The faculty and staff of the DO IT Center and the University of Northern Colorado bring expertise and many years of experience, passion, and dedication to supporting students working towards educational goals. While students can grow substantially from that platform of support, individual success or failure in achieving the outcomes of your specific program is ultimately your own responsibility. Communication is especially important within any distance education program. If questions or concerns arise or if something outside your control is interfering with your education, please contact your instructor, advisor or the administrative office.

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UNC @ Lowry Campus
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http://www.unco.edu/doit
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Course Overview

Purpose
The purpose of this course is to engage you in skill development activities designed to enhance your ability to interpret in K-12 settings. Attention will be given to interpreting a variety of subject matter associated with elementary, middle school and high school classrooms. You will examine a range of factors impacting interpreting choices—including the cognitive and linguistic development of children at each stage as well as the terminology and protocol used in each of these settings. You will practice interpreting texts associated with each setting. For each of these settings, you will investigate instructional materials that might be used and explore the use of sight translation in educational settings. The interpretations produced in this course may be used for your final portfolio assessment.

Impact
Interpreting in the K-12 setting is unique in that:

1) In the classroom, K-12 interpreters are required to interpret a wide range of subject matter and learning activities for various purposes throughout the day.

2) The interactive nature of the classroom presents unique demands for both interpreters and the deaf student.

3) The role and function of the K-12 interpreter varies depending on a range of factors, including the age of the deaf student, the job description of the school district, and the language and educational competence of the deaf student.

Another unique element of K-12 interpreting is the use of sight translation or interpretation of print material. This relates to the interpreting of English print into sign language—a task an ASL-English interpreter should be prepared to offer and provide on an as needed basis. For example, in some instances, the interpreter may provide a signed interpretation of printed test material. Making informed and careful choices is essential to preserve the integrity of the test process.

Sight translation is often given insufficient attention in interpreter training programs. Consequently, many ASL-English interpreters do not know how to do it well. Sight translation is as difficult as simultaneous interpretation, and involves some of the same mental processes. In the case of sight translation, the input is visual (the written word) rather than oral (the spoken word), but the interpreter still has to process a thought in the source language and generate the target language version of that thought while simultaneously processing the next source language thought, and so on.

Some interpreters find sight translation more difficult than the other modes of interpreting because they have more trouble focusing on meaning rather than words – the essence of proper interpretation – when the message is written in black and white on a piece of paper. Reading comprehension is an important element of sight translation, and the need to improve and maintain reading comprehension is essential to K-12 interpreters.
Objectives

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

1. Discuss the nature and structure of interpreting in K-12 settings.

2. Discuss the role and function of sight translation when interpreting in K-12 situations.

3. Generate a sight translation of instructional materials or other print documents associated with the K-12 setting.

4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in K-12 settings.

5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.

6. Produce target language that meets the linguistic needs of a model student.

7. Interpret texts related to the K-12 setting using sight translation, and consecutive and/or simultaneous interpreting as appropriate.

8. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.
**Grading Scale**

The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for UNDERGRADUATE classes:

- **A = 100 - 91** superior achievement of course objectives
- **B = 90 - 81** above average achievement of objectives
  
  (Reminder: you must maintain at least a “B” per class to meet graduation requirements)
- **C/D = 80 - 61** below acceptable achievement of objectives
- 60 or below is considered not passing.

**Late Assignment Policy**

Late assignments will receive a drop in one letter grade if submitted within 72 hours of the assignment due date. Late assignments submitted after the 72 hours that have not been approved in advance by the respective course instructor will NOT be graded and students will receive a zero as the assignment grade.

Extensions for an assignment due date MUST be approved in advance with the respective course instructor 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

Articles available online
These links are found in the Course Materials folder/Sight Translation Resources:


Media (UNC Book Store  www.uncbooks.com)

- UNC DO IT Center. (Producer).  *Practice to mastery series, #108: First grade math narrative* [DVD]. (Available from the University of Northern Colorado)
- The following DVD can be borrowed from the **UNC Library** at [http://www.unco.edu/library/services/distance.htm](http://www.unco.edu/library/services/distance.htm) following the directions there.
- Project TIEM Online. (Producer). *Public schools in action, Tape # 9 Part II* [DVD].

eReserves


**Online Resources**

**K/1st grade calendar time:**

http://www.youtube.com/watch?v=IwXyopaMmtw

http://www.youtube.com/watch?v=arXy-NNYol8

http://www.youtube.com/watch?v=YuEbfzV6tRE

This is a three part YouTube video that will be used as source text for assignment 2B. You will find links to this site in the assignment 2 folder.

