

2011
**STUDY
GUIDE**
for
**Trilingual
Interpreter
Certification
Candidates**

BOARD *for* EVALUATION
of INTERPRETERS

BEI

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Foreword and Acknowledgements

The study guide for trilingual interpreter certification candidates has been prepared for you by the University of Arizona National Center for Interpretation Testing, Research and Policy (UA NCITRP). Its purpose is to provide user-friendly information about the trilingual interpreter certification process, which is administered by the Department of Assistive and Rehabilitative Services, Office for Deaf and Hard of Hearing Services (DARS DHHS), Board for Evaluation of Interpreters (BEI). The study guide contains information about the tests, information about the testing process, and sample test items.

We hope that the study guide will facilitate your participation in the testing program. If you have questions after you have read the study guide please contact the BEI staff at (512) 407-3250 or bei@dars.state.tx.us.

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Background of the Trilingual Interpreter Certification Process

The purpose of the trilingual interpreter testing and certification process is to ensure that people working in Texas as certified American Sign Language (ASL), Spanish, and English interpreters meet the minimum proficiency standards. The standards for successfully discharging the responsibilities of a state-certified interpreter were established by UA NCITRP and DARS DHHS.

The procedures followed in creating the tests provided an empirical basis for the trilingual interpreter certification process, ensuring its validity in assessing the trilingual interpreting proficiency of candidates.

In the field of interpretation as a whole, interpreter advocates for people who are deaf and hard of hearing have led the way in establishing state-of-the-art interpreter training curricula and certification standards and in cultivating legislative support for those efforts. The state of Texas has been at the forefront of this movement with the creation in 1980 of the Board for Evaluation of Interpreters (BEI) within the Texas Commission for the Deaf and Hard of Hearing (TCDHH—now DARS DHHS). The BEI established Texas' first interpreter certification system, which has operated for 29 years and has provided for testing and certification of interpreters at five distinct certification levels. This was also the nation's first state interpreter certification program as well as the first established by a state agency. In March 1, 2006, BEI had certified approximately 1,600 ASL-English interpreters.

In addition to the need for competent ASL-English interpreters, the state of Texas has also recognized that within the large population of limited- or non-English proficient Hispanics is a large and growing population of deaf or hard of hearing people who are Hispanic and for whom the primary language spoken by their families is Spanish. These people often require language services in ASL, Spanish, and English to participate fully in society. Nationwide, the trilingual language barrier affects the lives of an estimated 1.9 million deaf and hard of hearing Hispanic Americans, about one-half of whom come from families in which Spanish is the primary language. This large population confronts a systematic trilingual language barrier, a problem that is compounded by the need to navigate cultural differences that are indivisible from three different languages.

In the past, the use of trilingual interpreters who have not had their skills evaluated has created situations where people who are deaf or hard of hearing and their families were excluded from proceedings that directly and materially affected their lives. Early on, Texas DARS DHHS formed the Hispanic Trilingual Task Force (HTTF) to begin seeking a solution, and in 2003 DARS DHHS and UA NCITRP received a grant from the U.S. Department of Education to create the first trilingual certification program. Mr. David Myers, Director of the Texas DARS DHHS, and his staff provided the leadership as well as the financial, philosophical, and technical support to complete this program. Especially valuable was their expertise in the critical elements of ASL and their research into the work performed by proficient interpreters for the deaf and trilingual interpreters in Texas.

The UA NCITRP, with guidance from DARS DHHS, convened a panel of subject matter experts (the “Expert Panel”) who contributed their extensive knowledge and experience to the project, from the initial design of the project through the final review of the resulting examinations. Throughout the development process, the Expert Panel served as the primary source of content knowledge and subject-matter expertise on trilingual interpretation issues.

Several incumbent certified interpreters in Texas (as well as nationally) also provided UA NCITRP with invaluable empirical data about the nature of the trilingual interpretation they encounter in their work. Further, many incumbents participated in piloting the exams and gave insightful feedback that provided evidence for the exams’ validity and enabled the development team to revise and improve the final test instruments.

