

## CERTIFIED INTERPRETER (AUSLAN & ENGLISH) TEST ASSESSMENT RUBRICS

### Simultaneous Interpreting (Face-To-Face Dialogue) task

At least 2 NAATI examiners will independently assess your performance in each Simultaneous Interpreting (Face To Face Dialogue) task using this assessment rubric. The rubric describes levels of performance for each assessment criterion using a five band rating scale. Band 1 represents the highest level of performance and Band 5 represents the lowest. Your performance will be assigned a band for each assessment criterion according to your performance.

		TRANSFER COMPETENCY			LANGUAGE COMPETENCY	
	A: Meaning transfer skill	B: Interactional management skill	C: Rhetorical skill	D: Language proficiency enabling meaning transfer (English)	E: Language proficiency enabling meaning transfer (LOTE)	
Pass Requirements	At least Band 2.	At least Band 3.	At least Band 2.	At least Band 2.	At least Band 2.	
Band 1	Interprets the propositional content and intent of the message accurately, with <b>no</b> unjustified omissions, insertions and distortions. Demonstrates ability to <b>skilfully</b> resolve all meaning transfer problems.	<b>Skilfully</b> coordinates the communication where required. Coordination of communication may include dealing with overlapping inputs and turn-taking, reacting to asides, applying appropriate techniques for cutting-in, and seeking clarification and self-correction.	<b>Consistently</b> demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. <b>Auslan:</b> <b>Consistently</b> demonstrates fluent sign production, clear and accurate finger spelling and appropriate use of non-manual features. <b>English:</b> Excellent voice projection. <b>Consistently</b> demonstrates clear pronunciation, fluent delivery, good tone and volume.	<b>Consistently</b> uses English competently and idiomatically, demonstrated by <b>accomplished</b> use of pragmatics, lexicon, grammar, syntax, style and register.	<b>Consistently</b> uses Auslan competently and idiomatically, demonstrated by <b>accomplished</b> use of pragmatics, lexicon, grammar, syntax, style, register and appropriate non-manual features.	
Band 2	Interprets the propositional content and intent of the message, with few instances of <b>minor</b> unjustified omissions, insertions and/or distortions. <b>Mostly</b> demonstrates ability to resolve meaning transfer problems appropriately.	<b>Mostly</b> coordinates the communication appropriately where required. Coordination of communication may include dealing with overlapping inputs and turn-taking, reacting to asides, applying appropriate techniques for cutting-in, and seeking clarification and self-correction.	<b>Mostly</b> demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. <b>Auslan:</b> <b>Mostly</b> demonstrates fluent sign production, with occasional hesitation, <b>mostly</b> clear and accurate finger spelling and appropriate use of non-manual features. <b>English:</b> Good voice projection. <b>Mostly</b> demonstrates clear pronunciation, fluent delivery, good tone and volume	<b>Mostly</b> uses English competently and idiomatically. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>do not impact on understanding</b> .	<b>Mostly</b> uses Auslan competently and idiomatically. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which <b>do not impact on understanding</b> .	
Band 3	Interprets the propositional content and intent of the message, with several <b>minor</b> and/or any <b>major</b> unjustified omissions, insertions and/or distortions. Demonstrates <b>some</b> ability to resolve meaning transfer problems appropriately.	Demonstrates <b>some</b> ability to coordinate communication appropriately where required. Coordination of communication may include dealing with overlapping inputs and turn-taking, reacting to asides, applying appropriate techniques for cutting-in, and seeking clarification and self-correction.	Demonstrates <b>some</b> use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. <b>Auslan:</b> Demonstrates <b>some</b> fluent sign production with hesitation. <b>Some</b> clear and accurate finger spelling and <b>some</b> appropriate use of non-manual features. <b>English:</b> Demonstrates <b>some</b> ability to project voice adequately. May demonstrate clear pronunciation, fluent delivery and/or good tone and/or volume.	Demonstrates <b>some</b> ability to use English competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>impact on understanding</b> .	Demonstrates <b>some</b> ability to use Auslan competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which <b>impact on understanding</b> .	
Band 4	Demonstrates <b>limited</b> ability to interpret the propositional content and intent of the message accurately, with frequent instances of unjustified <b>minor</b> and <b>major</b> omissions, insertions and/or distortions. Demonstrates <b>limited</b> ability to resolve meaning transfer problems appropriately.	Demonstrates <b>limited</b> ability to appropriately coordinate communication where required. Coordination of communication may include dealing with overlapping inputs and turn-taking, reacting to asides, applying appropriate techniques for cutting-in, and seeking clarification and self-correction.	Demonstrates <b>limited</b> ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief. <b>Auslan:</b> Demonstrates <b>limited</b> fluency in sign production. May demonstrate unclear and inaccurate finger spelling and mostly inappropriate use of non-manual features. <b>English:</b> Limitations may be evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume.	Demonstrates <b>limited</b> ability to use English competently and idiomatically. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>impede understanding</b> .	Demonstrates <b>limited</b> ability to use Auslan competently and idiomatically. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which <b>impede understanding</b> .	
Band 5	<b>No</b> demonstrated ability to interpret the propositional content and intent of the message accurately. Excessive instances of unjustified <b>major</b> omissions, insertions and/or distortions. <b>No</b> demonstrated ability to resolve meaning transfer problems appropriately.	<b>No</b> demonstrated ability to coordinate communication where required. Coordination of communication may include dealing with overlapping inputs and turn-taking, reacting to asides, applying appropriate techniques for cutting-in, and seeking clarification and self-correction.	<b>No</b> demonstrated ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief. <b>Auslan:</b> <b>No</b> demonstrated fluency in sign production, unclear and inaccurate finger spelling, inappropriate use of non-manual features. <b>English:</b> Demonstrates inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume.	<b>No</b> demonstrated ability to use English competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>prevent understanding</b> .	<b>No</b> demonstrated ability to use Auslan competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which <b>prevent understanding</b> .	