**Classroom interpreting website:**

http://www.classroominterpreting.org/

This website is specifically designed to support educational teams in the K-12 setting and includes pages for Administrators, Teachers, Interpreters, Parents, and Students.

**Library resources:**

The DO IT Center has a lending library with a variety of resources that might be helpful in your study of K-12 interpreting. In addition, many states and other organizations around the country have a similar library of resources – so check to see what is available in your area.

A summary of PDES tapes available for use will be available online.

Check the MARIE Center website at [http://www.unco.edu/marie/lending_library.html](http://www.unco.edu/marie/lending_library.html) and access the Lending Library page before purchasing any of these materials.
Course Preview

The activities in this course are designed to help you explore and gain experience in your chosen area of interpreting. Each of you enters your area of emphasis with different interests, experiences, and goals. To accommodate this difference in learners, the courses in your emphasis are designed to be less structured and more of an independent study than the core courses in the BA curriculum.

The courses will have a common set of activities that provide a theme or pattern for learning and are designed to help you:

- Develop a common, professional way of presenting information.
- Improve your ability to give and receive feedback from peers.
- Enhance your research skills and your ability to contribute to the field of interpreting.
- Assist in your understanding of the “big picture” through use of a systems approach and analysis of your area of emphasis through different lenses.
- Improve your ability to apply learning and experience from one domain or setting to situations in other domains.
- Increase your ability to use reflection as a learning tool.
- Gain insight into real life situations through practice interpreting, interviews and field experience.
Course Structure

The structure of this course will provides an overview of interpreting academic content in K-12 settings. The course is divided into four units. Each section is related to an assignment. The first unit introduces theoretical material on use of space, fingerspelling and numbers, and sight translation that will be applied in each of the three remaining units. The following three units concentrate on interpreting in elementary, middle school and high school settings. For each of these units, you will complete an assignment which will include:

- Analysis of a source text model.
- Researching the topic to be interpreted. Research can include library research, web research and field research (some resources will be provided in Course Materials area).
- Generating samples of interpreting performance from sign to voice, voice to sign and from written English to sign.
- Reflective journaling about your interpreting performance and other learning associated with the three settings addressed in this course.
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](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](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](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](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.
Course Roadmap

NOTE: Even though this is an independent study, you are still required to check in, report progress, submit assignments, and participate in discussions according to the Roadmap.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>Online Introduction: Post an introduction in Blackboard addressing your goals in this class and how the class fits into your professional plans/aspirations.</td>
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</table>

Unit 1
Over the next two weeks you will be investigating the difference in interpreting for adults and children. You will review research on the cognitive and linguistic development of Deaf children and reflect on how that development will affect interpreting decisions in K-12 settings. You will be introduced to the process of sight translation and its use in the classroom. And you will investigate the differences between the RID evaluation process and the Educational Interpreter Performance Assessment (EIPA). The information that you learn in this unit will be applied throughout the remainder of the course.

Weeks 1-2 Objectives and Activities (8/25-9/7)
1. Discuss developmental and linguistic factors that will affect interpreting decisions made in K-12 settings.
2. Discuss the role and function of sight translation in K-12 settings.
3. Identify the differences between the RID evaluation process and the EIPA.

8/26-8/31 Read:
- Calderon and Greenberg- “Social and emotional development of deaf children: Family, school, and program effects”
- Power and Leigh- “Curriculum: Cultural and communicative contexts”
- Schick- “The development of American Sign Language”
- Singleton and Morgan – “Natural sign language acquisition within the social context of the classroom”

9/3 Go to http://www.classroominterpreting.org to review the standards for the Educational Interpreter Performance Assessment (EIPA) then respond to the question in the discussion board.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td>9/4-9/8</td>
<td>Research sight translation to determine its application to ASL-English Interpreting. This may include exploring the role of writing and reading English in the Deaf community and the implications for deaf children in K-12 settings.</td>
<td>☐</td>
</tr>
<tr>
<td>9/8</td>
<td>Post your findings to the discussion forum on sight translation.</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Unit 2- K-12 Interpreting Performance: Elementary

Over the next four weeks you will work toward completing Assignment 2 in which you will work with source texts from elementary school settings.

### Weeks 3-6 Objectives and Activities (9/8-10/5)

1. Discuss the nature and structure of interpreting in elementary settings.
2. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for an assignment in an elementary setting.
3. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.
4. Interpret texts related to the elementary setting using sight translation, and consecutive and/or simultaneous interpreting as appropriate.
5. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.