Additionally, a group of experienced trilingual interpreters, deaf recipients of their services, and other stakeholders was convened to review the examinations and supplementary materials to help ensure that they met the real-world needs of the community. The members of this Participatory Action Research Group (PARG) were recruited by DARS DHHS to represent a broad and deep collective experience in the practice of trilingual interpreting.

All these people devoted their time and talent throughout the development process, helping to ensure that the resulting exams faithfully and reliably assessed candidates' level of trilingual interpreting proficiency.

The first task in developing a valid and reliable trilingual certification test was to empirically establish the minimal knowledge, skills, abilities, and tasks (KSATs) that are required for a trilingual interpreter to provide meaningful language access to the client. Once these KSATs are identified, the challenge is to ensure that the test reflects them in appropriate measure, and thus can be used to assess whether or not a candidate possesses the minimum required level of proficiency. UA NCITRP first gathered empirical data from a variety of sources including the extensive job analysis conducted during the development of the Texas bilingual ASL English interpreter proficiency exams in order to make sound determinations about the KSATs. Additional data were available from the DARS DHHS HTTF, which was formed in 1994 to investigate Texas' need for trilingual interpreter services (two members of the Expert Panel, David Quinto-Pozos and Yolanda Chavira, were also involved in the task force). The HTTF surveyed Texas incumbent interpreters in 2000 to learn more about the extent and nature of trilingual encounters. A follow-up survey was performed in 2005, which included an addendum from UA NCITRP to gather more specific data. Both of these surveys provided important empirical data used in test development.

The empirical process identified the KSATs essential to a trilingual interpreter. The KSATs and the job analysis and surveys—combined with the expertise and opinions of the Expert Panel, practitioners, PARG members, and UA NCITRP—established the content domain (the linguistic content and settings) of the trilingual certification testing instruments while also providing evidence of their content validity.

These empirical determinations became the foundation for the trilingual certification exams, forming the content, format, and structure of both the written Test of Spanish Proficiency (TSP) and the trilingual interpreter performance tests.

How to Use This Study Guide

The DARS DHHS trilingual interpreter certification tests are considered both proficiency-based and criterion-referenced evaluations. This means that interpreter proficiency is measured according to standards of minimum competency set by experienced, certified, practicing interpreters and language and testing specialists, as established and approved by DARS DHHS and UA NCITRP.

This study guide does **not** claim to instruct; its major purpose is to familiarize you with the general format, content, and evaluation criteria used in these examinations. DHHS BEI intends to ensure that you are thoroughly familiar with the tests and the testing process, so that only your language and interpreting proficiencies determine your test performance. This study guide is **not** intended to substitute for techniques to enhance interpreting proficiency, such as academic preparation, or years of professional or

practical life experience. As is true of any other proficiency or criterion-referenced examination, one cannot open a book or follow a set of procedures to quickly achieve the standard of performance necessary for this field.

Eligibility for Trilingual Certification

Eligibility Requirements

To be eligible for Board for Evaluation of Interpreters (BEI) trilingual certification, you (the applicant) must

- be at least 18 years old;
- possess a high school diploma or its equivalent;
- not have a criminal conviction that could be grounds for denial, suspension, revocation, or other disciplinary action associated with a certificate;
- provide proof of possessing at least one of the following:
 - BEI Level I, II, III, IV, V, Basic, Advanced, or Master certificate;
 - Registry of Interpreters for the Deaf (RID) Comprehensive Skills Certificate (CSC), Certificate of Interpretation (CI), and Certificate of Transliteration (CT) or CI/CT; or
 - National Association of the Deaf-Registry of Interpreters for the Deaf (NAD-RID) National Interpreter Certification (NIC), National Interpreter Certification Advanced, or National Interpreter Certification Master; and
- pass the requisite examinations, which are
 - Test of Spanish Proficiency (TSP); and
 - a trilingual performance test.

Criminal Conviction Records Check

The purpose of the criminal conviction records check is to determine whether there are any criminal convictions that might disqualify you from holding BEI interpreter certification, or warrant suspension, revocation, or other disciplinary action against current certificate holders.

About the Test of Spanish Proficiency (TSP)

Background

The written portion of the TSP was developed by a multidisciplinary team that included practicing Spanish-language and testing specialists. The TSP assesses a person's knowledge of the formal registers of Spanish and evaluates the person's Spanish proficiency.

