



Consecutive Interpreting (Monologue) 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	THEMATIC COMPETENCY
	A: Meaning transfer skill	B: Application of interpreting modes	C: Rhetorical skill	D: Language proficiency enabling meaning transfer: Target language	E: Subject matter specific knowledge
<b>Pass Requirements</b>	<b>At least Band 2 for all criteria</b>				
<b>Band 1</b>	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.  <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 spoken language competently and idiomatically, demonstrated by <b>accomplished</b> use of pragmatics, lexicon, grammar, syntax, style and register.	<b>Consistently</b> uses specialist terminology and phraseology in the relevant domain accurately and appropriately.
<b>Band 2</b>	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 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</b> on understanding.	<b>Mostly</b> uses specialist terminology and phraseology in the relevant domain accurately and appropriately.
<b>Band 3</b>	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 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 tone and/or good tone and 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. <i>and/or</i> The target language contains systemic errors. <i>and/or</i> The target utterance contains errors which <b>impact on understanding</b> .	Demonstrates <b>some</b> ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately.
<b>Band 4</b>	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 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 specialist terminology and phraseology in the relevant domain accurately and appropriately.
<b>Band 5</b>	<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 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 specialist terminology and phraseology in the relevant domain accurately and appropriately.



Simultaneous Interpreting (Monolingual Exchange) into LOTE Task

At least 2 NAATI examiners will independently assess your performance in each Simultaneous 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	THEMATIC COMPETENCY
	A: Meaning transfer skill	B: Application of interpreting modes	C: Rhetorical skill	D: Language proficiency enabling meaning transfer: Target language	E: Subject matter specific knowledge
<b>Pass Requirements</b>	At least Band 2 for all criteria				
<b>Band 1</b>	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 modulation. 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 specialist terminology and phraseology in the relevant domain accurately and appropriately.
<b>Band 2</b>	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 modulation. 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</b> on understanding.	<b>Mostly</b> uses specialist terminology and phraseology in the relevant domain accurately and appropriately.
<b>Band 3</b>	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 modulate voice adequately. May demonstrate clear pronunciation, fluent delivery and/or tone and/or good tone and 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. <i>and/or</i> The target language contains systemic errors. <i>and/or</i> The target utterance contains errors which <b>impact on understanding</b> .	Demonstrates <b>some</b> ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately.
<b>Band 4</b>	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 modulation, 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 specialist terminology and phraseology in the relevant domain accurately and appropriately.
<b>Band 5</b>	<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 modulation, 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 specialist terminology and phraseology in the relevant domain accurately and appropriately.



Simultaneous Interpreting (Mental Health Monologue) into English Task

At least 2 NAATI examiners will independently assess your performance in each Simultaneous 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: Rhetorical skill	D: Language proficiency enabling meaning transfer: Target language
<b>Pass Requirements</b>	At least Band 2 for all criteria			
<b>Band 1</b>	Interprets the propositional content and intent of the message accurately, with <b>no</b> unjustified omissions, insertions or distortions. <b>Accurately</b> reflects the speaker’s level of incoherence and distortion (as relevant).	<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 particular interpreting situation. Excellent voice modulation. <b>Accurately</b> conveys the tone, delivery and fluency of the speaker.	<b>Consistently</b> uses spoken language competently and idiomatically, demonstrated by <b>accomplished</b> use of pragmatics, lexicon, grammar, syntax, style and register (as appropriate).
<b>Band 2</b>	Interprets the propositional content and intent of the message, with few instances of <b>minor</b> unjustified omissions, insertions and/or distortions. Mostly accurately reflects the speaker’s level of incoherence and distortion (as relevant).	<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 modulation. <b>Mostly</b> conveys the tone, delivery and fluency of the speaker.	<b>Mostly</b> uses spoken language competently and idiomatically. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register (as appropriate) which <b>do not impact</b> on understanding.
<b>Band 3</b>	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. Some ability to accurately reflect the speaker’s level of incoherence and distortion (as relevant).	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 modulate voice adequately. <b>Some</b> ability to accurately convey the tone, delivery and fluency of the speaker.	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 (as appropriate). <i>and/or</i> The target language contains systemic errors. <i>and/or</i> The target utterance contains errors which <b>impact on understanding</b> .
<b>Band 4</b>	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. Limited ability to accurately reflect the speaker’s level of incoherence and distortion (as relevant).	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 modulation. Does not accurately convey the tone, delivery and fluency of the speaker.	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 (as appropriate) which <b>impede understanding</b> .
<b>Band 5</b>	<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> ability to accurately reflect the speaker’s level of incoherence and distortion (as relevant).	<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 modulation, 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 (as appropriate) which <b>prevent understanding</b> .