



# SIMULTANEOUS INTERPRETING (MONOLOGUE INTO AUSLAN) — TASK B

## AUSLAN CERTIFIED SPECIALIST HEALTH INTERPRETER | ASSESSMENT RUBRIC

At least 2 NAATI examiners will independently assess your response to each 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 response will be assigned a band for each assessment criterion according to your performance.

|        | Transfer Competency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                            | Language Competency                                                                                                                                                                                                                                                                                                                                 | Thematic Competency                                                                                                                                                                                                                                                                                                                             |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | A: Meaning transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | B: Application of interpreting modes                                                                                                                                                                                                                                                                                                     | C: Delivery (Auslan)                                                                                                                                                                                                                                                                                                                                                                       | D: Language proficiency enabling meaning transfer: Auslan                                                                                                                                                                                                                                                                                           | E: Subject matter specific knowledge                                                                                                                                                                                                                                                                                                            |
|        | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                        | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                                                          | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                   | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                               |
| Band 1 | <b>Interprets the intent</b> and <b>consistently interprets the content</b> of the message accurately.<br><br>Any distortions, unjustified omissions and/or unjustified additions have <b>minimal or no impact</b> .<br><br>The interpretation <b>consistently matches</b> the language profile of the Auslan user(s).                                                                                                                                                                                                                 | <b>Consistently</b> demonstrates ability in the use of the simultaneous mode.<br><br><b>Skilfully</b> applies accepted techniques relevant to the interpreting mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk. | <b>Consistently</b> uses signed delivery techniques appropriate to the situation.<br><br>The interpretation is <b>delivered smoothly</b> , with readable sign production (including fingerspelling).<br><br>The tone and style of the speaker are <b>conveyed appropriately</b> .                                                                                                          | <b>Consistently</b> uses Auslan competently and idiomatically.<br><br>Any unidiomatic usage and/or errors of lexicon, grammar, syntax and/or register <b>are isolated</b> and <b>do not impact the overall quality of the communication</b> .                                                                                                       | <b>Consistently</b> uses fingerspelling and any community signs for specialist terminology and phraseology accurately and appropriately.<br><br><b>Consistently</b> demonstrates ability to create an appropriate equivalent Auslan expression that is congruent with the relevant domain, setting and Auslan user(s).                          |