The responsibility of the test development team was to perform the functions described below:

- Review and update the content and skills specifications that serve as a blueprint for the new edition of the examination.
- Write items for the test.
- Evaluate each item for accuracy and appropriateness, suggesting revisions as necessary.
- Review each new edition of the test twice, once at the draft stage and again just before printing, to ensure that it meets the specifications and contains an appropriate balance of topics and skills.

Reliability

Reliability is the extent to which the same examination is consistent over different administrations. Theoretically, reliability ranges from .0 (no consistency), to 1.00, (perfect consistency) over time. All language tests undergo extensive piloting and posttesting statistical procedures that ensure the population tested is fairly evaluated.

Validity

The validity of a testing instrument is established when the content of the test reflects the particular skills that one is attempting to measure. The content validity of the written TSP was ensured by the test development team. The written TSP assesses a person's knowledge of the formal registers of Spanish and Spanish language proficiency at the 10th to 11th grade level. This proficiency level was established by studies of the type of language required in trilingual-interpreter settings.

Pilot Test

To determine the reliability and validity of test items, a lengthy version of the TSP was piloted to a small test group. The data collected from the administration of the pilot test were subjected to a commonly used item-analysis procedure. The final version of the TSP was then produced based upon the statistical analysis of the pilot data.

Overview of the TSP

The Test of Spanish Proficiency (TSP) is an 80-item test made up of five parts:

- Part I Comprensión Auditiva/Listening Comprehension (20 items)
- Part II Sinónimos/Synonyms (16 items)
- Part III Lectura/Reading Comprehension (12 items)
- Part IV Uso del Idioma/Usage (16 items)
- Part V Oraciones Incompletas/Sentence Completion (16 items)

All 80 items on the test are multiple-choice questions. Each question offers four answer choices, of which only one is correct. Candidates mark the chosen answer on the answer sheet provided.

Part I Comprensión Auditiva/Listening Comprehension

Listening comprehension questions test your ability to understand spoken Spanish and analyze a passage from a variety of perspectives, including its explicit information, main ideas, and underlying assumptions and implications. Listening comprehension exercises are either monologues or dialogues.

Some typical listening comprehension questions ask about what is occurring, how something is being done, who is doing an activity, and why something is being done.

Helpful Strategies

Strategies that may be helpful in answering listening comprehension questions include the following:

- Listening comprehension requires an understanding of Spanish sounds, vocabulary, and sentences in the form of dialogues and monologues spoken by native speakers, so you should listen to a wide variety of spoken Spanish conversations and speeches to pick out details and test your understanding.
- Use a variety of strategies to answer the questions including the following:
 - skim the question and possible answers while listening,
 - listen first and then answer the questions, or
 - skim the questions and possible answers before listening to the recording.
- Listen for details in the listening passages that deal with explicit information and facts and that point to assumptions and implications. Separate main ideas from supporting ones. Note the nature of the transitions between ideas.

- The best answer is the one that most accurately and completely answers the given question. Do not choose an answer simply because it presents a true statement. Do not choose answers that are partially true or that lend only partial satisfaction to the given question.

Part II Sinónimos/Synonyms

The synonym section tests your direct knowledge of vocabulary. While these questions require general knowledge of a word, you are also asked to make fine distinctions in meaning. In general, synonyms are confined to nouns, verbs, and adjectives; answers consist of single words. What is important to remember is that synonym questions require you to determine the answer choice closest in meaning.

Helpful Strategies

Following are some possible strategies for answering synonym questions:

- Remember that you are searching for a word that is the closest in meaning to the word given. Thus, some knowledge of distinctions among words of the same general meaning might be necessary.
- Sometimes more than one of the answers may seem to be appropriate. In these cases, consider the shades of meaning of the possible answers and choose the one that most precisely matches the given word.
- Remember that a particular word may have multiple meanings. If you are unable to find an answer choice, examine all the possible answers for second meanings.
- Use what you know of roots, prefixes, and suffixes to aid you in deciphering any unfamiliar words.