<table>
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<tr>
<th>Dates</th>
<th>Activities</th>
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</table>
| 9/9-9/16| Read  
- Padden, C.- “Learning to fingerspell twice: Young signing children’s acquisition of fingerspelling”  
- Review ASL numbering systems.                                                                                                           | ☐     |
| 9/17    | Watch  
- Practice to Mastery Series, DVD # 108: “First grade math narrative”                                                                             | ☐     |
| 9/21    | Analyze the model elementary student texts and post your analysis of the salient linguistic features and a discussion of how those features will affect interpreting choices in the Unit 2: Model Elementary Student Texts discussion forum. | ☐     |
| 9/21    | Assignment 2A- ASL to English  
Upload your interpretation of both model student texts to your YouTube account and submit the link using the Assignment 2A link in the Assignment 2 folder. | ☐     |
<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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</thead>
<tbody>
<tr>
<td>9/28</td>
<td>Assignment 2B- English to ASL&lt;br&gt;Upload your interpretation of the model classroom text to your YouTube account and submit the link using the Assignment 2B link in the Assignment 2 folder.</td>
<td>□</td>
</tr>
<tr>
<td>10/1</td>
<td>Using what you have learned about sight translation, analyze the sample elementary texts found in the Unit 2 Sight Translation Materials folder. Post your analysis to the Unit 2: Sample Elementary Texts discussion forum.</td>
<td>□</td>
</tr>
<tr>
<td>10/5</td>
<td>Assignment 2C- Sight Translation&lt;br&gt;Upload your sight translation to your YouTube account and submit the link using the Assignment 2C link in the Assignment 2 folder.</td>
<td>□</td>
</tr>
<tr>
<td>10/8</td>
<td>Post to your reflective journal. Your analysis should address all three interpretations submitted for Assignment 2. For details on the requirements for this post see the Assignment 1 Description.</td>
<td>□</td>
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</table>

**Unit 3- K-12 Interpreting Performance: Middle School**

Over the next four weeks you will work toward completing Assignment 3 in which you will work with source texts from a middle school setting.

**Weeks 7-10 Objectives and Activities (10/6 - 11/2)**

1. Discuss the nature and structure of interpreting in middle school settings.
2. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in middle school settings.
3. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.
4. Interpret texts related to the middle school setting using sight translation, and consecutive and/or simultaneous interpreting as appropriate.
5. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.

10/6-10/14 Use the internet and resources from previous courses to review the developmental and linguistic characteristics of middle school students. Prepare for the topic of the middle school classroom text. □

10/15 Review the model middle school student text and post an analysis of salient linguistic features and how those features and the developmental and linguistic characteristics of middle school students will affect interpreting choices in the Unit 3: Model Middle School Student Texts discussion forum. □
<table>
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<tr>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td>10/19</td>
<td>Assignment 3A – ASL to English</td>
<td></td>
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<tr>
<td></td>
<td>Upload your interpretation of the model student text to your YouTube account and submit the link using the Assignment 3A link in the Assignment 3 folder.</td>
<td></td>
</tr>
<tr>
<td>10/26</td>
<td>Assignment 3B- English to ASL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upload your interpretation of the model classroom text to your YouTube account and submit the link using the Assignment 3B link in the Assignment 3 folder.</td>
<td></td>
</tr>
<tr>
<td>10/29</td>
<td>Using what you have learned about sight translation, analyze the sample middle school texts found in the Unit 3 Sight Translation Materials folder. Post your analysis to the Unit 3: Sample Elementary Texts discussion forum.</td>
<td></td>
</tr>
<tr>
<td>11/2</td>
<td>Assignment 3C- Sight Translation</td>
<td></td>
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<tr>
<td></td>
<td>Upload your sight translation to your YouTube account and submit the link using the Assignment 3C link in the Assignment 3 folder.</td>
<td></td>
</tr>
<tr>
<td>11/5</td>
<td>Post to your reflective journal. Your analysis should address all three interpretations submitted for Assignment 3. For details on the requirements for this post see the Assignment 1 Description.</td>
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</table>

**Unit 4- K-12 Setting Performance 3: High School**

Over the next four weeks you will concentrate on Assignment 4 in which you generate a sight translation and interpretations of texts from a high school setting.

**Weeks 11-16 Objectives and Activities (11/4 - 12/9)**

1. Discuss the nature and structure of interpreting in high school settings.
2. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in high school settings.
3. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.
4. Interpret texts related to the high school setting using sight translation, and consecutive and/or simultaneous interpreting as appropriate.
5. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.

