Study Guide

Conducting Diagnostic Assessments

INTR 461/INTR 561

Summer 2014
Conducting Diagnostic Assessments

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Any interpreter participating in a UNC-DO IT Center program must understand that the University of Northern Colorado and individual faculty members are not responsible for the interpreter’s success or failure in achieving completion of the Program.

DO IT Center
UNC @ Lowry Campus
1059 Alton Way, Box 7
Denver, Colorado 80230

1-866-885-6087

http://www.unco.edu/doit
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Course Overview

Purpose

The purpose of this course is to provide supervisors of interpreters, lead interpreters and/or mentors with a common system for conducting skills performance assessments. The ultimate goal of skills assessment is to guide and facilitate the skill development activities of working interpreters. The systematic approaches taught in this course are based on miscue analysis. Patterns of miscues can be related to language and/or interpreting performance, and then used to determine skill development priorities. The system, tools and resources needed to implement effective diagnostic assessments are the focus of this course.

Impact

There are different types of assessment that are important to interpreters. Each has a unique format and purpose. One type of assessment—diagnostic assessment—provides a detailed analysis of performance which can be used for professional development planning and job placement. The overarching goal of diagnostic assessment is to improve the overall quality and accuracy of interpretation between American Sign Language and English through the collection of performance data. It is a system that yields more than general feedback that might be exchanged based on an observation of an interpreter while they are working. It is a complex and comprehensive process of analysis designed to reveal the current state of linguistic and cognitive competence of interpreter practitioners for guiding professional development activities.

Diagnostic assessment can be likened to a comprehensive physical versus a check-up. The comprehensive physical will include lab tests that provide a deeper level of insight into the condition of an individual’s health—much more than would be noted from checking vital signs. Lab reports might indicate certain patterns that exist—such as cholesterol or hormone levels. The results can be used to guide diet, exercise and other lifestyle behavior. The results can also flag more serious problems that could impact health long-term and require specific intervention.

Diagnostic assessment also provides a deeper level of insight than a surface level observation. It yields insight into how an individual thinks and uses language while engaged in interpreting. The system of miscue analysis which serves as the cornerstone for diagnostic assessment can reveal patterns that exist in an interpreter’s work. The results can be used to guide skill development by examining the impact of various patterns on the overall quality and accuracy of the interpretation and determining priorities accordingly. And, when serious gaps in skills are noted, a plan for remediation can be developed.

The overall impact of diagnostic assessment is that it provides a data-driven assessment of what is currently happening within the work of an interpreter, while simultaneously providing specific guidance regarding how to improve the quality and accuracy of the work. When the recommendations for improvement are followed, the outcome is a more effective and reliable interpretation.
Objectives

By the end of this course, you will be able to:

- Discuss the difference between novice and expert interpreter competence.
- Distinguish knowledge-rich and knowledge-lean skills as related to American Sign Language and ASL-English interpreting.
- Describe the cognitive stages associated with the interpreting process.
- Evaluate samples of interpreting performance in preparation for analysis.
- Identify the characteristics associated with two systems of miscue analysis.
- Discuss the advantages and disadvantages of the two systems of miscue analysis.
- Select and apply a system of miscue analysis to a range of samples of ASL-English interpreting performance.
- Isolate and label miscue types that occur in samples of ASL-English interpreting performance.
- Synthesize the data from miscue analysis into patterns of performance.
- Describe the implications of the patterns of performance for consumers of interpreting services.
- Prioritize skill development needs based on data collection.
- Recommend specific resources and strategies for skill development based on data collection.
- Discuss findings from data collection using descriptive and non-judgmental language.

Facilitator

The facilitator for this course will be Anna Witter-Merithew, Assistant Director for the DO IT Center/Director of the MARIE Center of the NCIEC. She is a content specialist for this area of study and has delivered training for diagnosticians for nearly two decades. Julie Moore will serve as a co-facilitator for the course. Julie is an adjunct faculty member for the DO IT Center, has been an interpreter educator for many years and has assisted in the implementation of this course in prior terms.

The facilitator's role is to assist you in accomplishing the learning objectives of this course. In this capacity, she will provide general guidance for discussions and overall course management, act as a resource and provide feedback on assignments. She is not a "teacher" in the traditional sense (sage on the stage), but rather a "facilitator" (guide on the side). If you have a question and/or concerns regarding assignments, materials, or course-related issues please contact your Section Facilitator.

