

CERTIFIED PROVISIONAL DEAF INTERPRETER (AUSLAN, NCSL and WRITTEN ENGLISH) TEST ASSESSMENT RUBRIC

Consecutive (and/or Simultaneous) Interpreting (Face-To-Face Dialogue) Tasks

At least 2 NAATI examiners will independently assess your performance in each dialogue 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.

Consecutive (and/or Simultaneous) Interpreting (Face-To-Face Dialogue) Tasks						
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 (Auslan)	F: Language proficiency enabling meaning transfer (NCSL)
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 no unjustified omissions, insertions and distortions. Demonstrates ability to skilfully resolve all meaning transfer problems.	Consistently demonstrates competence in the use of the consecutive and/or simultaneous (dialogue) mode. Skilfully applies accepted techniques relevant to the interpreting mode and setting.	Skilfully coordinates the communication where required. Coordination of communication may include dealing with overlapping inputs and turn-taking, applying appropriate techniques for cutting-in, seeking clarification and self-correction. There are no undue requests for repetition.	Consistently demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. Consistently demonstrates fluent sign production, clear and accurate finger spelling and appropriate use of non-manual features (and/or visual aids – NCSL only).	Consistently uses Auslan competently and idiomatically, demonstrated by accomplished use of pragmatics, lexicon, grammar, syntax, style, register and/or appropriate non-manual features.	Consistently uses visual gestural NCSL variants competently, reflecting sign variations of the client; recognises and adapts to conceptual gaps. Accomplished use of pragmatics, lexicon, grammar, syntax, style, register, non-manual features, miming and/or fingerspelling techniques as appropriate.
Band 2	Interprets the propositional content and intent of the message, with few instances of minor unjustified omissions, insertions and/or distortions. Mostly demonstrates ability to resolve meaning transfer problems appropriately.	Mostly demonstrates competence in the use of the consecutive and/or simultaneous (dialogue) mode and applies accepted techniques relevant to the mode and setting.	Mostly coordinates the communication appropriately where required. Coordination of communication may include dealing with overlapping inputs and turn-taking, applying appropriate techniques for cutting-in, seeking clarification and self-correction. There are a few undue requests for repetition, but these are justified and do not disrupt the flow of communication.	Mostly demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. Mostly demonstrates fluent sign production, with occasional hesitation, mostly clear and accurate finger spelling and appropriate use of non-manual feature (and/or visual aids – NCSL only).	Mostly uses Auslan competently and idiomatically. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or appropriate non-manual features which do not impact on understanding .	Mostly uses visual gestural NCSL variants competently; reflecting sign variations of the client. Mostly demonstrates ability to recognise and adapt to conceptual gaps and use miming and/or fingerspelling techniques as appropriate. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which do not impact on understanding .
Band 3	Interprets the propositional content and intent of the message, with several minor and/or any major unjustified omissions, insertions and/or distortions. Demonstrates some ability to resolve meaning transfer problems appropriately.	Demonstrates some competence in the use of the consecutive and simultaneous (dialogue) mode and/or demonstrates some ability to use accepted techniques relevant to the mode and setting.	Demonstrates some 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, seeking clarification and self-correction. There are some undue requests for repetition, which may disrupt the flow of communication.	Demonstrates some use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. Demonstrates some fluent sign production with hesitation. Some clear and accurate finger spelling and some appropriate use of non-manual features (and/or visual aids – NCSL only).	Demonstrates some ability to use Auslan competently and idiomatically. Several errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or appropriate non-manual features. <i>and/or</i> The target language contains systemic errors. <i>and/or</i> The target language contains errors which impact on understanding .	Demonstrates some ability to use visual gestural NCSL variants competently and reflect sign variations of the client. Demonstrates some ability to recognise and adapt to conceptual gaps and use miming and/or fingerspelling techniques as appropriate. Several errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features. <i>and/or</i> The target language contains systemic errors. <i>and/or</i> The target language contains errors which impact on understanding .
Band 4	Demonstrates limited ability to interpret the propositional content and intent of the message accurately, with frequent instances of unjustified minor and major omissions, insertions and/or distortions. Demonstrates limited ability to resolve meaning transfer problems appropriately.	Demonstrates limited competence in the use of the consecutive and/or simultaneous (dialogue) mode, and limited ability to use accepted techniques relevant to the mode and setting.	Demonstrates limited ability to appropriately coordinate communication where required. Coordination of communication may include dealing with overlapping inputs and turn-taking, applying appropriate techniques for cutting-in, seeking clarification and self-correction. There are many undue requests for repetition which disrupt the flow of communication.	Demonstrates limited ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief. Demonstrates limited fluency in sign production. May demonstrate unclear and inaccurate finger spelling and mostly inappropriate use of non-manual features (and/or visual aids - NCSL only).	Demonstrates limited ability to use Auslan competently and idiomatically. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or appropriate non-manual features which impede understanding .	Demonstrates limited ability to use visual gestural NCSL variants competently and reflect sign variations of the client. Demonstrates limited ability to recognise and adapt to conceptual gaps and use miming and/or fingerspelling techniques as appropriate. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which impede understanding .
Band 5	No demonstrated ability to interpret the propositional content and intent of the message accurately. Excessive instances of unjustified major omissions, insertions and/or distortions. No demonstrated ability to resolve meaning transfer problems appropriately.	No demonstrated competence in the use of the consecutive and/or simultaneous (dialogue) mode, and no ability to use accepted techniques relevant to the mode and setting.	No demonstrated ability to coordinate communication where required. Coordination of communication may include dealing with overlapping inputs and turn-taking, applying appropriate techniques for cutting-in, seeking clarification and self-correction. There are excessive undue requests for repetition which disrupt the flow of communication.	No demonstrated ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief. No demonstrated fluency in sign production, unclear and inaccurate finger spelling, inappropriate use of non-manual features (and/or visual aids - NCSL only).	No demonstrated ability to use Auslan competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or appropriate non-manual features which prevent understanding .	No demonstrated ability to use visual gestural NCSL variants competently and reflect sign variations of the client. No demonstrated ability to recognise and adapt to conceptual gaps and use miming and/or fingerspelling techniques as appropriate. Errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which prevent understanding .