<p>| 11/3-11/11 | Use the internet and resources from previous courses to review the developmental and linguistic characteristics of high school students. |   |
|           | Prepare for the topic of the high school classroom text. |   |</p>
<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td>11/12</td>
<td>Review the model high school student text and post an analysis of salient linguistic features and how those features and the developmental and linguistic characteristics of high school students will affect interpreting choices in the <em>Unit 4: Model High School Student Texts</em> discussion forum.</td>
<td>☐</td>
</tr>
</tbody>
</table>
| 11/16      | **Assignment 4A – ASL to English**  
Upload your interpretation of the model student text to your YouTube account and submit the link using the Assignment 4A link in the Assignment 4 folder. | ☐    |
| 11/23      | **Assignment 4B – English to ASL**  
Upload your interpretation of the model classroom text to your YouTube account and submit the link using the Assignment 4B link in the Assignment 4 folder. | ☐    |
| 11/26 – 11/30 | **Thanksgiving Break**  
Enjoy!                                                                                                                                   | ☐    |
| 12/1       | Using what you have learned about sight translation, analyze the sample high school texts found in the *Unit 4 Sight Translation Materials* folder. Post your analysis to the *Unit 4: Sample Elementary Texts* discussion forum. | ☐    |
| 12/7       | **Assignment 4C – Sight Translation**  
Upload your sight translation to your YouTube account and submit the link using the Assignment 4C link in the Assignment 4 folder. | ☐    |
|            | **Final reflective journal due**                                                                                                           | ☐    |
|            | Your analysis should address all three interpretations submitted for Assignment 4. For details on the requirements for this post see the Assignment 1 Overview.                                         | ☐    |
|            | **Complete the course evaluation and you’re done!**                                                                                         | ☐    |
|            | ✓ Check your Bearmail for the dates the evaluation is open.                                                                                  | ☐    |
|            | ✓ Final grades will be posted within 3 business days of the end of the semester.                                                            | ☐    |
## Assignment Overview

For a detailed description please refer to the assignment description documents found on Blackboard in the corresponding assignment folders.

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
</table>
| Online Postings: During Unit 1 you will be required to post an introduction and statement of goals. You will also be required to post to three discussion forums addressing the readings for Unit 1 (3). During each of the following units you will be required to post to two discussion forums as evidence of progress towards course objectives (6). A total of 10 postings are required. Postings will be graded using the rubric for graded discussion items and should not exceed 500 words.

**Reflective Journal:** You will be required to post to your reflective journal after submitting each assignment (3 in total). Your analysis should address all three interpretations submitted for the assignment and should include discussion of the following points. Postings should not exceed 1500 words.

- Demands that arose and the controls that were employed.
- Discussion of how the linguistic and cognitive development of the student affected interpreting choices.
- Salient discourse features of the speakers involved and the implications for interpretation.
- Effectiveness of strategies used to research equivalent target language vocabulary.
- Observations about the overall accuracy and effectiveness of the interpretation.
- What you would do differently next time, why and how. | 15 points |

<table>
<thead>
<tr>
<th>Assignment 2A</th>
<th>Description</th>
<th>Points</th>
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</table>
| 9/17 | **Model Text Analysis:** Students will provide an analysis of salient linguistic features and a discussion of how those features will affect interpreting choices. Your analysis will be posted to the appropriate discussion forum. This portion of the assignment will count toward your assignment 1 grade.