Reasonable expectations for responses from your Section Facilitator electronically are 48 to 72 hours and feedback on written assignments may take up to a week. When contacting your Section Facilitator for specific or assignment related information, plan ahead. Remember she will need a couple of days to respond to you. Assignment grades will be posted to Blackboard and can be viewed in the “My Grades” icon. Contact information outside of Blackboard: anna.witter-merithew@unco.edu or 704-795-0052.
Plagiarism Policy

Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website: http://www.unco.edu/dos/honor_code/defining_plagiarism.html

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

Students with Disabilities

Accommodations Statement: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.
Grading Criteria

The following scheme will be used to assign grades for students taking this course for UNDERGRADUATE credit:

- **A** 91-100 Superior achievement of objectives
- **B** 81-90 Above average achievement of objectives (B or above required for certificate)
- **C** 71-80 Average achievement of objectives
- **D** 61-70 Below average achievement of objectives
- **F** Below 60 Unacceptable level of achievement of objectives

The following scheme will be used to assign grades for students taking this course for GRADUATE level credit:

- **A** 93-100 Superior achievement of objectives
- **B** 85-92 Above average achievement of objectives (B or above required for certificate)
- **C** 77-84 Average achievement of objectives
  - Below 77 Unacceptable level of achievement of objectives and considered failing

Weight will be placed on the quality of the responses and/or comments, as well as the presentation of the work (e.g., spelling, grammar). Timeliness will be a factor in grading of all assignments and will be assessed by postmark (USPS) or time/date stamp on email/Blackboard requirements.

Late Assignment Policy

Late assignments will be accepted and graded for up to 72 hours after the due date and time but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- **No late work will be accepted in the last three days of this course.**

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.
Required Materials

Textbooks (available at www.uncbooks.com)


Media

*NOTE:* The following DVD must be borrowed from the UNC Library http://www.unco.edu/library/services/distance.htm (click on the Reserves tab) be sure to order this right away so you have it for the start of class along with your textbooks.

- **ON-LOAN** DVD: Conducting Diagnostic Assessments

Recommended Text


Readings in eReserves

The following readings for this course are found in eReserves of the UNC library (directions for access are in the Course Materials area of your online class):


In addition, a variety of course-related resource material will also be available in Blackboard under the Course Materials area of the course:

- Glossary of Terms
- Symbol System for DX Reports
- Sociolinguistic Model of the Interpretation Process
- Various transcripts associated with the stimulus texts utilized to create the samples of performance from the course DVD
Course Preview

There are seven (7) lessons of learning in this course preparing diagnosticians. The lessons are

1) theoretical foundation,
2) collection of samples of interpretation work,
3) creation of transcriptions,
4) miscue analysis,
5) interpretation of the data,
6) professional development planning, and a
7) report of your findings.

Each lesson contains activities designed to engage you in the review, reflection, and application of your new learning—ten (10) activities are worth points towards your grade—all are intended to foster your synthesis of new learning. To assist you further with the application of your learning, there will be four (4) assignments associated with this course.

The primary difference between an activity and an assignment is the amount of time required for completion and the point value assigned to each. The activities are designed to provide you with immediate review and reflection of the course material towards the goal of fostering discussion with peers. The assignments are designed to provide you with an opportunity to explore specific elements of the course material in more depth through research, critical analysis and synthesis.

The organization of the course will engage you alternately in review of course notes (contained in the Blackboard course materials), assigned readings from the course textbook, supplemental readings of online articles or materials, vocabulary building through a resource text on terminology, and guided online discussions.

As previously mentioned, the online discussions are an integral part of your learning process. Your ability to have meaningful participation in the online discussions is contingent on being current with the readings and other course activities. The course roadmap, available after the Lesson Preview section of this Study Guide, provides you with a tool for guiding your progress through the course. It provides you with timelines and due dates associated with each lesson’s activities and assignments.
Lesson 1: Theoretical Foundation for Diagnostic Assessment

Over a three-week period, this lesson introduces the work of two theorists in the field of American Sign Language and English interpreting—Dr. Dennis Cokely and Dr. Marty Taylor. Both of these works provide the important theoretical foundation upon which this course in diagnostic assessment is built. Gaining an understanding and appreciation for each will guide you in deciding which system to apply in a given situation. In this lesson you will familiarize yourself with these theories, discuss your observations and applications to your work as an interpreter, interpreter supervisor or mentor. You will also complete Assignment 1 where you explore the similarities and differences between novice and expert performance.