## Sight Translation task

At least 2 NAATI examiners will independently assess your performance in each Sight Translation task using this assessment rubric. The rubric describes levels of performance for each assessment criterion using a five band rating scale. Band 1 represents the highest level of performance and Band 5 represents the lowest. Your performance will be assigned a band for each assessment criterion according to your performance.

	TRANSFER COMPETENCY			LANGUAGE COMPETENCY
	A: Meaning transfer skill	B: Application of interpreting modes	C: Rhetorical skill	D: Language proficiency enabling meaning transfer (Target language - Auslan or English)
<b>Pass Requirements</b>	<b>At least Band 2.</b>	<b>At least Band 2.</b>	<b>At least Band 2.</b>	<b>At least Band 2.</b>
<b>Band 1</b>	Sight translates the propositional content and intent of the message accurately, with <b>no</b> unjustified omissions, insertions and distortions.  Demonstrates ability to <b>skilfully</b> resolve all meaning transfer problems.	<b>Consistently</b> demonstrates competence in the use of the sight translation mode.  <b>Skilfully</b> applies accepted techniques relevant to the sight translation mode and setting.	<b>Consistently</b> demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.  Excellent voice projection. Demonstrates clear pronunciation, fluent delivery, good tone and volume.	<b>Consistently</b> uses Auslan competently and idiomatically, demonstrated by accomplished use of pragmatics, lexicon, grammar, syntax, style, register and appropriate non-manual features.
<b>Band 2</b>	Sight translates the propositional content and intent of the message, with few instances of <b>minor</b> unjustified omissions, insertions and/or distortions.  <b>Mostly</b> demonstrates ability to resolve meaning transfer problems appropriately.	<b>Mostly</b> demonstrates competence in the use of the sight translation mode, and applies accepted techniques relevant to the sight translation mode and setting.	<b>Mostly</b> demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.  Good voice projection. Mostly demonstrates clear pronunciation, fluent delivery, good tone and volume.	Mostly uses Auslan competently and idiomatically. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which do not impact on understanding.
<b>Band 3</b>	Sight translates the propositional content and intent of the message, with several <b>minor</b> and/or any <b>major</b> unjustified omissions, insertions and/or distortions.  Demonstrates <b>some</b> ability to resolve meaning transfer problems appropriately.	Demonstrates <b>some</b> competence in the use of the sight translation mode, and demonstrates some ability to use accepted techniques relevant to the mode and setting.	Demonstrates <b>some</b> use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.  Demonstrates <b>some</b> ability to project voice adequately. May demonstrate clear pronunciation, fluent delivery and/or good tone and/or volume.	Demonstrates some ability to use Auslan competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which impact on understanding.
<b>Band 4</b>	Demonstrates <b>limited</b> ability to sight translate the propositional content and intent of the message accurately, with frequent instances of unjustified <b>minor</b> and/or <b>major</b> omissions, insertions and/or distortions.  Demonstrates <b>limited</b> ability to resolve meaning transfer problems appropriately.	Demonstrates <b>limited</b> competence in the use of the sight translation mode, and limited ability to use accepted techniques relevant to the mode and setting.	Demonstrates <b>limited</b> ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief.  Limitations may be evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume.	Demonstrates limited ability to use Auslan competently and idiomatically. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which impede understanding.
<b>Band 5</b>	<b>No</b> demonstrated ability to sight translate the propositional content and intent of the message accurately.  Excessive instances of unjustified <b>major</b> omissions, insertions and/or distortions. <b>No</b> demonstrated ability to resolve meaning transfer problems appropriately.	<b>No</b> demonstrated competence in the use of the sight translation mode, and no ability to use accepted techniques relevant to the mode and setting.	<b>No</b> demonstrated ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief, evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume.	No demonstrated ability to use Auslan competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which prevent understanding.