| Band 2 | <b>Interprets the intent</b> and <b>mostly interprets the content</b> of the message accurately.<br><br>Any distortions, unjustified omissions and/or unjustified additions have a <b>minor impact on the meaning transfer as a whole</b> but <b>do not critically impact the purpose of the communication</b> .<br><br>The interpretation <b>mostly matches</b> the language profile of the Auslan user(s).                                                                                                                           | <b>Mostly</b> demonstrates ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                              | <b>Mostly</b> uses signed delivery techniques appropriate to the situation.<br><br>The interpretation is <b>mostly delivered smoothly</b> , with <b>mostly</b> readable sign production (including fingerspelling).<br><br>The tone and style of the speaker are <b>mostly conveyed appropriately</b> .                                                                                    | <b>Mostly</b> uses Auslan competently and idiomatically.<br><br>Any unidiomatic usage and/or errors of lexicon, grammar, syntax and/or register have a <b>minor impact on the overall quality of the communication</b> but <b>do not impact the understanding of the target language</b> .                                                          | <b>Mostly</b> uses fingerspelling and any community signs for specialist terminology and phraseology accurately and appropriately.<br><br><b>Mostly</b> demonstrates ability to create an appropriate equivalent Auslan expression that is congruent with the relevant domain, setting and Auslan user(s).                                      |
| Band 3 | <b>Some</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br>The distortions, unjustified omissions and/or unjustified additions, taken together, have a <b>significant impact on the meaning transfer as a whole</b> .<br><i>and/or</i><br>One or more distortions, unjustified omissions and/or unjustified additions <b>critically impact the purpose of the communication</b> .<br><i>and/or</i><br>The interpretation <b>does not match</b> the language profile of the Auslan user(s). | <b>Some</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                                | <b>Some</b> demonstrated ability to use signed delivery techniques appropriate to the situation.<br><br>The interpretation is <b>not delivered smoothly</b> and/or the clarity of sign production (including fingerspelling) has a <b>significant impact on the quality</b> of the delivery.<br><i>and/or</i><br>The tone and style of the speaker are <b>not conveyed appropriately</b> . | <b>Some</b> demonstrated ability to use Auslan competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax and/or register have a <b>significant impact on the overall quality of the communication</b> .<br><i>and/or</i><br>One or more errors <b>impact the understanding of the target language</b> . | <b>Some</b> demonstrated ability to use fingerspelling and any community signs for specialist terminology and phraseology accurately and appropriately.<br><br><b>Some</b> demonstrated ability to create an appropriate equivalent Auslan expression that is congruent with the relevant domain, setting and Auslan user(s).                   |
| Band 4 | <b>Limited</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br><b>Frequent</b> distortions, unjustified omissions and/or unjustified additions.                                                                                                                                                                                                                                                                                                                                             | <b>Limited</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                             | <b>Limited</b> demonstrated ability to use signed delivery techniques appropriate to the situation.<br><br>The interpretation is <b>not delivered smoothly</b> , with the clarity of sign production (including fingerspelling) and/or the tone and style <b>frequently impacting the quality of the delivery</b> .                                                                        | <b>Limited</b> demonstrated ability to use Auslan competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax and/or register <b>frequently impact the understanding of the target language</b> .                                                                                                         | <b>Limited</b> demonstrated ability to use fingerspelling and any community signs for specialist terminology and phraseology accurately and appropriately.<br><br><b>Limited</b> demonstrated ability to create an appropriate equivalent Auslan expression that is congruent with the relevant domain, setting and Auslan user(s).             |
| Band 5 | <b>Minimal or no</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br><b>Excessive</b> instances of distortions, unjustified omissions and/or unjustified additions.                                                                                                                                                                                                                                                                                                                         | <b>Minimal or no</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                       | <b>Minimal or no</b> demonstrated ability to use signed delivery techniques appropriate to the situation.<br><br>The interpretation is <b>not delivered smoothly</b> , with the clarity of sign production (including fingerspelling) and/or the tone and style <b>constantly impacting the quality of the delivery</b> .                                                                  | <b>Minimal or no</b> demonstrated ability to use Auslan competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax and/or register <b>constantly impact the understanding of the target language</b> .                                                                                                   | <b>Minimal or no</b> demonstrated ability to use fingerspelling and any community signs for specialist terminology and phraseology accurately and appropriately.<br><br><b>Minimal or no</b> demonstrated ability to create an appropriate equivalent Auslan expression that is congruent with the relevant domain, setting and Auslan user(s). |



