



**The British Columbia Post-Secondary
Interpreter Registry
Assessment Service**

**POST-SECONDARY INTERPRETING SCREEN
INFORMATION AND PREPARATION BOOKLET**

Post-Secondary Communication Access Services (PCAS)



Introduction

This Information Booklet is designed to provide information and self-study support for interpreters who are planning to take the British Columbia Post-Secondary Interpreter Screen. It contains the criteria that the assessors will be looking for; a sample interpreting feedback form; and the application process. A more comprehensive information booklet can be obtained from Post-Secondary Communication Access Services (PCAS) located at BCIT.

Print out a copy of the application form located on the WIDHH website http://www.widhh.ca/services_interpreting.html. Complete and forward the form to Western Institute for the Deaf and Hard of Hearing (WIDHH), Medical Interpreting Services Department (MIS), ATTN: MIS/PSIR Screens, 2125 West 7th Avenue, Vancouver, BC, Canada V6K 1X9, along with your full payment of the application fee.

After WIDHH has received your application, you will be given the choice of either taking the test immediately, or waiting for one of the biannual offerings. If you choose to take the test right away please be advised that there may be a waiting period to obtain your results as there needs to be a **minimum of four (4)** or more practical exams completed to bring the rating team together.

The testing process will take approximately two hours. This includes time at the beginning to tend to administrative details, view the welcome DVD and familiarize you with the handout materials prior to the assessment.

The Screen will be offered biannually May 1st and October 1st (continuous intake during the year will also be available with some restrictions).

Location: ***Sorenson Communications, Burnaby, BC.***

Requirements for Application

Forward your documentation to WIDHH confirming that you have graduated from an interpreter training program and successfully completed the Written Test of Knowledge (WTK), along with a completed Application Form, and test fee of \$184 payable to WIDHH ***five weeks prior to the exam for candidates outside the lower-mainland and four weeks for lower-mainland candidates.*** ***Please contact PCAS at pcas@bcit.ca for more information related to taking the Screen outside the lower-mainland.***

With your permission AVLIC will forward confirmation of your WTK status to WIDHH. Contact them via Fax: (780) 988-2660 or Phone: (780) 430-9442 or by e-mail: ces@avlic.ca.

No Official Transcript?

We will accept photocopies or other evidence of equivalent education and training.



Confirmation of WAVLI/AVLIC Membership

A photocopy of your active membership card will be accepted as proof of membership.

How Much Will the Assessment Cost?

The total cost is \$184.00. We will accept your application fee by credit card, by cheque or money order payable to WIDHH. If the testing session is cancelled due to low enrolment, all forms and deposit fees will be returned. If you cancel your registration 3 weeks prior to the exam or before, fees will be returned in full. Registrations cancelled less than 3 weeks before the exam will have a \$50.00 application fee deducted to cover the cost of administration and the remainder of the fee(s) will be returned to the participant in full.

If You Can't Make Your Appointment

If you are taking the test outside of the biannual offerings then scheduled changes are allowed. If you are registered to take the test either May 1st or October 1st MIS/PSIR will do their best to reschedule but any individualized testing must be completed prior to the biannual testing dates to be marked in a timely manner. Please contact PCAS@bcit.ca to notify of any changes.

Testing Availability Outside of the Vancouver Lower-Mainland

If there is a demand, the testing will be arranged in your community. Testing outside the Lower Mainland must be completed and returned to PCAS at least one week before the regularly scheduled exams to be rated concurrently with the tapes from the Lower Mainland. Your application deadline is 5 weeks prior to the scheduled exam and when you apply, you will need to indicate which version you are taking.

Practice/Preparation Materials

Two practice DVD's that have been produced to help interpreters prepare specifically for this assessment are available for interpreters to borrow. One DVD demonstrates an interpreter interpreting a spoken class lecture into ASL and contact or English-like sign. Another demonstrates interpreting a different text into the two modes. A third recording, in ASL, is also available for loan that explains the goals and rationale of the assessment.

A comprehensive version of this Information and Preparation Booklet has been developed to further assist candidates for the screening process.

Copies of the recordings and the comprehensive candidate's guide are available from PCAS: Tel: (604) 451-6933 or e-mail pcas@bcit.ca

In Summary

- Submit your completed Application along with the test fee of \$184 to WIDHH 4 weeks



prior to the scheduled exam

- Application fees need to be made by credit card, cheque or money order. Do not send cash by mail
- Biannual assessments may be taken at Sorenson Communications, Burnaby or through regional colleges, such as Camosun or Okanagan College as long as a minimum of four (4) candidates have registered
- If this is your first time taking the Screen, be prepared to decide whether you wish to do the Version A or Version B scenarios. If you were previously unsuccessful in this Screen you will be given the version you have not yet done
- Your appointment time includes time to complete the administrative details, warm up and familiarize yourself with the handout materials. Note: There is no need to bring videotapes or DVDs
- The results of the Post-Secondary Interpreting Screen will be mailed within twenty-one (21) working days of the assessment. Tests taken between scheduled exams will be rated at the same time as tapes from the scheduled exams.

