"> • Basic <p>RID:</p> <ul style="list-style-type: none"> • Certificate of Interpretation (CI) • Certificate of Transliteration (CT) • NIC • NIC Advanced <p>Michigan:</p> <ul style="list-style-type: none"> • QA 3 <p>ISAS:</p> <ul style="list-style-type: none"> • Interpreting 4 or above AND Transliterating 4 or above <p>Missouri:</p> <ul style="list-style-type: none"> • Advanced 	<p>Advanced Level</p>
<p>BEI:</p> <ul style="list-style-type: none"> • Advanced <p>RID:</p> <ul style="list-style-type: none"> • Comprehensive Skills Certificate (CSC) • CI and CT • NIC Master <p>Missouri:</p> <ul style="list-style-type: none"> • Comprehensive 	<p>Master Level</p>

APPLYING FOR A PERFORMANCE TEST

You may obtain the application form on the IDHHC website at www.idhhc.state.il.us

All testing will be conducted at IDHHC's office in Springfield, Illinois. In order to schedule a testing appointment, you must submit the performance test application along with payment to IDHHC.

IDHHC
528 South 5th Street, Suite 209
Springfield, Illinois 62703

Electronic Payment through E-Pay at
<https://www.illinoisepay.com/epay/GetSite?cmd=get&siteId=651>

Once IDHHC receives and processes the application form, you will receive notification acknowledging its receipt and information about scheduling an appointment for testing.

- sends a letter through email or regular mail to the candidate to acknowledge receipt of the form and fees, and
- provides information about scheduling an appointment for testing.

TESTING FEES SCHEDULE

The non-refundable testing fees are shown in the following table:

Certification Test	Applicable Fee
Test of English Proficiency	\$80
Basic Performance Test	\$250
Advanced Performance Test	\$275
Master Performance Test	\$300

CONFIRMING AN APPOINTMENT FOR A PERFORMANCE TEST

Before a scheduled testing date, an IDHHC staff member sends a letter through email or regular mail to confirm an appointment for testing. Appointments are:

- given on a first-come, first-served basis; and
- offered only **one** time.

Fees are not refundable. After the appointment is confirmed, directions and specific instructions are sent to the candidate through email or regular mail. For more information about test expectations, formats, and samples, see the About the Performance Test in this guide.

FORFEITURE OF FEES

Once you have confirmed your appointment, you will forfeit the performance test fee if you cancel the appointment or fail to appear without first notifying IDHHC. 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
- reasons beyond your control that made attendance impossible.

When one of the above instances occurs, IDHHC will work with you to re-schedule your test date.

THE DAY OF THE PERFORMANCE TEST

You must bring photo identification and the confirmation letter to the site and arrive at least 15 minutes before the scheduled appointment time. Candidates who arrive later than 15 minutes after their scheduled appointment forfeit the testing opportunity and fees.

An IDHHC staff member or designee administers the performance test while videotaping each candidate. During the taping, you may sit or stand. Once the test begins, the videotape **may not** be stopped, rewound, or replayed. You may, however, pause briefly between each section. In addition, once the test begins, you may not leave the testing room until all sections of the test are recorded and the test is completed.

You must not bring electronic devices such as cell phones or pagers into the testing room. This prohibition is necessary for test security. Any action that can be viewed as cheating on an examination is grounds for denial, suspension, or revocation of a certification.

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 15 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 10 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. You will not be allowed to test without proper identification.
- Bring your confirmation letter stating your appointment time and address to the test site.
- All electronic communication devices, for example, cell phones or pagers are not allowed in the testing room.
- Visitors are not permitted, although observers authorized by IDHHC may be present.

- Smoking or eating is not permitted in the testing room.
- Bring a bottle of water; once you enter the testing room you may not exit until recording of the performance test is completed.
- The technician must remain in the testing room and is there to ensure that the test is administered properly.
- You may sit or stand during the recording of the performance test.