Dr. Taylor’s work focuses on distinguishing expert versus novice practitioner competence and distinguishing skills that are knowledge-rich (complex, more difficult to expert, and occurring within the interpreting task frequently) and knowledge-lean (not complex, relatively easy to expert, but occurring within the interpreting task less frequently). She organizes her observations about language use and interpreting into major features and the associated range of miscues evidenced in the work of novices.

Dr. Cokely’s work focuses on a sociolinguistic model of the interpreting process, depicting the cognitive stages associated with interpreting and the various factors that impact an interpreter’s ability to apply the cognitive stages effectively to produce an accurate interpretation. He also looks at the relationship between miscue analysis and gaps in mastery of cognitive and/or linguistic skills.

Lesson Objectives:

- Describe miscue analysis as a theoretical approach to analyzing interpreter performance
- Describe feature analysis as a theoretical approach to analyzing interpreter performance
- Discuss the difference between novice and expert interpreter competence.
- Distinguish knowledge-rich and knowledge-lean skills as related to American Sign Language and ASL-English interpreting.
- Describe the cognitive stages associated with the interpreting process.

Lesson 2: Collection of Samples of Interpretation Work

In order to conduct an effective diagnostic assessment, a recorded sample of an interpreter’s performance is necessary. There are a range of factors that impact the creation of a sample of work—the type of equipment used, the stimulus material used to generate the interpretation, the camera angle (which is different...
depending on whether the sample is from ASL into spoken English or from spoken English into ASL), the positioning of the interpreter, the interpreter’s clothing, and lighting. Each of these factors will be explored in this lesson and you will begin collecting samples of interpreting work to assess.

Lesson Objectives:

- Discuss factors that impact the collection of interpreting samples for diagnostic assessment.
- Evaluate samples of interpreting performance in preparation for analysis.
- Identify factors that need to be changed or altered to improve samples of interpreting performance collected for the purpose of diagnostic assessment.

Lesson 3: Creation of Transcriptions

Another important part of conducting a diagnostic assessment is the creation of transcripts that represent the work of the interpreter. These transcripts become the document upon which the miscue analysis is recorded and the patterns can be charted or traced. The preparation of transcripts differs according to the interpreting task. For example, if the sample of work is an interpretation from American Sign Language into spoken English, the transcription becomes a verbatim record of what the interpreter says. If however, the interpretation is from spoken English into American Sign Language, the transcription becomes a written ‘gloss’ representing the signed message using transcription conventions developed in the field of Sign Language linguistics. This lesson will introduce transcription conventions and you can choose to practice application and discuss your observations about transcription with your peers.

Lesson Objectives:

- Discuss the role of transcription in the diagnostic assessment process
- Generate a transcription of an ASL and English interpretation of interpreting performance
- Discuss the challenges associated with the transcription process and techniques that can be used by diagnosticians to enhance the transcription process

Lesson 4: Miscue Analysis

Miscue analysis is the cornerstone of diagnostic assessment—whether you utilize the analysis system of Taylor or Cokely. It is a fascinating yet tedious process. In this lesson you will explore a range of miscue types described by Cokely in order to gain the ability to recognize and appropriately label them. You will view a PPT and participate in some online quizzes to help with your acquisition of the labels and their meaning. Ultimately, as part of Assignment 3 Part A, you will analyze the ASL to English performance of an interpreter for the purpose of isolating and labeling miscues.

Lesson Objectives:
• Isolate examples of five categories of miscues from samples of interpreting performance
• Identify the type of miscue within each of five categories of miscues
• Discuss implications of miscues for the interpreting process and message equivalence

Lesson 5: Interpretation of the Data

Once data has been collected, patterns can be identified. This process will also help with distinguishing if the pattern relates to language skills or the interpreting process. What behaviors are exhibited around the miscue? Does the interpreter seem to know a miscue has been made, and is able (or unable) to recover? Does the miscue relate to language competence or interpreting competence? For example, an interpreter who consistently misspells words while Fingerspelling may do so for a number of reasons—they do not spell well, they have not yet mastered the production of individual letters, or perhaps they try to spell at a rate that is too fast and therefore drop letters. Not spelling well relates to their competence in English, while not mastering the art of Fingerspelling in ASL relates to their competence in ASL. Understanding the root cause of patterns will make design of a skill development plan much easier. As well, knowing the root cause also helps you to prioritize which skills have the greatest impact on performance and plan for skills development accordingly. You will complete Part B of Assignment 3 where you will analyze the English to ASL performance of an interpreter for the purpose of isolating and labeling miscues.