Part III Lectura/Reading Comprehension

Reading comprehension questions assess your ability to read carefully and to analyze a written passage from a variety of perspectives, including your understanding of not only explicit material but also underlying assumptions and their implications. The length of the written passage provides a substantial context that enables you to examine a variety of relationships within the passage. In this way, you the reader can perceive the function of a single word as it relates to the passage more broadly, the interrelationships of ideas within the whole passage, and the author's relation to both the topic and the audience.

Reading comprehension questions are of several types; they may focus on the passage's main idea or topic, explicit information, possible implications, applications of ideas to situations beyond the author's reasoning and rhetoric, and the tone of the passage.

Following are some typical questions:

- According to the passage, which of these statements is false?
- According to the passage, which of these statements is true?
- The author of the text implies that...

Helpful Strategies

Strategies helpful in answering reading comprehension questions include the following:

- If you encounter material that seems overly technical or field-specific, do not assume the question is beyond your ability. The reading passages are drawn from a variety of sources and disciplines; the questions should be answered based on the information in the passage and not on any profound outside knowledge of the subject matter. If a passage or any questions pertaining to a passage appear overly difficult or unfamiliar, you may wish to skip over those questions or passages and return to them later.
- Different questions call for different approaches. Use a variety of strategies such as the following to answer the questions:
 - skim a passage and its questions and then reread it more carefully,
 - read a passage very carefully and then answer its questions, or
 - read the question carefully before reading the passage.
- Watch for clues that point to assumptions and implications. Separate main ideas from supporting ones. Separate the author's perspective from the information presented. Note the nature of the transitions between ideas. Consider the author's points and conclusions and how each is made or drawn.
- Carefully consider key portions such as main ideas, arguments, and transitions that allow you to follow the logical flow of the passage.
- Read each question carefully to understand exactly what the question is asking.
- Always read **all** the choices before making your selection.
- Do not choose an answer simply because it presents a true statement. Do not choose answers that are partially true or that lend only partial satisfaction to the given question. The best answer is the one that most accurately and completely answers the given question.

Part IV Uso del Idioma/Usage

The Usage part tests your familiarity with idiomatic expressions and with syntactic and grammatical properties of the Spanish language. One-fourth of the items focus on the syntactic and grammatical properties of the language (Section 1), and the rest on idiomatic expressions (Section 2).

Helpful Strategies

Strategies in choosing the most appropriate example of **written Spanish** are as follows:

- Read through all the choices, and decide what the usage issue might be.
- Then reread the sentences, looking for the most accurate rendition.

Strategies in choosing the best equivalent for an **idiomatic expression** are as follows:

- Read the entire sentence carefully before reviewing the possible answers.
- Study the context of the idiomatic expression in the sentence.
- Examine the expression for meaning beyond the literal one.

Part V Oraciones Incompletas/Sentence Completion

Sentence Completion questions measure your ability to recognize words or phrases that **best** complete the meaning of a partial sentence, with reference to both logic and style. You must weigh each choice according to how the sentence would best read as an integrated whole. Sentence completion questions provide a context within which the correct answer will combine with the given partial sentence to create a meaningful sentence.

Helpful Strategies

Strategies helpful in sentence completion are as follows:

- Read the entire sentence carefully before reviewing the possible answers. Examine the sentence for meaning beyond the literal one—irony, humor, and so forth.
- You may wish to think of a word that best completes the sentence, even before reviewing the answer choices. Then you can compare the possible answers to your own for similarity.
- Do not overlook grammatical clues given. Words such as “but” and “also” indicate the logic of the sentence to follow.
- Consider style and word choice.

About the Sample TSP

The following sample written TSP will familiarize you with the format and content of the TSP. It is approximately one-third the size of the actual exam. Unlike the actual exam, where you will hear recordings of the listening comprehension passages, the two listening comprehension dialogues on this sample test are not recorded. Therefore, you should have someone read them to you when you are ready to answer the questions for dialogue 1 and dialogue 2. The scripts for these two dialogues appear at the end of the Listening Comprehension section. The answer key for all items appears at the end of sample test.