# SIMULTANEOUS INTERPRETING (MONOLOGUE INTO ENGLISH) — TASK C

## AUSLAN CERTIFIED SPECIALIST HEALTH INTERPRETER | ASSESSMENT RUBRIC

At least 2 NAATI examiners will independently assess your response to each 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 response will be assigned a band for each assessment criterion according to your performance.

|        | Transfer Competency                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                            | Language Competency                                                                                                                                                                                                                                                                                                                                                     | Thematic Competency                                                                                                                          |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
|        | A: Meaning transfer                                                                                                                                                                                                                                                                                                                                                                                                               | B: Application of interpreting modes                                                                                                                                                                                                                                                                                                     | C: Delivery (English)                                                                                                                                                                                                                                                                                                                                                      | D: Language proficiency enabling meaning transfer: English                                                                                                                                                                                                                                                                                                              | E: Subject matter specific knowledge                                                                                                         |
|        | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                                                                                                 | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                        | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                                          | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                                       | Pass requirement: Band 2 or above                                                                                                            |
| Band 1 | <b>Interprets the intent and consistently interprets the content</b> of the message accurately.<br><br>Any distortions, unjustified omissions and/or unjustified additions have <b>minimal or no impact</b> .                                                                                                                                                                                                                     | <b>Consistently</b> demonstrates ability in the use of the simultaneous mode.<br><br><b>Skilfully</b> applies accepted techniques relevant to the interpreting mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk. | <b>Consistently</b> uses vocal delivery techniques appropriate to the situation.<br><br>The interpretation is <b>delivered smoothly</b> , with good enunciation, volume and voice projection.<br><br>The affect of the signer is <b>conveyed appropriately</b> .                                                                                                           | <b>Consistently</b> uses English competently and idiomatically.<br><br>Any unidiomatic usage and/or errors of lexicon, grammar, syntax, register and/or pronunciation <b>are isolated and do not impact the overall quality of the communication</b> .                                                                                                                  | <b>Consistently</b> uses specialist terminology and phraseology in the relevant domain accurately and appropriately.                         |
| Band 2 | <b>Interprets the intent and mostly interprets the content</b> of the message accurately.<br><br>Any distortions, unjustified omissions and/or unjustified additions have a <b>minor impact on the meaning transfer as a whole</b> but <b>do not critically impact the purpose of the communication</b> .                                                                                                                         | <b>Mostly</b> demonstrates ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                              | <b>Mostly</b> uses vocal delivery techniques appropriate to the situation.<br><br>The interpretation is <b>mostly delivered smoothly</b> , with <b>mostly</b> good enunciation, volume and/or voice projection.<br><br>The affect of the signer is <b>mostly conveyed appropriately</b> .                                                                                  | <b>Mostly</b> uses English competently and idiomatically.<br><br>Any unidiomatic usage and/or errors of lexicon, grammar, syntax, register and/or pronunciation have a <b>minor impact on the overall quality of the communication</b> but <b>do not impact the understanding of the target language</b> .                                                              | <b>Mostly</b> uses specialist terminology and phraseology in the relevant domain accurately and appropriately.                               |
| Band 3 | <b>Some</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br>The distortions, unjustified omissions and/or unjustified additions, taken together, have a <b>significant impact on the meaning transfer as a whole</b> .<br><i>and/or</i><br><br>One or more distortions, unjustified omissions and/or unjustified additions <b>critically impact the purpose of the communication</b> . | <b>Some</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                                | <b>Some</b> demonstrated ability to use vocal delivery techniques appropriate to the situation.<br><br>The interpretation is <b>not delivered smoothly</b> and/or the enunciation, volume and/or voice projection have a <b>significant impact on the quality</b> of the delivery.<br><i>and/or</i><br><br>The affect of the signer is <b>not conveyed appropriately</b> . | <b>Some</b> demonstrated ability to use English competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax, register and/or pronunciation have a <b>significant impact on the overall quality of the communication</b> .<br><i>and/or</i><br><br>One or more errors <b>impact the understanding of the target language</b> . | <b>Some</b> demonstrated ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately.          |
| Band 4 | <b>Limited</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br><b>Frequent</b> distortions, unjustified omissions and/or unjustified additions.                                                                                                                                                                                                                                        | <b>Limited</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                             | <b>Limited</b> demonstrated ability to use vocal delivery techniques appropriate to the situation.<br><br>The interpretation is <b>not delivered smoothly</b> , with the enunciation, volume, voice projection and/or affect <b>frequently impacting the quality of the delivery</b> .                                                                                     | <b>Limited</b> demonstrated ability to use English competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax, register and/or pronunciation <b>frequently impact the understanding of the target language</b> .                                                                                                             | <b>Limited</b> demonstrated ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately.       |
| Band 5 | <b>Minimal or no</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br><b>Excessive</b> instances of distortions, unjustified omissions and/or unjustified additions.                                                                                                                                                                                                                    | <b>Minimal or no</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                       | <b>Minimal or no</b> demonstrated ability to use vocal delivery techniques appropriate to the situation.<br><br>The interpretation is <b>not delivered smoothly</b> , with the enunciation, volume, voice projection and/or affect <b>constantly impacting the quality of the delivery</b> .                                                                               | <b>Minimal or no</b> demonstrated ability to use English competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax, register and/or pronunciation <b>constantly impact the understanding of the target language</b> .                                                                                                       | <b>Minimal or no</b> demonstrated ability to use specialist terminology and phraseology in the relevant domain accurately and appropriately. |



# SIMULTANEOUS INTERPRETING (MONOLINGUAL EXCHANGE INTO AUSLAN) — TASK D

## AUSLAN CERTIFIED SPECIALIST HEALTH INTERPRETER | ASSESSMENT RUBRIC

At least 2 NAATI examiners will independently assess your response to each Monolingual Exchange 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 response will be assigned a band for each assessment criterion according to your performance.

