Interpreter’s Name: Date of Observation:

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| **Appearance** | ⃝ Dressed professionally; appropriate to settingComments: | ⃝ Dressed clean, somewhat matches situationComments: | ⃝ Dressed inappropriate to the setting; clothing is cleanComments: | ⃝ Inappropriate clothing, distracting attire, slovenlyComments: |
| **Location/Position** | ⃝ Location and position of interpreter appropriate; instructor/interpreter in sight-line; student can see instructor and interpreterComments: | ⃝ Location and position appropriate (near instructor) although does not allow for maximum sight-linesComments: | ⃝ Location and/or position appropriate (near instructor/media); too far from student; sight lines may be good to interpreter but inappropriate to instructorComments: | ⃝ Location and position inappropriate—student cannot clearly see interpreter or instructor/media Comments: |
| **Rapport** | ⃝ Prior interaction with instructor/student; pleasantly introduces self; discusses important issues, trust evident | ⃝ Interacts with instructor/student after class (no interaction before) | ⃝ Minimal interaction with or minimal information to instructor/student—waits until communication/interaction is initiated | ⃝ No interaction with instructor/student; ignores student until work begins  |
| **Comfort Factor** | ⃝ Posture confident, balanced, attentive to task | ⃝ Posture good; has minor distractions (e.g. bouncing foot, pushing hair back) | ⃝ Posture lacks confidence (e.g. body somewhat slumped, excessively leaning to one side OR distractions such as crossing/kicking legs) | ⃝ Posture inappropriate/distracting (e.g. body slumped, distracting movements); draws attention to interpreter |
| **Flow/Fluency (pacing/pausing)** | ⃝ Pace/speed of signing smooth | ⃝ Pace/speed (ASL) is good; message not distorted | ⃝ Pace/speed (ASL) choppy most of the time | ⃝ Pace/speed (ASL) repeatedly inconsistent |
| **Vocabulary** | ⃝ Vocabulary meaning interpreted correctly⃝ Amount of sign vocabulary excellent/broad | ⃝ Vocabulary meaning sometimes interpreted incorrectly; sign produced quickly or unfamiliar to interpreter (CLASS for GROUP, DON’T KNOW for KNOW)⃝ Amount of sign vocabulary fairly broad; accepts feeds from consumer | ⃝ Vocabulary meaning often interpreted incorrectly⃝ Amount of sign vocabulary good; difficulty accepting feeds from consumer⃝ Must fingerspell many  | ⃝ Vocabulary meaning missed most of the time⃝ Amount of sign vocabulary poor; ignores help from consumer |
| **Comprehension: ASL Fingerspelling, Numbers, and Referencing/****Spatial Relationships** | ⃝ Fingerspelling interpreted accurately⃝ ASL number systems interpreted accurately⃝ ASL referencing/spatial relationships interpreted accurately (parent/child, teacher/student) | ⃝ When fingerspelling fast (or slow), words partially omitted⃝ When ASL numbers signed rapidly or too slowly; sometimes interpreted inaccurately or omitted⃝ Subject acting, receiving placement of noun, changing of structure in space, relationships of nouns sometimes interpreted inaccurately (eye gaze, subtle shifting) | ⃝ When fingerspelling fast (or slow), words are often omitted⃝ When ASL numbers are signed rapidly or too slowly; often interpreted inaccurately or omitted⃝ Subject acting, receiving placement of noun, changing of structure in space, relationships of nouns, often interpreted inaccurately | ⃝ When fingerspelling fast (or slow), no spoken words omitted⃝ When ASL numbers are signed rapidly or slowly, they are not interpreted⃝ Subject acting, receiving placement of noun, changing of structure in space, relationships of nouns not recognized or confused, generally maintains everything/everyone in one space |
| **Sign Production** | ⃝ Sign production accurate and clear including four parameters of ASL (hand shape, location, movement, palm orientation) | ⃝ Some minor sign production errors (maximum-one parameter error); no significant misunderstandings | ⃝ Occasionally makes significant production errors (maximum-one parameter error); often causes misunderstandings consumer struggles to understand; may slur signs together | ⃝ Frequently makes sign production errors (more than one parameter error); causes significant misunderstandings; significant struggling for consumer; incomplete production; extra movement; unmatched facial expressions |
| **Fingerspelling Production** | ⃝ Fingerspelling, clear, smooth, accurate (no omissions) ⃝ Palm orientation/location correct | ⃝ Fingerspelling sometimes clear and bouncy OR too fast and unclear⃝ Difficulty accurately spelling longer or unfamiliar words⃝ Palm orientation/location correct most of the time | ⃝ Bounces letters, pacing rough when fingerspelling⃝ Many fingerspelled words spelled incorrectly⃝ Palm orientation/location errors occasionally evident | ⃝ Fingerspelling unclear, choppy, with many errors⃝ Avoids fingerspelling words or initializes many words on the body or in the air⃝ Palm orientation/location incorrect  |
| **Number Production** | ⃝ Numbers clear, smooth, clearly follows rules for numeral incorporation; incorporates numbers with signs appropriately | ⃝ Numbers clear; sometimes errors in rules of numeral incorporation | ⃝ Numbers somewhat unclear (bouncy and rough pace); confused about rules of numeral incorporation  | ⃝ Numbers unclear; no evidence of following the rule of numeral incorporation  |
| **Non-Manual Markers** | ⃝ Clearly expresses facial grammar⃝ Uses facial expressions to enhance emotion or to add emphasis⃝ Appropriate, accurate eye gaze | ⃝ Clearly expresses facial grammar, makes MINOR mistakes in types of movements; not distracting from message⃝ Uses facial expressions to enhance emotion or to add emphasis with minor mistakes in types of expressions ⃝ Eye gaze might create some distractions | ⃝ Facial grammar often unclear or hesitant/awkward use⃝ Facial expressions and emotions often unmatched, unclear or hesitant use⃝ Uncertain/awkward about how to effectively use eye gaze for placement, feedback, emphasis, etc  | ⃝ Does not express facial grammar⃝ Does not use facial expressions to enhance emotion or to add emphasis; may be obvious that there is a lack of ability of implementing use of facial expressions⃝ Clearly ineffective use of eye gaze for accurate message transmission |
| **Demeanor** | ⃝ Interpreter is always punctual⃝ Appears confident in their ability to interpret⃝ Demonstrates a positive attitude ⃝ Is flexible with last minute changes and/or changing needs of consumers⃝ Conducts self in a Professional manner⃝ Demonstrates excellent teaming skills | ⃝ Interpreter is usually punctual⃝ Often appears confident in their ability to interpret; message not affected⃝ Demonstrates a generally positive attitude ⃝ Is generally flexible with last minute changes and/or changing needs of consumers⃝ Usually conducts self in a professional manner⃝ Usually able to team well | ⃝ Interpreter sometimes arrives late⃝ Appears timid in their ability to interpret, message compromised⃝ Appears negative at times⃝ Struggles to be flexible ⃝ Occasionally is unprofessional⃝ Teaming skills are occasionally clumsy | ⃝ Interpreter often arrives late⃝ Appears fearful in their ability to interpret, message significantly impacted⃝ Negative attitude impacts working relationship with consumer, presenter, and/or team interpreter⃝ Unable to be flexible⃝ Often unprofessional⃝ Unable to team interpret |
| **Ethical Decision Making** | ⃝ Demonstrates ethical behavior and ethical decision making skills | ⃝ Usually able to demonstrate ethical behavior and ethical decision making skills | ⃝ Demonstrates emerging ethical behavior and ethical decision making skills | ⃝ Unable to demonstrate ethical behavior and or ethical decision making skills |