Lesson Objectives:
• Discuss whether a pattern relates to language skills or the interpreting process
• Identify the root cause of a pattern of miscue or deviation in a series of interpretations
• Identify and discuss patterns that surface in a series of interpretations

Lesson 6: Application of the Data to Skill Development Planning

In this lesson, you will explore a wide range of public and commercial resources that can be used for improving interpreting skills. The National Clearinghouse for Media Related to Deaf Individuals has many mediated materials that can be accessed. Several RSA funded regional interpreting centers have lending libraries. And, an internet search can put you in touch with a number of commercial producers of quality interpreting materials—Sign Enhancers, Dawn Sign Press, Sign Media, and Gallaudet University Press are just a few. As a diagnostician, one of the greatest assets you can be to working interpreters is your knowledge of materials, strategies and resources that can be easily accessed and used for professional development purposes. Making specific and meaningful recommendations for skill development based on the data you identified in Assignment 3 Part A and B is the focus of this lesson.
Lesson Objectives:
- Identify resources that can be utilized to improve skills performance
- Discuss how specific resources can be used to improve interpreting performance
- Discuss how to use specific resources to target specific patterns related to interpreting performance

Lesson 7: A Report of Your Findings - Putting all the pieces together

Once you have completed the diagnostic assessment process and determined a set of recommendations for skill development, the final piece of the process is to report your findings. This can be done by way of a written report, a face-to-face discussion, a recorded discussion or a combination of several of these strategies. This lesson will explore the pros and cons of each type of reporting and investigate the way to construct your report so it is clear and useful to the individual whose work you have assessed. More important than the type of report you chose is how you use language when communicating your findings. Choosing to discuss findings in a manner that is descriptive and non-judgmental will produce the most effective benefit to the interpreter. You will have the opportunity to discuss your findings as part of Assignment 4.

Lesson Objectives:
- Discuss the pros and cons associated with different approaches to providing feedback about diagnostic assessment findings
- Demonstrate the ability to discuss the interpreting performance of practitioners using objective, descriptive and non-judgmental language that focuses on the work versus the individual
- Prepare samples of written and verbal feedback about interpreting performance based on diagnostic assessment findings
Course Roadmap

Use this as your “map” while traveling on your distance learning journey. Use the last column to check off each item as you complete it. Details on each of the lessons and assignments are found online.

Dates before or next to any activity indicate specific dates for that item.