## Simultaneous Interpreting (Monologue into Auslan) task

At least 2 NAATI examiners will independently assess your performance in the Simultaneous Interpreting (Monologue) task English into Auslan using this assessment rubric. The rubric describes levels of performance for each assessment criterion using a five band rating scale. Band 1 represents the highest level of performance and Band 5 represents the lowest. Your performance will be assigned a band for each assessment criterion according to your performance.

	TRANSFER COMPETENCY			LANGUAGE COMPETENCY
	A: Meaning transfer skill	B: Application of interpreting modes	C: Rhetorical skill	D: Language proficiency enabling meaning transfer (Auslan)
Pass Requirements	At least Band 2.	At least Band 2.	At least Band 2.	At least Band 2.
Band 1	Interprets the propositional content and intent of the message accurately, with <b>no</b> unjustified omissions, insertions and distortions.  Demonstrates ability to <b>skilfully</b> resolve all meaning transfer problems.	<b>Consistently</b> demonstrates competence in the use of the simultaneous (monologue) mode.  <b>Skilfully</b> applies accepted techniques relevant to the mode and setting.	<b>Consistently</b> demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.  <b>Consistently</b> demonstrates fluent sign production, clear and accurate finger spelling and appropriate use of non-manual features.	<b>Consistently</b> uses Auslan competently and idiomatically, demonstrated by <b>accomplished</b> use of pragmatics, lexicon, grammar, syntax, style, register and appropriate non-manual features.
Band 2	Interprets the propositional content and intent of the message, with few instances of <b>minor</b> unjustified omissions, insertions and/or distortions.  <b>Mostly</b> demonstrates ability to resolve meaning transfer problems appropriately.	<b>Mostly</b> demonstrates competence in the use of the simultaneous (monologue) mode, and applies accepted techniques relevant to the mode and setting.	<b>Mostly</b> demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.  <b>Mostly</b> demonstrates fluent sign production, with occasional hesitation, <b>mostly</b> clear and accurate finger spelling and appropriate use of non-manual features.	<b>Mostly</b> uses Auslan competently and idiomatically. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which <b>do not impact on understanding</b> .
Band 3	Interprets the propositional content and intent of the message, with several <b>minor</b> and/or any <b>major</b> unjustified omissions, insertions and/or distortions.  Demonstrates <b>some</b> ability to resolve meaning transfer problems appropriately.	Demonstrates <b>some</b> competence in the use of the simultaneous (monologue) mode, and demonstrates some ability to use accepted techniques relevant to the mode and setting.	Demonstrates <b>some</b> use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.  Demonstrates <b>some</b> fluent sign production with hesitation. <b>Some</b> clear and accurate finger spelling and <b>some</b> appropriate use of non-manual features.	Demonstrates <b>some</b> ability to use Auslan competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which <b>impact on understanding</b> .
Band 4	Demonstrates <b>limited</b> ability to interpret the propositional content and intent of the message accurately, with frequent instances of unjustified <b>minor</b> and/or <b>major</b> omissions, insertions and/or distortions.  Demonstrates <b>limited</b> ability to resolve meaning transfer problems appropriately.	Demonstrates <b>limited</b> competence in the use of the simultaneous (monologue) mode, and limited ability to use accepted techniques relevant to the mode and setting.	Demonstrates <b>limited</b> ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief.  Demonstrates <b>limited</b> fluency in sign production. May demonstrate unclear and inaccurate finger spelling and mostly inappropriate use of non-manual features.	Demonstrates <b>limited</b> ability to use Auslan competently and idiomatically. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which <b>impede understanding</b> .
Band 5	<b>No</b> demonstrated ability to interpret the propositional content and intent of the message accurately.  Excessive instances of unjustified <b>major</b> omissions, insertions and/or distortions. <b>No</b> demonstrated ability to resolve meaning transfer problems appropriately.	<b>No</b> demonstrated competence in the use of the simultaneous (monologue) mode, and no ability to use accepted techniques relevant to the mode and setting.	<b>No</b> demonstrated ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief.  <b>No</b> demonstrated fluency in sign production, unclear and inaccurate finger spelling, inappropriate use of non-manual features.	<b>No</b> demonstrated ability to use Auslan competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which <b>prevent understanding</b> .