WHAT TO EXPECT WHILE TAKING THE PERFORMANCE TEST

The interpreter performance test is administered by a designated technician, which may be an IDHHC staff member. 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. By signing the confidentiality statement, you are acknowledging that you are prohibited from discussing or divulging the contents of the testing materials. This includes topics, subject matter, vocabulary, specific signs, and identity of individuals displayed on the tests. Breach of the confidentiality statement or cheating or compromising the integrity of the BEI tests are grounds for denying an application or suspending or revoking an interpreter's certificate. IDHHC will investigate anyone alleged to have gained unauthorized access to confidential testing materials and will seek to recover the costs necessary to develop new testing materials.

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 a candidate code number provided by the technician 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 Chapter 6 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**, rewind, 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 Chapter 8 in this study guide.

CHAPTER 4: OVERVIEW OF THE PERFORMANCE TESTS

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 Chapter 7 in this study guide.

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 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.

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 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.

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 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.

OVERVIEW OF SECTIONS IN THE PERFORMANCE TESTS

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

- **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 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 for a person who is monolingual**.

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 for a person who is monolingual. 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 FORMAT

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)			

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.

ADVANCED PERFORMANCE TEST FORMAT

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
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)			

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 for a person who is monolingual.

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.

MASTER PERFORMANCE TEST FORMAT

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)			

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 for a person who is monolingual.

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.

CHAPTER 5: EVALUATION OF THE 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

A candidate's level of interpreting proficiency is objectively 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 critical 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
- the use of sign space and grammatical space.

In the Sample Interpreter Performance Tests in this study guide, Scoring Units are identified by underlining and superscripted numbers; for example, "Mr. Jones¹," as found in Sample #1. These scoring units are distributed throughout the test.

The basic criterion of the objective scoring system is meaning. The raters assess whether the interpretation was rendered in a way that communicates the full meaning of the original message without distorting or omitting anything that is conceptually relevant to the meaning. *Each of the Objective Scoring Units will be assessed according to how well you convey meaning.* In other words, raters are assessing if you can communicate the meaning or concept in understandable, coherent, fluent language. Grammatical perfection is not the goal. The final criterion is whether you can ensure that the client receives information that is complete and comprehensible.

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 on the semantic meaning being conveyed, rather than on the literal words used. 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 are then added to the glossary. In this way, candidates are afforded an empirically-based, objective scoring system that is still sensitive to dynamic variation in language. The result is the objective assessment of a candidate's ability to accurately and faithfully convey the meaning of a significant language sample. In Chapter 8 in this study guide, Sample #1 includes a table of "acceptable" and "unacceptable" 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

The raters assess your ability to adhere to grammatical and syntactical accuracy in order to communicate without obscuring or distorting meaning.

Consider for instance, the English statement "If I had had it, I'd have given it to you." This sentence conveys two important parts of its meaning. First, the "if" signals the contrary-to-fact utterance. It is important that the phrase be interpreted 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 important to convey the fact that the event occurred in the past, through the use of tense as appropriate.

2. Vocabulary and Idioms

The raters evaluate your ability to render the appropriate 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 English or Spanish word that conveys the full meaning. For instance, when interpreting for a contestant in the Ms. Deaf Illinois pageant who signs, "For my talent this evening, I'll be performing a ballet," it is important to convey the English or Spanish equivalent for "talent" rather than "proficiency" or "skill."

3. Conservation of Intent, Style, and Tone

The 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. As an interpreter, you serve as a medium for another person. Therefore, you must make it possible for anyone who is listening to understand what was said as much as possible. For example, if you hear, see, or read **formal** language, you should render the **equivalent formal** language in the target language. If you hear, see, or read **colloquial or slang** language, you should render the interpretation in **colloquial or slang** language. Your interpretation may be considered 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," "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 term that means 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 in the medical profession. Specialized registers are attached to the language of many professions and occupations such as law, engineering, and academia.

Additionally, register refers to the **language styles** we use in different situations and contexts. For example, the formality of our speaking style varies depending on the person we are talking to, and his or her background, age, culture, education, gender, and social status. We all use different language styles, depending on the speech situation we are 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 more comprehensible. The linguist Martin Joos wrote that English has five levels of register, or formality. They are:

a) Frozen Language is static language that never changes.