|        | Transfer Competency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                             | Language Competency                                                                                                                                                                                                                                                                                                                                 | Thematic Competency                                                                                                                                                                                                                                                                                                                             |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | A: Meaning transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | B: Application of interpreting modes                                                                                                                                                                                                                                                                                                     | C: Delivery (Auslan)                                                                                                                                                                                                                                                                                                                                                                        | D: Language proficiency enabling meaning transfer: Auslan                                                                                                                                                                                                                                                                                           | E: Subject matter specific knowledge                                                                                                                                                                                                                                                                                                            |
|        | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                        | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                                                           | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                   | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                               |
| Band 1 | <b>Interprets the intent</b> and <b>consistently interprets the content</b> of the message accurately.<br><br>Any distortions, unjustified omissions and/or unjustified additions have <b>minimal or no impact</b> .<br><br>The interpretation <b>consistently matches</b> the language profile of the Auslan user(s).                                                                                                                                                                                                                 | <b>Consistently</b> demonstrates ability in the use of the simultaneous mode.<br><br><b>Skilfully</b> applies accepted techniques relevant to the interpreting mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk. | <b>Consistently</b> uses signed delivery techniques appropriate to the situation.<br><br>The interpretation is <b>delivered smoothly</b> , with readable sign production (including fingerspelling).<br><br>The tone and style of the speakers are <b>conveyed appropriately</b> .                                                                                                          | <b>Consistently</b> uses Auslan competently and idiomatically.<br><br>Any unidiomatic usage and/or errors of lexicon, grammar, syntax and/or register <b>are isolated</b> and <b>do not impact the overall quality of the communication</b> .                                                                                                       | <b>Consistently</b> uses fingerspelling and any community signs for specialist terminology and phraseology accurately and appropriately.<br><br><b>Consistently</b> demonstrates ability to create an appropriate equivalent Auslan expression that is congruent with the relevant domain, setting and Auslan user(s).                          |
| Band 2 | <b>Interprets the intent</b> and <b>mostly interprets the content</b> of the message accurately.<br><br>Any distortions, unjustified omissions and/or unjustified additions have a <b>minor impact on the meaning transfer as a whole</b> but <b>do not critically impact the purpose of the communication</b> .<br><br>The interpretation <b>mostly matches</b> the language profile of the Auslan user(s).                                                                                                                           | <b>Mostly</b> demonstrates ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                              | <b>Mostly</b> uses signed delivery techniques appropriate to the situation.<br><br>The interpretation is <b>mostly delivered smoothly</b> , with <b>mostly</b> readable sign production (including fingerspelling).<br><br>The tone and style of the speakers are <b>mostly conveyed appropriately</b> .                                                                                    | <b>Mostly</b> uses Auslan competently and idiomatically.<br><br>Any unidiomatic usage and/or errors of lexicon, grammar, syntax and/or register have a <b>minor impact on the overall quality of the communication</b> but <b>do not impact the understanding of the target language</b> .                                                          | <b>Mostly</b> uses fingerspelling and any community signs for specialist terminology and phraseology accurately and appropriately.<br><br><b>Mostly</b> demonstrates ability to create an appropriate equivalent Auslan expression that is congruent with the relevant domain, setting and Auslan user(s).                                      |
| Band 3 | <b>Some</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br>The distortions, unjustified omissions and/or unjustified additions, taken together, have a <b>significant impact on the meaning transfer as a whole</b> .<br><i>and/or</i><br>One or more distortions, unjustified omissions and/or unjustified additions <b>critically impact the purpose of the communication</b> .<br><i>and/or</i><br>The interpretation <b>does not match</b> the language profile of the Auslan user(s). | <b>Some</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                                | <b>Some</b> demonstrated ability to use signed delivery techniques appropriate to the situation.<br><br>The interpretation is <b>not delivered smoothly</b> and/or the clarity of sign production (including fingerspelling) has a <b>significant impact on the quality</b> of the delivery.<br><i>and/or</i><br>The tone and style of the speakers are <b>not conveyed appropriately</b> . | <b>Some</b> demonstrated ability to use Auslan competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax and/or register have a <b>significant impact on the overall quality of the communication</b> .<br><i>and/or</i><br>One or more errors <b>impact the understanding of the target language</b> . | <b>Some</b> demonstrated ability to use fingerspelling and any community signs for specialist terminology and phraseology accurately and appropriately.<br><br><b>Some</b> demonstrated ability to create an appropriate equivalent Auslan expression that is congruent with the relevant domain, setting and Auslan user(s).                   |
| Band 4 | <b>Limited</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br><b>Frequent</b> distortions, unjustified omissions and/or unjustified additions.                                                                                                                                                                                                                                                                                                                                             | <b>Limited</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                             | <b>Limited</b> demonstrated ability to use signed delivery techniques appropriate to the situation.<br><br>The interpretation is <b>not delivered smoothly</b> , with the clarity of sign production (including fingerspelling) and/or the tone and style <b>frequently impacting the quality of the delivery</b> .                                                                         | <b>Limited</b> demonstrated ability to use Auslan competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax and/or register <b>frequently impact the understanding of the target language</b> .                                                                                                         | <b>Limited</b> demonstrated ability to use fingerspelling and any community signs for specialist terminology and phraseology accurately and appropriately.<br><br><b>Limited</b> demonstrated ability to create an appropriate equivalent Auslan expression that is congruent with the relevant domain, setting and Auslan user(s).             |
| Band 5 | <b>Minimal or no</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br><b>Excessive</b> instances of distortions, unjustified omissions and/or unjustified additions.                                                                                                                                                                                                                                                                                                                         | <b>Minimal or no</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, minimising false starts and repairs, chunking, using direct speech and avoiding self-talk.                       | <b>Minimal or no</b> demonstrated ability to use signed delivery techniques appropriate to the situation.<br><br>The interpretation is <b>not delivered smoothly</b> , with the clarity of sign production (including fingerspelling) and/or the tone and style <b>constantly impacting the quality of the delivery</b> .                                                                   | <b>Minimal or no</b> demonstrated ability to use Auslan competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax and/or register <b>constantly impact the understanding of the target language</b> .                                                                                                   | <b>Minimal or no</b> demonstrated ability to use fingerspelling and any community signs for specialist terminology and phraseology accurately and appropriately.<br><br><b>Minimal or no</b> demonstrated ability to create an appropriate equivalent Auslan expression that is congruent with the relevant domain, setting and Auslan user(s). |