Sight Translation Tasks

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 (Auslan or NCSL)	D: Language proficiency enabling meaning transfer (Target language – Auslan or NCSL)
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 no unjustified omissions, insertions and distortions. Demonstrates ability to skilfully resolve all meaning transfer problems.	Consistently demonstrates competence in the use of the sight translation mode. Skilfully applies accepted techniques relevant to the sight translation mode and setting.	Consistently demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. Consistently demonstrates fluent sign production, clear and accurate finger spelling and appropriate use of non-manual features (and/or visual aids – NCSL only).	Consistently uses Auslan competently and idiomatically, demonstrated by accomplished use of pragmatics, lexicon, grammar, syntax, style, register and/or appropriate non-manual features. Consistently uses visual gestural NCSL variants competently, reflecting sign variations of the client; recognises potential conceptual gaps. Accomplished use of pragmatics, lexicon, grammar, syntax, style, register, non-manual features, miming and/or fingerspelling techniques as appropriate.
Band 2	Sight translates the propositional content and intent of the message, with few instances of minor unjustified omissions, insertions and/or distortions. Mostly demonstrates ability to resolve meaning transfer problems appropriately.	Mostly demonstrates competence in the use of the sight translation mode and applies accepted techniques relevant to the sight translation mode and setting.	Mostly demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. Mostly demonstrates fluent sign production, with occasional hesitation, mostly clear and accurate finger spelling and appropriate use of non-manual feature (and/or visual aids – NCSL only).	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. Mostly uses visual gestural NCSL variants competently; reflecting sign variations of the client. Mostly demonstrates ability to recognise potential conceptual gaps and use miming and/or fingerspelling techniques as appropriate. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which do not impact on understanding .
Band 3	Sight translates the propositional content and intent of the message, with several minor and/or any major unjustified omissions, insertions and/or distortions. Demonstrates some ability to resolve meaning transfer problems appropriately.	Demonstrates some competence in the use of the sight translation mode and demonstrates some ability to use accepted techniques relevant to the mode and setting.	Demonstrates some use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. Demonstrates some fluent sign production with hesitation. Some clear and accurate finger spelling and some appropriate use of non-manual features (and/or visual aids – NCSL only).	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. Demonstrates some ability to use visual gestural NCSL variants competently and reflect sign variations of the client. Demonstrates some ability to recognise potential conceptual gaps and use miming and/or fingerspelling techniques as appropriate. Several errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features. <i>and/or</i> The target language contains systemic errors. <i>and/or</i> The target language contains errors which impact on understanding .
Band 4	Demonstrates limited ability to sight translate the propositional content and intent of the message accurately, with frequent instances of unjustified minor and/or major omissions, insertions and/or distortions. Demonstrates limited ability to resolve meaning transfer problems appropriately.	Demonstrates limited competence in the use of the sight translation mode, and limited ability to use accepted techniques relevant to the mode and setting.	Demonstrates limited ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief. Demonstrates limited fluency in sign production. May demonstrate unclear and inaccurate finger spelling and mostly inappropriate use of non-manual features (and/or visual aids - NCSL only).	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. Demonstrates limited ability to use visual gestural NCSL variants competently and reflect sign variations of the client. Demonstrates limited ability to recognise and adapt to conceptual gaps and use miming and/or fingerspelling techniques as appropriate. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which impede understanding .
Band 5	No demonstrated ability to sight translate the propositional content and intent of the message accurately. Excessive instances of unjustified major omissions, insertions and/or distortions. No demonstrated ability to resolve meaning transfer problems appropriately.	No demonstrated competence in the use of the sight translation mode, and no ability to use accepted techniques relevant to the mode and setting.	No demonstrated ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief. No demonstrated fluency in sign production, unclear and inaccurate finger spelling, inappropriate use of non-manual features (and/or visual aids - NCSL only).	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. No demonstrated ability to use visual gestural NCSL variants competently and reflect sign variations of the client. No demonstrated ability to recognise potential conceptual gaps and use miming and/or fingerspelling techniques as appropriate. Errors in the use of pragmatics, lexicon, grammar, syntax, style, register and/or non-manual features which prevent understanding .