

# CERTIFIED INTERPRETER TEST ASSESSMENT RUBRICS

## Consecutive Interpreting (Face-To-Face and Remote Dialogue) Tasks

At least 2 NAATI examiners will independently assess your performance in each Consecutive Interpreting 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: Interactional management skill	D: Rhetorical skill	E: Language proficiency enabling meaning transfer (English)	F: Language proficiency enabling meaning transfer (LOTE)	
Pass Requirements	At least Band 2.	You must achieve at least Band 2 in one of these two criteria, and at least Band 3 in the other.			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 consecutive (dialogue) mode.  <b>Skilfully</b> applies accepted techniques relevant to the interpreting mode and setting.	<b>Skilfully</b> coordinates the communication where required. Coordination of communication may include dealing with overlapping talk 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.  Excellent voice projection. Demonstrates clear pronunciation, fluent delivery, good tone and volume.	<b>Consistently</b> uses spoken language competently and idiomatically, demonstrated by <b>accomplished</b> use of pragmatics, lexicon, grammar, syntax, style and register.	<b>Consistently</b> uses spoken language 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 consecutive (dialogue) mode, and applies accepted techniques relevant to the mode and setting.	<b>Mostly</b> coordinates the communication appropriately where required. Coordination of communication may include dealing with overlapping talk 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.  Good voice projection. Mostly demonstrates clear pronunciation, fluent delivery, good tone and volume.	<b>Mostly</b> uses spoken language 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 spoken language 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 consecutive (dialogue) mode, and demonstrates some ability to use accepted techniques relevant to the mode and setting.	Demonstrates <b>some</b> ability to coordinate communication appropriately where required. Coordination of communication may include dealing with overlapping talk 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.  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 spoken language competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register. <u>and/or</u> The target language contains systemic errors. <u>and/or</u> The target utterance contains errors which <b>impact on understanding</b>	Demonstrates <b>some</b> ability to use spoken language competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register. <u>and/or</u> The target language contains systemic errors. <u>and/or</u> The target utterance contains errors 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> competence in the use of the consecutive (dialogue) mode, and limited ability to use accepted techniques relevant to the mode and setting.	Demonstrates <b>limited</b> ability to appropriately coordinate communication where required. Coordination of communication may include dealing with overlapping talk 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.  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 spoken language 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 spoken language 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 consecutive (dialogue) mode, and no ability to use accepted techniques relevant to the mode and setting.	<b>No</b> demonstrated ability to coordinate communication where required. Coordination of communication may include dealing with overlapping talk 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, evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume.	<b>No</b> demonstrated ability to use spoken language 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 spoken language competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register 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 - LOTE or English)
Pass Requirements	At least Band 2.	At least Band 2.	At least Band 2.	At least Band 2.
Band 1	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 language competently and idiomatically, demonstrated by <b>accomplished</b> use of pragmatics, lexicon, grammar, syntax, style and register.
Band 2	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.	<b>Mostly</b> uses language 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	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 <b>some</b> ability to use language competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register. and/or  The target language contains systemic errors.  and/or  The target utterance contains errors which <b>impact on understanding</b> .
Band 4	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 <b>limited</b> ability to use language 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 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.	<b>No</b> demonstrated ability to use language competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>prevent understanding</b> .

## Consecutive Interpreting (Monologue) Task

At least 2 NAATI examiners will independently assess your performance in each Consecutive Interpreting (Monologue) 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 - LOTE or 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 consecutive (monologue) mode.  Skilfully applies accepted techniques relevant to the interpreting 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 language 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 consecutive (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 language 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 consecutive (monologue) mode, and demonstrates <b>some</b> 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 spoken language competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register. and/or  The target language contains systemic errors.  and/or  The target utterance contains errors 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 consecutive (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 language 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 consecutive (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 language competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>prevent understanding</b> .

## Simultaneous Interpreting (Monologue) Task

At least 2 NAATI examiners will independently assess your performance in each Simultaneous Interpreting (Monologue) 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 - LOTE or 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 (chuchotage) mode.  <b>Skilfully</b> applies accepted techniques relevant to the interpreting 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 language 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 (chuchotage) 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 language 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 (chuchotage) 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 spoken language competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register. and/or  The target language contains systemic errors. and/or  The target utterance contains errors 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 (chuchotage) 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 language 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 (chuchotage) 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 language competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which <b>prevent understanding</b> .