# SIMULTANEOUS INTERPRETING (MENTAL HEALTH MONOLOGUE INTO ENGLISH) — TASK E

## AUSLAN CERTIFIED SPECIALIST HEALTH INTERPRETER | ASSESSMENT RUBRIC

At least 2 NAATI examiners will independently assess your response to each Mental Health 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 response will be assigned a band for each assessment criterion according to your performance.

|        | Transfer Competency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                         | Language Competency                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | A: Meaning transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | B: Application of interpreting modes                                                                                                                                                                                                                                                                                                                | C: Delivery (English)                                                                                                                                                                                                                                                                                                   | D: Language proficiency enabling meaning transfer: English                                                                                                                                                                                                                                                                                                                                                                                                                          |
|        | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                   | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                       | Pass requirement: Band 2 or above                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Band 1 | <b>Interprets the intent</b> and <b>consistently interprets the content</b> of the message accurately.<br><br>Any distortions, unjustified omissions and/or unjustified additions have <b>minimal or no impact</b> .<br><br><b>Consistently</b> reflects the signer’s level of (in)coherence and/or distortion and conveys discrepancies (as relevant) accurately.                                                                                                                                                                                                                                                                | <b>Consistently</b> demonstrates ability in the use of the simultaneous mode.<br><br><b>Skilfully</b> applies accepted techniques relevant to the interpreting mode and setting.<br><br>Techniques include using appropriate processing time, using direct speech, declaring discrepancies (when required) and minimising false starts and repairs. | <b>Consistently</b> uses vocal delivery techniques appropriate to the situation.<br><br>The interpretation is delivered with good enunciation, volume and voice projection.<br><br>The affect and delivery of the signer are <b>conveyed appropriately</b> .                                                            | <b>Consistently</b> uses English competently and idiomatically.<br><br>Any unidiomatic usage and/or errors of lexicon, grammar, syntax, register and/or pronunciation (excluding those reflecting the source language if any) <b>are isolated and do not impact the overall quality of the communication</b> .                                                                                                                                                                      |
| Band 2 | <b>Interprets the intent</b> and <b>mostly interprets the content</b> of the message accurately.<br><br>Any distortions, unjustified omissions and/or unjustified additions have a <b>minor impact on the meaning transfer as a whole</b> but <b>do not critically impact the purpose of the communication</b> .<br><br><b>Mostly</b> reflects the signer’s level of (in)coherence and/or distortion and conveys discrepancies (as relevant) accurately.                                                                                                                                                                          | <b>Mostly</b> demonstrates ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, using direct speech, declaring discrepancies (when required) and minimising false starts and repairs.                              | <b>Mostly</b> uses vocal delivery techniques appropriate to the situation.<br><br>The interpretation is delivered with <b>mostly</b> good enunciation, volume and/or voice projection.<br><br>The affect and delivery of the signer are <b>mostly conveyed appropriately</b> .                                          | <b>Mostly</b> uses English competently and idiomatically.<br><br>Any unidiomatic usage and/or errors of lexicon, grammar, syntax, register and/or pronunciation (excluding those reflecting the source language if any) have a <b>minor impact on the overall quality of the communication</b> but <b>do not impact the understanding of the target language</b> .                                                                                                                  |
