



Consecutive Interpreting (Dialogic Extracts) Task

At least 2 NAATI examiners will independently assess your performance in each consecutive **Dialogic Extracts** 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: Rhetorical skill | C: Language proficiency enabling meaning transfer: English | D: Language proficiency enabling meaning transfer: LOTE |
| Pass Requirements | At least Band 2 for all criteria | | | |
| 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 use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. Excellent voice projection. Accurately conveys the tone, delivery, volume and fluency of the speaker. | Consistently uses spoken language competently and idiomatically, demonstrated by accomplished use of lexicon, grammar, and syntax Accomplished use of pragmatics, style and register to communicate the inference of the message. | Consistently uses spoken language competently and idiomatically, demonstrated by accomplished use of lexicon, grammar, and syntax. Accomplished use of pragmatics, style and register to communicate the inference of the message. |
| 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 use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. Good voice projection. Accurately conveys the tone, delivery, volume and fluency of the speaker. | Mostly uses spoken language competently and idiomatically. Few minor errors in the use of, lexicon, grammar, and syntax which do not impact on understanding. Accomplished use of pragmatics, style and register to communicate the inference of the message. | Mostly uses spoken language competently and idiomatically. Few minor errors in the use of, lexicon, grammar, and syntax, which do not impact on understanding. Accomplished use of pragmatics, style and register to communicate the inference of the message. |
| 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 use of rhetorical techniques appropriate to the specifications provided in the interpreting brief. Demonstrates some ability to project voice adequately. Some ability to accurately convey the tone, delivery, volume and fluency of the speaker. | Demonstrates some 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 impact on understanding . Some use of pragmatics, style and register to communicate the inference of the message. | Demonstrates some 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 impact on understanding . Some use of pragmatics, style and register to communicate the inference of the message. |
| Band 4 | Demonstrates limited ability to interpret 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 ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief. Limitations may be evidenced by inadequate voice projection. Limited ability to accurately convey the tone, delivery, volume and fluency of the speaker. | Demonstrates limited ability to use spoken language competently and idiomatically. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which impede understanding. Limited use of pragmatics, style and register to communicate the inference of the message. | Demonstrates limited ability to use spoken language competently and idiomatically. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which impede understanding. Limited use of pragmatics, style and register to communicate the inference of the message. |
| 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 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 spoken language competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which prevent understanding. No use of pragmatics, style and register to communicate the inference of the message. | No demonstrated ability to use spoken language competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which prevent understanding. No use of pragmatics, style and register to communicate the inference of the message. |



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 |
| Pass Requirements | At least Band 2 for all criteria | | | | |
| 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 (monologue) mode. Skilfully applies accepted techniques relevant to the interpreting mode and setting. | Consistently 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. | Consistently uses spoken language competently and idiomatically, demonstrated by accomplished use of pragmatics, lexicon, grammar, syntax, style and register. | Consistently uses specialist terminology and phraseology in the relevant domain accurately and appropriately. |
| 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 (monologue) mode and applies accepted techniques relevant to the mode and setting. | Mostly 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 spoken language competently and idiomatically. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which do not impact on understanding. | Mostly uses specialist terminology and phraseology in the relevant domain accurately and appropriately. |
| 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 (monologue) 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 ability to project voice adequately. May demonstrate clear pronunciation, fluent delivery and/or tone and/or good tone and volume. | Demonstrates some 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 impact on understanding . | Demonstrates some ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately. |
| Band 4 | Demonstrates limited ability to interpret 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 consecutive (monologue) 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. Limitations may be evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume. | Demonstrates limited ability to use spoken language competently and idiomatically. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which impede understanding . | Demonstrates limited ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately. |
| 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 (monologue) 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, evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume. | No demonstrated ability to use spoken language competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which prevent understanding . | No demonstrated ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately. |



Simultaneous Interpreting (Monolingual Exchange) 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 |
| Pass Requirements | At least Band 2 for all criteria | | | | |
| 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 simultaneous (chuchotage) mode. Skilfully applies accepted techniques relevant to the interpreting mode and setting. | Consistently 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. | Consistently uses spoken language competently and idiomatically, demonstrated by accomplished use of pragmatics, lexicon, grammar, syntax, style and register. | Consistently uses specialist terminology and phraseology in the relevant domain accurately and appropriately. |
| 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 simultaneous (chuchotage) mode and applies accepted techniques relevant to the mode and setting. | Mostly 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. | Mostly uses spoken language competently and idiomatically. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which do not impact on understanding. | Mostly uses specialist terminology and phraseology in the relevant domain accurately and appropriately. |
| 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 simultaneous (chuchotage) 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 ability to modulate voice adequately. May demonstrate clear pronunciation, fluent delivery and/or tone and/or good tone and volume. | Demonstrates some 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 impact on understanding . | Demonstrates some ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately. |
| Band 4 | Demonstrates limited ability to interpret 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 simultaneous (chuchotage) 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. Limitations may be evidenced by inadequate voice modulation, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume. | Demonstrates limited ability to use spoken language competently and idiomatically. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which impede understanding . | Demonstrates limited ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately. |
| 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 simultaneous (chuchotage) 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, evidenced by inadequate voice modulation, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume. | No demonstrated ability to use spoken language competently and idiomatically. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which prevent understanding . | No demonstrated ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately. |