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<tr>
<th>Points</th>
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<th>Activities</th>
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<td></td>
<td></td>
<td><strong>Lesson 1: Theoretical Foundation</strong></td>
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<tr>
<td></td>
<td>5/19</td>
<td>1.1</td>
<td><strong>Online Discussion:</strong> Post an introduction that describes how you see this course relating to your current work in the field of interpreting and/or interpreter education.</td>
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<tr>
<td></td>
<td>5/19</td>
<td>1.2</td>
<td><strong>Study Guide:</strong> Read the course Study Guide and the Lesson 1 Insights related to Diagnostic Assessment.</td>
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<tr>
<td></td>
<td>5/21</td>
<td>1.3</td>
<td><strong>Textbook:</strong> Read Taylor’s text- <em>Interpretation Skills: English to American Sign Language</em>, pp. 3-74.</td>
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<tr>
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<td>5/23-27</td>
<td>1.4</td>
<td><strong>Online Discussion:</strong> Post response to one of the Discussion Questions relating to Taylor.</td>
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<td></td>
<td>5/30</td>
<td><strong>Assignment 5:</strong> Graduate Summary of 1.4 Discussion due to be posted</td>
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<td>5/28-6/3</td>
<td>1.6</td>
<td><strong>Online Discussion:</strong> Post response to one of the Discussion Questions relating to Taylor.</td>
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<tr>
<td></td>
<td>6/3</td>
<td><strong>Assignment 1:</strong> Feature Analysis of Expert versus Novice Performance – submit to Assignment Tool</td>
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<td>6/3-6/6</td>
<td><strong>Online Discussion:</strong> Post your reflections about assignment 1.</td>
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<td>6/6</td>
<td>1.7</td>
<td><strong>Textbook:</strong> Read Cokely’s text- <em>Interpretation: A Sociolinguistic Model</em>, Chapters 5-6, pages 73-156.</td>
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<td>6/9</td>
<td><strong>Assignment 5:</strong> Graduate Summary of 1.6 Discussion due to be posted</td>
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<td>6/6-6/11</td>
<td>1.8</td>
<td><strong>Online Discussion:</strong> Post response to one of the Discussion Questions related to Cokely.</td>
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<td>Points</td>
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<td>6/9</td>
<td><strong>GoToMeeting conference</strong>: 6:00-7:30 PM EST. Open to any student wanting to call and discuss the content addressed to date. See Course Resources for instructions on how to join the conference.</td>
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<td>6/11</td>
<td><strong>Lesson Insights</strong>: Review Lesson Insights regarding collecting samples of interpreting work to analyze.</td>
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<td>6/13</td>
<td><strong>Assignment 5</strong>: Graduate Summary of 1.8 Discussion due to be posted</td>
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<td>6/13</td>
<td><strong>DVD</strong>: Review samples of performance from the course DVD: Part 1 and critique in accordance with principles for collecting samples.</td>
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<td>6/16-19</td>
<td><strong>Online Discussion</strong>: Post analysis of samples based on collection principles.</td>
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<td>6/18</td>
<td><strong>Assignment 2</strong>: Miscue Analysis-submit to Assignment Tool.</td>
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<td>6/23</td>
<td><strong>Assignment 5</strong>: Graduate Summary of 2.4 Discussion due to be posted</td>
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**Lesson 2: Collecting Samples**