## Simultaneous Interpreting (Monologue into English) task

At least 2 NAATI examiners will independently assess your performance in the Simultaneous Interpreting (Monologue) task Auslan into English using this assessment rubric. The rubric describes levels of performance for each assessment criterion using a five band rating scale. Band 1 represents the highest level of performance and Band 5 represents the lowest. Your performance will be assigned a band for each assessment criterion according to your performance.

	TRANSFER COMPETENCY			LANGUAGE COMPETENCY
	A: Meaning transfer skill	B: Application of interpreting modes	C: Rhetorical skill	D: Language proficiency enabling meaning transfer (English)
Pass Requirements	At least Band 2.	At least Band 2.	At least Band 2.	At least Band 2.
Band 1	Interprets the propositional content and intent of the message accurately, with <b>no</b> unjustified omissions, insertions and distortions.  Demonstrates ability to <b>skilfully</b> resolve all meaning transfer problems.	<b>Consistently</b> demonstrates competence in the use of the simultaneous (monologue) mode.  <b>Skilfully</b> applies accepted techniques relevant to the mode and setting.	<b>Consistently</b> demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.  Excellent voice projection. Demonstrates clear pronunciation, fluent delivery, good tone and volume.	<b>Consistently</b> uses English competently and idiomatically, demonstrated by <b>accomplished</b> use of pragmatics, lexicon, grammar, syntax, style and register.
Band 2	Interprets the propositional content and intent of the message, with few instances of <b>minor</b> unjustified omissions, insertions and/or distortions.  <b>Mostly</b> demonstrates ability to resolve meaning transfer problems appropriately.	<b>Mostly</b> demonstrates competence in the use of the simultaneous (monologue) mode, and applies accepted techniques relevant to the mode and setting.	<b>Mostly</b> demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.  Good voice projection. Mostly demonstrates clear pronunciation, fluent delivery, good tone and volume.	<b>Mostly</b> uses English competently and idiomatically. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>do not impact on understanding</b> .
Band 3	Interprets the propositional content and intent of the message, with several <b>minor</b> and/or any <b>major</b> unjustified omissions, insertions and/or distortions.  Demonstrates <b>some</b> ability to resolve meaning transfer problems appropriately.	Demonstrates <b>some</b> competence in the use of the simultaneous (monologue) mode, and demonstrates some ability to use accepted techniques relevant to the mode and setting.	Demonstrates <b>some</b> use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.  Demonstrates <b>some</b> ability to project voice adequately. May demonstrate clear pronunciation, fluent delivery and/or good tone and/or volume.	Demonstrates <b>some</b> ability to use English competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>impact on understanding</b> .
Band 4	Demonstrates <b>limited</b> ability to interpret the propositional content and intent of the message accurately, with frequent instances of unjustified <b>minor</b> and/or <b>major</b> omissions, insertions and/or distortions.  Demonstrates <b>limited</b> ability to resolve meaning transfer problems appropriately.	Demonstrates <b>limited</b> competence in the use of the simultaneous (monologue) mode, and limited ability to use accepted techniques relevant to the mode and setting.	Demonstrates <b>limited</b> ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief.  Limitations may be evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume.	Demonstrates <b>limited</b> ability to use English competently and idiomatically. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>impede understanding</b> .
Band 5	<b>No</b> demonstrated ability to interpret the propositional content and intent of the message accurately.  Excessive instances of unjustified <b>major</b> omissions, insertions and/or distortions. <b>No</b> demonstrated ability to resolve meaning transfer problems appropriately.	<b>No</b> demonstrated competence in the use of the simultaneous (monologue) mode, and no ability to use accepted techniques relevant to the mode and setting.	<b>No</b> demonstrated ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief, evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume.	<b>No</b> demonstrated ability to use English competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>prevent understanding</b> .