| Band 3 | <b>Some</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br>The distortions, unjustified omissions and/or unjustified additions, taken together, have a <b>significant impact on the meaning transfer as a whole</b> .<br><i>and/or</i><br>One or more distortions, unjustified omissions and/or unjustified additions <b>critically impact the purpose of the communication</b> .<br><i>and/or</i><br>The signer’s level of (in)coherence and/or distortion (as relevant) is <b>insufficiently reflected</b> and the discrepancies (as relevant) are <b>insufficiently conveyed</b> . | <b>Some</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, using direct speech, declaring discrepancies (when required) and minimising false starts and repairs.                                | <b>Some</b> demonstrated ability to use vocal delivery techniques appropriate to the situation.<br><br>The enunciation, volume and/or voice projection have a <b>significant impact on the quality of the delivery</b> .<br><i>and/or</i><br>The affect and delivery of the signer are <b>insufficiently conveyed</b> . | <b>Some</b> demonstrated ability to use English competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax, register and/or pronunciation (excluding those reflecting the source language if any) have a <b>significant impact on the overall quality of the communication</b> .<br><i>and/or</i><br>One or more errors (excluding those reflecting the source language if any) <b>impact the understanding of the target language</b> . |
| Band 4 | <b>Limited</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br><b>Frequent</b> distortions, unjustified omissions and/or unjustified additions.<br><i>and/or</i><br>The signer’s level of (in)coherence and/or distortion (as relevant) is <b>rarely reflected</b> and the discrepancies (as relevant) are <b>rarely conveyed</b> .                                                                                                                                                                                                                                                    | <b>Limited</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, using direct speech, declaring discrepancies (when required) and minimising false starts and repairs.                             | <b>Limited</b> demonstrated ability to use vocal delivery techniques appropriate to the situation.<br><br>The enunciation, volume and/or voice projection <b>frequently impact the quality of the delivery</b> .<br><i>and/or</i><br>The affect and delivery of the signer are <b>rarely conveyed</b> .                 | <b>Limited</b> demonstrated ability to use English competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax, register and/or pronunciation (excluding those reflecting the source language if any) <b>frequently impact the understanding of the target language</b> .                                                                                                                                                                 |
| Band 5 | <b>Minimal or no</b> demonstrated ability to interpret the content and intent of the message accurately.<br><br><b>Excessive</b> instances of distortions, unjustified omissions and/or unjustified additions.<br><i>and/or</i><br>The signer’s level of (in)coherence and/or distortion (as relevant) is <b>not reflected</b> and the discrepancies (as relevant) are <b>not conveyed</b> .                                                                                                                                                                                                                                      | <b>Minimal or no</b> demonstrated ability in the use of the simultaneous mode and the application of accepted techniques relevant to the mode and setting.<br><br>Techniques include using appropriate processing time, using direct speech, declaring discrepancies (when required) and minimising false starts and repairs.                       | <b>Minimal or no</b> demonstrated ability to use vocal delivery techniques appropriate to the situation.<br><br>The enunciation, volume and/or voice projection <b>constantly impact the quality of the delivery</b> .<br><i>and/or</i><br>The affect and delivery of the signer are <b>not conveyed</b> .              | <b>Minimal or no</b> demonstrated ability to use English competently and idiomatically.<br><br>The unidiomatic usage and/or errors of lexicon, grammar, syntax, register and/or pronunciation (excluding those reflecting the source language if any) <b>constantly impact the understanding of the target language</b> .                                                                                                                                                           |