**ASL to English Interpretation:** Generate an interpretation of the model elementary student. When capturing your performance on film, make sure the source message(s) is clearly visible and your voice is clearly audible. Upload your performance to your YouTube account and submit the link in the Assignment 2 folder. | 10 points |
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Assignment 2B 9/28</td>
<td><strong>English to ASL Interpretation:</strong> Generate an interpretation of the elementary classroom text. When capturing your performance on film, make sure both you and the source message(s) are clearly observable for analysis purposes. Upload your performance to your YouTube account and submit the link in the Assignment 2 folder.</td>
<td>10 Points</td>
</tr>
</tbody>
</table>
| Assignment 2C 10/5 | **Sight Translation:** Generate a sight translation of the elementary texts provided. Keep in mind that your target language should meet the needs of the model student you used for assignment 2A. Upload your performance to your YouTube account and submit the link in the Assignment 2 folder.  
**Self-Assessment:** Post your analysis in your reflective journal. This portion of the assignment will count toward your assignment 1 grade. See the assignment 1 description for details. | 5 Points |
| Assignment 3A 10/19 | **Model Text Analysis:** Students will provide an analysis of salient linguistic features and a discussion of how those features will affect interpreting choices. Your analysis should be posted to the appropriate discussion forum. This portion of the assignment will count toward your assignment 1 grade. | 10 Points |
| Assignment 3B 10/26 | **ASL to English Interpretation:** Generate an interpretation of the model middle school student. When capturing your performance on film, make sure the source message(s) is clearly visible and your voice is clearly audible. Upload your performance to your YouTube account and submit the link in the Assignment 3 folder.  
**English to ASL Interpretation:** Generate an interpretation of the middle school classroom text. When capturing your performance on film, make sure both you and the source message(s) are clearly observable for analysis purposes. Upload your performance to your YouTube account and submit the link in the Assignment 3 folder.  
**Sight Translation:** Generate a sight translation of the middle school texts provided. Keep in mind that your target language should meet the needs of the model student you used for assignment 3A.  
**Self-Assessment:** Post your analysis in your reflective journal. This portion of the assignment will count toward your assignment 1 grade. | 10 Points |
| Assignment 3C 11/2 | **Sight Translation:** Generate a sight translation of the middle school texts provided. Keep in mind that your target language should meet the needs of the model student you used for assignment 3A.  
**Self-Assessment:** Post your analysis in your reflective journal. This portion of the assignment will count toward your assignment 1 grade. | 5 points |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>11/12</td>
<td>4A</td>
<td><strong>Model Text Analysis</strong>: Students will provide an analysis of salient linguistic features and a discussion of how those features will affect interpreting choices. Your analysis will be posted to the appropriate discussion forum. This portion of the assignment will count toward your assignment 1 grade.</td>
<td>10 Points</td>
</tr>
<tr>
<td>11/16</td>
<td></td>
<td><strong>ASL to English Interpretation</strong>: Generate an interpretation of the model high school student. When capturing your performance on film, make sure the source message(s) is clearly visible and your voice is clearly audible. Upload your performance to your YouTube account and submit the link in the Assignment 4 folder.</td>
<td>10 Points</td>
</tr>
<tr>
<td>11/23</td>
<td>4B</td>
<td><strong>English to ASL Interpretation</strong>: Generate an interpretation of the high school classroom text. When capturing your performance on film, make sure both you and the source message(s) are clearly observable for analysis purposes. Upload your performance to your YouTube account and submit the link in the Assignment 4 folder.</td>
<td>5 points</td>
</tr>
<tr>
<td>12/7</td>
<td>4C</td>
<td><strong>Sight Translation</strong>: Generate a sight translation of the high school texts provided. Keep in mind that your target language should meet the needs of the model student used for assignment 4A. Upload your performance to your YouTube account and submit the link in the Assignment 4 folder.</td>
<td></td>
</tr>
<tr>
<td>12/10</td>
<td></td>
<td><strong>Self-Assessment</strong>: Post your analysis in your reflective journal. This portion of the assignment will count toward your assignment 1 grade.</td>
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**Total: 100 pts.**

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines For Use Of Technology
- Guidelines For Online Discussions
- Guidelines For Written Assignments
Course Summary

Conclusion

This skills course has provided you with an opportunity to explore interpreting skills related to K-12 interpreting. Because K-12 interpreting involves a range of age groups and subject matter, you filmed yourself interpreting a variety of events in the K-12 setting. You engaged in self-assessment and discussed your strengths and areas in need of improvement. This will be helpful to you as you prepare for your final portfolio assessment presentation. In this course you also further developed and applied your research and reflection skills through literature review and journaling. And, as a result of this class, you have created several products that will support your portfolio assessment process.

In INTR 433: K-12 Communication Assessment, you will apply your knowledge of classroom accessibility, classroom discourse, a child’s language development, your own language skills, and K-12 interpreting strategies to the task of assessing communication that occurs in the classroom.

Key Points

What we hope you will remember from this class:

Next Steps

While this course is still fresh in your mind, pause to review your learning, looking through the lens of your final portfolio that is due at the end of your ASLEI journey. Consider the following:

1) Identify any applicable Entry-to-Practice Competencies that may be related to the course objectives;

2) Identify possible evidence items;

3) Identify potential reflection pieces that could be used in the narrative of the Coversheet;

4) Use your organizational system to house these items and thoughts until you are ready to work on writing future Coversheets; (Hint: If it's possible to work on all or part of a Coversheet at this time, why not draft it now?!) and finally,

5) Check in with classmates to see if some collaborative thinking might be worth your investment of time – what did others identify and how are they thinking of using the learning from this course?
Quality Instruction
Preparing Qualified Interpreters