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<tr>
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<td>6/20-24</td>
<td><strong>Online Discussion</strong>: Post regarding your own experiences with transcription.</td>
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<td>6/23</td>
<td><strong>Lesson Insights</strong>: Read Lesson Insights regarding transcription principles and review online samples.</td>
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<td>6/25</td>
<td><strong>eReserves</strong>: Read the Cokely article on Transcription Symbols from American Sign Language: A Teacher’s Resource Text on Grammar and Culture. In addition, a short version of this is available starting on p. 179 in the Cokely text book.</td>
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<td>6/30</td>
<td><strong>Assignment 5</strong>: Graduate Summary of 3.1 Discussion due to be posted</td>
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<td>6/27-1</td>
<td><strong>Online Discussion</strong>: Post response to Discussion Questions about sample transcriptions.</td>
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**Lesson 3: Creating Transcriptions**
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<tr>
<td>Lesson 4: Miscue Analysis</td>
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<td>6/30</td>
<td>4.1</td>
<td><strong>Lesson Insights:</strong> Read Lesson Insights regarding Miscue Analysis</td>
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<td>7/1</td>
<td>4.2</td>
<td><strong>PowerPoint:</strong> View the PowerPoint on Miscue Analysis</td>
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<td>7/7</td>
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<td><strong>Assignment 5:</strong> Graduate Summary of 3.4 Discussion due to be posted</td>
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<tr>
<td>7/7</td>
<td>4.3</td>
<td><strong>Textbook:</strong> Read Cokely’s article entitled “The Effects of Lag Time on Interpreter Errors” in Appendix of Cokely text (pp 185-210).</td>
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<td>7/7</td>
<td>4.4</td>
<td><strong>DVD:</strong> Watch the course DVD: Part 1 and consider the performance in relationship to the sample analysis completed by an experienced diagnostician.</td>
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<td>PP</td>
<td>7/8-7/11</td>
<td><strong>Online Discussion:</strong> Post responses to two of the Lesson Discussion Questions.</td>
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<td>7/11</td>
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<td><strong>Assignment 3 Part A:</strong> Conduct Diagnostic Assessment of a 15 minute ASL to English interpretation sample.</td>
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<p>| Lesson 5: Interpreting the Data |
| 7/11   | 5.1   | <strong>Lesson Insights:</strong> Read Lesson Insights regarding associating patterns with root causes. | ☐ |
| 7/14   |       | <strong>Assignment 5:</strong> Graduate Summary of 4.5 Discussion due to be posted | ☐ |
| 7/14   | 5.2   | <strong>Miscue Patterns and Posting:</strong> Create a chart of miscue patterns and relate each pattern to the perceived root cause. Be ready to post it for discussion with online peers in next activity. | ☐ |
| PP     | 7/16-7/20 | <strong>Online Discussion:</strong> Post responses to Lesson Discussion Questions related to root causes of patterns that emerged from the miscue analysis. | ☐ |
| 7/21   |       | <strong>Assignment 3 Part B:</strong> Conduct Diagnostic Assessment of a 15 minute English to ASL interpretation sample. | ☐ |
| 7/23   |       | <strong>Assignment 5:</strong> Graduate Summary of 5.3 Discussion due to be posted | ☐ |</p>
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<td><strong>Lesson 6: Skill Development Planning</strong></td>
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<td>7/23</td>
<td>6.1 <strong>Lesson Insights</strong>: Read Lesson Insights regarding how to relate patterns of performance to specific skill development activities.</td>
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<td>7/23</td>
<td>6.2 <strong>eReserves</strong>: Read Witter-Merithew article entitled: “The Meaning of Texts” <em>and</em> watch PPT on 10-step process.</td>
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<td>7/25</td>
<td>6.3 <strong>Internet Search</strong>: Review and identify possible resources from the National Clearinghouse.</td>
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<td>7/25</td>
<td>6.4 <strong>Internet Search</strong>: Review and identify possible resources from the DO IT Center lending library.</td>
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<td>7/25</td>
<td>6.5 <strong>Course Resources</strong>: Review Instructional Sheets available in the Course Materials section of this course (in the Lesson 6 folder).</td>
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<td>7/25</td>
<td>6.6 <strong>Internet Search</strong>: Review and identify possible resources from a commercial vendor of mediated ASL and interpreting materials.</td>
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<td>7/25-</td>
<td>6.7 <strong>Online Discussion</strong>: Post responses to Lesson Discussion Questions regarding resources and materials for skill development.</td>
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<td>PP</td>
<td>7/28</td>
<td>6.8 <strong>GoToMeeting conference</strong>: 7-8:30 PM EST. Open to any student wanting to call and discuss the content addressed to date. See Course Resources for instructions on how to join the conference.</td>
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<td><strong>Lesson 7: Reporting Your Findings - Putting it all together</strong></td>
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<td></td>
<td>7/28</td>
<td>7.1 <strong>eReserves</strong>: Read Witter-Merithew article about “Feedback: A Conversation About the Work Between Learners and Colleagues”.</td>
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<td>8/1</td>
<td><strong>Assignment 5</strong>: Graduate Summary of 6.7 Discussion due to be posted</td>
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<tr>
<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
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<td>Due by 8/4</td>
<td><strong>Assignment 4:</strong> Report your findings using YouTube and prepare a self-assessment of your performance. Mail or email to your course facilitator for grading and feedback.</td>
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<tr>
<td>PP</td>
<td>8/4-8/8</td>
<td><strong>Online Discussion:</strong> Post responses to Lesson Discussion Questions regarding how you organized your feedback, what resources you recommended and why.</td>
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<td>8/8</td>
<td><strong>Lesson Insights:</strong> Read Lesson Insights regarding how to continue improving your skills in analyzing interpreting performance.</td>
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<td>By 8/9</td>
<td>Complete online course evaluation <em>and</em> return the ON-LOAN DVD to the UNC library (not the DO IT Center)</td>
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<td>NOTE: see Bear mail for evaluation dates</td>
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<td>8/9</td>
<td><strong>Congratulations!</strong> You have completed the Conducting Diagnostic Assessments course! Grade will be posted by 5 pm within three business days.</td>
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# Assignments