Assessment Content

The assessment will take approximately two hours to complete. Upon arriving, you will be given handouts and time to familiarize yourself with the presenters and material. You will be working with a total of four scenarios in whichever order you prefer. Each scenario is preceded by introductions of the consumers you will be working with so that you can match language preferences. Each scenario requires you to perform a different task:

- interpret a spoken classroom presentation into ASL
- interpret a spoken classroom presentation into contact sign (English-like signing)
- interpret an interaction between a deaf student and a hearing adult
- comment on your reactions following each of two ethical vignettes

For the interactive scenario only, you are given the choice to work in consecutive or simultaneous mode, allowing you to pause the recording.

There are two versions of the Screen. Further details describing each scenario of both versions, are contained within the candidate's guide, available from PCAS. Please indicate on your application which version you wish to take.

If you have taken one version and not been successful, you may take the alternate version. If you have taken both unsuccessfully, either may be tried again.

The topics in Version A:



1. Basic Occupational Education – English to ASL
2. Working with Youth – English to contact sign
3. Becoming an Electrician – interactive interview (English/ASL)
4. Ethical Vignettes

The topics in Version B:

1. Understanding and Helping ESL Students – English to ASL
2. Psychology – Self Awareness – English to contact sign
3. Becoming a Teacher of the Deaf – interactive interview (English/ASL)
4. Ethical Vignettes

What Assessors Are Looking For

After you have completed the assessment, your material will be sent to the assessors (Deaf and hearing). They will use the following form to score what they see. If you study this form, you will see what features and interpreting behaviours they are marking.

POST-SECONDARY INTERPRETING SCREEN CRITERIA

Understanding the Source Message (Colonomos, 1989)

Analysis of Goals

- understands speaker/signer goals

Depth of Processing (Douglas College, 1996)

Processes the message in a meaningful manner; operates at a level other than the lexical level:

- phrasal
- sentential
- textual

Analysis of Content and Context

Does not make numerous false starts; understands speaker/signer:

- affect
- register
- content
- context

Representing and Finding Equivalence (Colonomos, 1989)

Interpreting vs. Transliteration

- makes appropriate decisions based on the consumer's language preferences



- has a sense of the interpreting process and uses it

Accurate Comprehension of the Source Message (Cokely, 1992)

When analyzing the source message, the interpreter draws upon his/her language fluency and knowledge of:

- syntax and grammatical features
- semantics
- contextual knowledge and associated relations (previous knowledge of topic)
- cultural norms

Awareness of the Register

- presents language appropriate for the situation
- attempts to match speaker/signer affect (AVLIC, 1996)

Planning and Construction of the Target Message (Colonomos, 1989)

Opening/Closing and Transitions (Cokely, 1992; Winston, 1991, 1993, 1995)

Uses overall discourse strategies, resulting in a coherent target text, including:

- opening/closing comments
- cohesion and discourse markers
- topic transition and topic maintenance

Speaker/Signer Goals (Douglas College, 1996)

- correctly conveys in target language

Essential Elements of Meaning

- includes implicit meaning conveyed explicitly when appropriate
- covers main points accurately

Adequate Supporting Detail (Douglas College, 1996; Colonomos, 1989)

- supports main ideas
- uses complete thoughts
- makes deletions that do not skew the meaning

Monitoring of Own Work

- able to make corrections while working

Culturally-laden Elements (Cokely, 1992; Colonomos, 1989)

- mediates culturally-laden elements of the message

Delivering the Target Message (Colonomos, 1989)

Target Language Output

The interpretation should be grammatically correct, incorporating:

- syntactic accuracy
- appropriate discourse markers
- semantic accuracy

The interpretation must not have excessive production errors.

Delivery and Flow of the Presentation

Does the interpreter demonstrate:

- appropriate breathing
- pausing strategies
- ability to change the pacing according to the speaker/signer
- pleasing voice quality
- competent sign production

Overall Impressions of the Interpreter (Douglas College, 1996)

Is the interpreter:

- comfortable to watch/listen to
- natural sounding or looking
- confident
- showing few or no personal distracting mannerisms

Overall Miscue Patterns (Cokely, 1992)

The impact of miscues on interpretation must be minimal. The following miscues should not be excessive:

Omissions – deletions that cause significant loss of meaning from the source message

Additions – additions not found in the source message that significantly alter the source message.

Substitutions – substitutions not found in the source message that significantly alter the source message

Anomalies – idiosyncratic linguistic and non-linguistic behaviours that are attributed to the interpreter and not the source language



Message Equivalency

Is the interpretation successful in its overall accuracy? Successful work follows the target language norms and accurately conveys the meaning and intent of the original message. If not successful, is the work:

Dysfunctional – interpretation work from which it is impossible to retrieve the meaning of the original message through the interpretation

Intrusive – interpretation work which deviates from the expected language norms; for example, the work was transliterated when it should have been interpreted, that is, the form of the source language was retained

Deceptive – interpretation work which has the appearance of being successful in the target language; however, the interpretation actually conveys a message or intent other than the original message.

Demonstrating Ethical Principles

- Knowledge of the Code of Ethics
- Ethical Breaches
- Ethical Decision-making in an Education Setting