Interpreter’s Name: Date of Observation:

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| **Appearance** | ⃝ Dressed professionally; appropriate to setting  Comments: | ⃝ Dressed clean, somewhat matches situation  Comments: | ⃝ Dressed inappropriate to the setting; clothing is clean  Comments: | ⃝ Inappropriate clothing, distracting attire, slovenly  Comments: |
| **Location/Position** | ⃝ Location and position of interpreter appropriate; instructor/interpreter in sight-line; student can see instructor and interpreter  Comments: | ⃝ Location and position appropriate (near instructor) although does not allow for maximum sight-lines  Comments: | ⃝ Location and/or position appropriate (near instructor/media); too far from student; sight lines may be good to interpreter but inappropriate to instructor  Comments: | ⃝ 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 correctly  ⃝ 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 incorrectly  ⃝ Amount of sign vocabulary good; difficulty accepting feeds from consumer  ⃝ Must fingerspell many | ⃝ Vocabulary meaning missed most of the time  ⃝ Amount of sign vocabulary poor; ignores help from consumer |
| **Comprehension: ASL Fingerspelling, Numbers, and Referencing/**  **Spatial Relationships** | ⃝ Fingerspelling interpreted accurately  ⃝ ASL number systems interpreted accurately  ⃝ ASL referencing/spatial relationships interpreted accurately (parent/child, teacher/student) | ⃝ When fingerspelling fast (or slow), words partially omitted  ⃝ When ASL numbers signed rapidly or too slowly; sometimes interpreted inaccurately or omitted  ⃝ 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 omitted  ⃝ When ASL numbers are signed rapidly or too slowly; often interpreted inaccurately or omitted  ⃝ 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 omitted  ⃝ When ASL numbers are signed rapidly or slowly, they are not interpreted  ⃝ 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 unclear  ⃝ Difficulty accurately spelling longer or unfamiliar words  ⃝ Palm orientation/location correct most of the time | ⃝ Bounces letters, pacing rough when fingerspelling  ⃝ Many fingerspelled words spelled incorrectly  ⃝ Palm orientation/location errors occasionally evident | ⃝ Fingerspelling unclear, choppy, with many errors  ⃝ Avoids fingerspelling words or initializes many words on the body or in the air  ⃝ 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 grammar  ⃝ Uses facial expressions to enhance emotion or to add emphasis  ⃝ Appropriate, accurate eye gaze | ⃝ Clearly expresses facial grammar, makes MINOR mistakes in types of movements; not distracting from message  ⃝ 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 use  ⃝ Facial expressions and emotions often unmatched, unclear or hesitant use  ⃝ Uncertain/awkward about how to effectively use eye gaze for placement, feedback, emphasis, etc | ⃝ Does not express facial grammar  ⃝ 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 expressions  ⃝ Clearly ineffective use of eye gaze for accurate message transmission |
| **Demeanor** | ⃝ Interpreter is always punctual  ⃝ Appears confident in their ability to interpret  ⃝ Demonstrates a positive attitude  ⃝ Is flexible with last minute changes and/or changing needs of consumers  ⃝ Conducts self in a Professional manner  ⃝ Demonstrates excellent teaming skills | ⃝ Interpreter is usually punctual  ⃝ Often appears confident in their ability to interpret; message not affected  ⃝ Demonstrates a generally positive attitude  ⃝ Is generally flexible with last minute changes and/or changing needs of consumers  ⃝ Usually conducts self in a professional manner  ⃝ Usually able to team well | ⃝ Interpreter sometimes arrives late  ⃝ Appears timid in their ability to interpret, message compromised  ⃝ Appears negative at times  ⃝ Struggles to be flexible  ⃝ Occasionally is unprofessional  ⃝ Teaming skills are occasionally clumsy | ⃝ Interpreter often arrives late  ⃝ Appears fearful in their ability to interpret, message significantly impacted  ⃝ Negative attitude impacts working relationship with consumer, presenter, and/or team interpreter  ⃝ Unable to be flexible  ⃝ Often unprofessional  ⃝ 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 |