## Assignment Overview

<table>
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<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
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| **Discussion Activities** | Ten (10) Blackboard discussion activities. Post a response to at least one of the Lesson Discussion Questions for each Lesson in the course and reply to the post of at least one colleague in each Lesson. This pairing is worth a total of 2 points.  
**NOTE:** Each discussion period is indicated by a start and end date. The expectation is that you post your original post EARLY in the scheduled time frame—*on the first or second day* and use the remainder of the time for posting responses. Waiting to post your original until late in the time frame doesn’t allow for meaningful or authentic dialogue with peers. | 20     | Ongoing    |
| **Assignment #1 Submit to Assignment Tool** | **Feature Analysis: Expert and Novice**  
View a recorded sample of interpreting performance generated by an expert and novice practitioner. Identify instances of the eight Major Features in each of the performance samples. Then, identify at least two examples of application of the feature (successful or unsuccessful) for each of the eight Major Features. Organize your observations into a written assessment or chart and submit to your facilitator via the assignment tool. | 10     | 6/3        |
| **Assignment #2 Submit to Assignment Tool** | **Miscue Analysis**  
View the recorded sample of English to ASL interpreting performance generated by the same expert interpreter from Assignment 1. Record instances of miscues from the performance onto the associated transcript. Then, view the recorded sample of English to ASL interpreting performance of the same novice interpreter from Assignment 1 and record instances of miscues on the associated transcript. Compare the findings of the two interpreters and submit a paper that discusses your overall observations, providing specific examples of miscue types from each performance. | 15     | 6/18       |
<p>| <strong>Assignment #3 Part A</strong> | <strong>Diagnostic Assessment of ASL to English:</strong> Select one of the three sets of interpreting performance—either circle, square or triangle, for analysis. View 15 minutes of the ASL to English performance from the recorded sample, and using the associated verbatim transcription, isolate miscues, and identify the patterns that exist | 20     | 7/11       |</p>
<table>
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<th>Assignment</th>
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<td>Assign. 3 con’t Part A</td>
<td>within the work. Record your observations directly on the transcript. Submit a summary of your findings that addresses the patterns you observed supported by specific examples of data that resulted from your analysis. Submit the summary of findings via the assignment tool.</td>
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<td>Assignment #3 Part B</td>
<td>Diagnostic Assessment of English to ASL sample: Select one of the three sets of interpreting performance from the course DVD—either circle, square or triangle, for analysis. View 15 minutes of the English to ASL performance from the recorded sample, and using the associated verbatim transcription, isolate miscues, and identify the patterns that exist within the work. Record your observations directly on the transcript. Submit a summary of your findings that addresses the patterns you observed supported by specific examples of data that resulted from your analysis. Submit the summary of findings via the assignment tool.</td>
<td>20 points</td>
<td>7/21</td>
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<td>Assignment #4</td>
<td>Providing Feedback: Prepare your diagnostic assessment report and generate a recorded feedback interview that includes demonstration of your feedback supported by examples taken directly from the interpreter’s performance. Prepare a two-page self-assessment that addresses the quality of your feedback based on principles learned during this course. Submit the YouTube link of your feedback interview, a copy of your diagnostic assessment report, and your self-assessment to the assignment tool for grading.</td>
<td>15 points</td>
<td>Due 8/4</td>
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<td>Assignment #5 Graduate Students Only</td>
<td>Depending on the number of graduate students enrolled in the course, each graduate student will be assigned 2-3 discussion forums to review and provide a written summary of the discussion to post to the entire class. These discussion summaries will be due up to three (3) days after the last day of a discussion forum as noted in the roadmap. Each graduate student is encouraged to volunteer early on in the semester to summarize 2-3 specific discussions. If sufficient volunteering to cover all of the discussion forums has not occurred by the third week of the class, the facilitator will assign those that remain. The purpose of these summaries is to synthesize the various perspectives offered during the discussion and</td>
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INTR 461/561 Page 17
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<th>Points</th>
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<td>to isolate the most salient points that were made, identify the questions that remain, redirect focus to course material that reinforces salient points of the class, and offer resources and insights that expand an appreciation of salient points.</td>
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<td>There are no points offered for these summaries—they are seen as leadership contributions to the class that graduate students should be capable of contributing. However, if the summaries are not done or are not done in accordance with established criteria, they can result in a deduction of 5 points per summary from the final course grade.</td>
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<td>In those instances where there are an insufficient number of graduate students to provide a summary for all discussions, the remainder will be provided by the facilitator, or, graduate students who wish more leadership opportunity can offer to do more than the 2-3 required summaries.</td>
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**Total: 100 pts.**

**Note:** A long version of all assignments providing fuller description and the grading rubrics for each assignment will be posted under the Assignments link in Blackboard. Be sure to read through the long description of all assignments prior to beginning.
Course Summary

Conclusion

This course has introduced you to conducting diagnostic assessments in a systematic way by using one of two possible approaches. One approach—developed by Taylor—is useful in working with individuals who possess emerging interpreting skills but have gaps in their language mastery. The second approach—developed by Cokely—is useful in working with interpreters who have a sufficient language foundation but struggle with task management or other elements of the cognitive processes associated with interpreting. Both systems offer a tool for determining professional development priorities. And, professional development planning is the purpose of diagnostic assessment. Here are the key points to remember from this course.