For example:

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

Frozen language also includes prescribed uses of language, such as the expression sometimes used in the medical setting, *“The patient presented with...”*

b) 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.”*

c) Consultative Language 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.”*

d) Colloquial Language is the kind of language used in “everyday” conversation. Easily understood vocabulary is used, and if technical terminology is used, it is explained and examples are given. Colloquial language tends to use more idiomatic expressions and slang in the interest of being understood. 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.”*

e) Intimate Language is the kind of language used between very close friends and family members. Because there is intimacy between the people in the conversation, there is less attention paid to specific references. Often intimate language is “non-referential,” meaning that what a pronoun refers to may not be obvious. For example:

- *“I told you that would happen if you didn’t stop.”*

Home signs are also an excellent example of intimate register.

5. Other Considerations

What is the impact of using a high register with a person who may be uneducated? 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 is a good idea to lower the register when you know that the person may not have the educational or cultural background to understand technical explanations. This is not because of a lack of intelligence; it is simply a lack of the experience of technical vocabulary.

If you are speaking to a child, would you use a low or high register? We speak to children differently than we speak to adults. 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, as you will be expected to adjust to different registers to foster effective communication.

SUBJECTIVE ASSESSMENT

There are three general categories of subjective assessment in the interpreter performance tests

- delivery,
- adaptability, and
- pronunciation and fluency.

Your entire performance for *each part of the exam* is assessed holistically. Each category is assessed using a three-point scale.

Delivery is the ability to maintain appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation.

- **1 point** (Fails to Meet Expectations)—consistently fails to maintain appropriate delivery, pacing, coherence, and composure throughout the interpretation
- **2 points** (Meets Expectations)—occasionally fails to maintain appropriate delivery, pacing, coherence, and composure throughout the interpretation
- **3 points** (Exceeds Expectations)—maintains appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation

Adaptability is the level of resourcefulness the candidate displays in adapting to changes, patterns, and challenges in the text.

- **1 point** (Fails to Meet Expectations)—consistently fails to adapt to changes in the pattern of a passage; overreliance on circumlocution
- **2 points** (Meets Expectations)—occasionally fails to adapt to changes in the pattern of a passage; some overuse of circumlocution
- **3 points** (Exceeds Expectations)—always adapts to the changes in the pattern of a passage

Pronunciation and Fluency. *Pronunciation* is the ability to produce accurate phonology using appropriate rhythm, stress, and intonation. *Fluency* is the ease with which a candidate can produce native-like language. The assessment of fluency includes the degree of hesitation and the clarity of signs.

- **1 point** (Fails to Meet Expectations)—consistently speaks or signs with hesitation and often needs to repair interpretation, which interferes with communication; approaching acceptable pronunciation and clarity of signs and the use of rhythm, stress, and intonation, but makes frequent errors that interfere with communication
- **2 points** (Meets Expectations)—occasionally speaks or signs with hesitation and needs to repair interpretation, but speech or ASL is intelligible even with errors; has acceptable pronunciation and clarity of signs and use of rhythm, stress, and intonation that does not interfere with meaning
- **3 points** (Exceeds Expectations)—speaks or signs without hesitation; rarely needs to repair communication; has native or native-like pronunciation or clarity of signs and use of rhythm, stress, and intonation; and is easy to understand

NOTIFICATION OF TEST RESULTS

Candidates who are awarded certification will receive notification of the results and, if applicable, a certificate.

The written and performance test fees are not discounted for retakes.

Candidates re-testing must wait six months to re-take a performance test. Those candidates passing a performance test and wishing to schedule the next level test do NOT have to wait six months to schedule.

The notification letter contains valuable feedback about test results and provides guidance for getting training before retaking the performance test.

NOTE: Test results will **NOT** be given out over the phone.

BEI CERTIFICATION MAINTENANCE

If maintaining an interpreting license in Illinois, the annual BEI certification maintenance fee will be waived as part of licensure renewal.

Interpreters not licensed in Illinois yet wanting to maintain their IL BEI certification will be required to follow the IL BEI Certification Maintenance Schedule, to be posted to the IDHHC website at a later date.

CHAPTER 6: 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 door³⁰? 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 next³³? 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

Item	Scoring Item	Acceptables	Unacceptables
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	

Item	Scoring Item	Acceptables	Unacceptables
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 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 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 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 thing⁴? 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.

APPENDIX: INTERPRETER RESOURCES

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.