- There are different types of assessment that are important to interpreters. Each has a unique format and purpose. One type of assessment—diagnostic assessment—provides a detailed analysis of performance which can be used for professional development planning and job placement.

- The overarching goal of diagnostic assessment is to improve the overall quality and accuracy of interpretation between American Sign Language and English through the collection of performance data.

- The overall impact of diagnostic assessment is that it provides a data-driven assessment of what is currently happening within the work of an interpreter, while simultaneously providing specific guidance regarding how to improve the quality and accuracy of the work.

- Taylor’s work focuses on distinguishing expert versus novice practitioner competence and distinguishing skills that are knowledge-rich (complex, more difficult to expert, and occurring within the interpreting task frequently) and knowledge-lean (not complex, relatively easy to expert, but occurring within the interpreting task less frequently). She organizes her observations about language use and interpreting into major features and the associated range of miscues evidenced in the work of novices.

- Cokely’s work focuses on a sociolinguistic model of the interpreting process, depicting the cognitive stages associated with interpreting and the various factors that impact an interpreter’s ability to effectively apply the cognitive stages to produce an accurate interpretation. He also looks at the relationship between miscue analysis and gaps in mastery of cognitive and/or linguistic skills.

- Miscue analysis is the cornerstone of diagnostic assessment—whether you utilize the analysis system of Taylor or Cokely. It yields specific data about the type and consequence of gaps in interpreting performance. It is this analysis that leads to the identification of patterns which when prioritized enable the
practitioner to remediate performance gaps that will result in the most meaningful improvement in their work.

- One of the most effective contributions of a mentor, supervisor or teacher who provides diagnostic assessment is the recommendation of specific resources and activities that can be used to remediate performance gaps. Accordingly, diagnosticians are knowledgeable about a wide range of accessible and ready-to-use resources and learning activities.

- Diagnosticians discuss findings in a manner that is descriptive and non-judgmental and will produce the most effective benefit to the interpreter. The focus is on the work, patterns that emerged, and specific strategies for growth and improvement. Diagnostic assessment is a positive tool for professional growth and development.

**What’s Next?**

Because the welfare and the future of so many interpreter practitioners depend on the outcomes of effective diagnostic assessment, it is impossible to overemphasize its importance. For an interpreter to benefit from the learning that results from a diagnostic assessment, the interpreter must have answers to basic questions: Where am I going? Where am I now? How do I get where I am going? How will I know when I get there? Am I on the right track for getting there? These questions are integral to the process of diagnostic assessment.

Mastering the skills associated with Diagnostic Assessment requires time and experience. How comfortable you become with applying either of the systems of analysis you learned about in this class will depend on how frequently you apply the skills and the degree to which you share and discuss your findings with other diagnosticians. Peer review of diagnostic performance is an excellent way to enhance your insights and learn about the best resources for improving specific skills.

You are encouraged to share these new skills with emerging and working interpreters who seek direction in professional development—remembering always that it is both a privilege and a responsibility to be given the opportunity to analyze the work of peers and to allow peers to analyze your work. Acknowledge to these colleagues that you are an emerging diagnostician and seek to engage in continuing your professional development. Their feedback about the effectiveness of your analysis in assisting them in their professional development planning will be an excellent source of data for your use in improving your application of diagnostic skills.

For those of you in the Leadership and Supervision Certificate Program, typically the next course in the series is INTR 460/560 Ethics in Leadership (3 credits). (The next course can vary depending on enrollment.) This course will address the central issues of moral philosophy from the perspective of leadership studies.
This course assumes that many familiar, abstract moral problems are made concrete in the exercise of leadership. One aim of this course will be to work through general ethical problems as these problems take on a particular guise in leadership contexts. The course also seeks to identify and understand moral challenges that are peculiar to leadership studies.
Quality Instruction
Preparing
Qualified Interpreters