Prueba De Práctica De Español

Primera Parte – Comprensión Auditiva

Esta es la parte de Comprensión Auditiva del examen. En esta parte, usted escuchará dos diálogos grabados y responderá a preguntas acerca de esos textos. Usted escuchará un sonido antes y después de cada texto. Después de cada diálogo usted escuchará unas preguntas grabadas, las cuales también estarán escritas en el cuadernillo del examen. Usted debe poner atención porque escuchará el texto solamente una vez, y la grabación del texto no aparece en el cuadernillo del examen. Escuche las preguntas y seleccione la mejor respuesta entre las opciones A, B, C y D en su hoja de respuestas. No tiene que esperar a que termine el diálogo para seleccionar su respuesta. Puede ir contestando las preguntas mientras escucha la grabación.

Instrucciones: Diálogo 1: En esta sección usted escuchará un diálogo. Escuche cuidadosamente el diálogo. Después del diálogo usted escuchará dos preguntas grabadas, las cuales también estarán escritas en el cuadernillo del examen. Lea las preguntas y seleccione la mejor respuesta entre las opciones A, B, C y D en su hoja de respuestas.

* * * * *

Pregunta # 1: ¿Por qué le interesaría a Javier el servicio de entrega de comida preparada?

- A. El servicio le podría ayudar a su abuelita
- B. Podrá utilizar este servicio cuando él sea anciano
- C. Actualmente se le dificulta salir de su casa
- D. Todavía no sabe nada sobre el servicio de entrega

Pregunta # 2: ¿Quiénes son los beneficiarios del servicio de entrega de comida?

- A. La gente con discapacidades
- B. La gente de la tercera edad
- C. La gente que no puede salir de casa
- D. Todas las respuestas anteriores

* * * * *

Instrucciones: Diálogo 2: En esta sección usted escuchará un diálogo entre una madre de familia de habla hispana y su doctor que también habla español. Escuche cuidadosamente el diálogo. Después del diálogo usted escuchará tres preguntas grabadas, las cuales también estarán escritas en el cuadernillo del examen. Lea las preguntas y seleccione la mejor respuesta entre las opciones A, B, C y D en su hoja de respuestas.

* * * * *

Pregunta # 3: ¿Cuál es uno de los síntomas epilépticos originales de la hija de la Sra. Márquez?

- A. Tenía ataques más severos
- B. Se ponía muy rígida
- C. Perdía el conocimiento
- D. Temblaba mucho

Pregunta # 4: ¿Cuál es uno de los síntomas epilépticos actuales de la hija de la Sra. Márquez?

- A. Tiene ataques cuando despierta
- B. No se acuerda de sus ataques cuando despierta
- C. No se pone muy rígida
- D. Siempre parece realmente preocupada

Pregunta # 5: ¿Qué nueva medicina recomienda el doctor?

- A. 2 pastillas
- B. 1 pastilla y 1 líquido
- C. 2 pastillas y 1 líquido
- D. 1 líquido

Aquí termina la parte de comprensión auditiva del examen

* * * * *

Script for Diálogo 1

Alicia: Oye, Carlos, ¿sabías tú de este servicio de comida?

Carlos: No. ¿De qué se trata?

Alicia: Pues aquí tengo un folleto que dice que esta agencia entrega comida preparada a la gente de tercera edad o a la gente con discapacidades.

Carlos: ¿De veras? Me pregunto si Javier está enterado de este servicio. Me dijo que su abuelita ya no puede salir mucho de la casa.

Alicia: Por eso te lo menciono. Tal vez esto le ayude.

Carlos: Bueno. Nos llevaremos el folleto para enseñárselo esta noche.

Script for Diálogo 2

Doctor: Hola, como está Sra. Márquez. Entiendo que usted tiene algunas preguntas sobre la epilepsia de su hija. Haré todo lo que pueda para contestarlas.

Madre: Gracias, doctor. El problema es que mi hija está teniendo ataques epilépticos más severos que antes.

Doctor: ¿Cómo son sus ataques? ¿Se pone muy tensa y rígida o experimenta temblores?

Madre: ¡Ay Dios mío! Ese es el problema. Antes, ella sólo se ponía rígida cuando tenía uno de sus ataques. Pero últimamente, ha empezado a temblar, lo que es algo nuevo. Y además parece que pierde el conocimiento. ¡Estoy realmente preocupada!

Doctor: ¿Recuerda ella haber tenido un ataque epiléptico cuando despierta?

Madre: Bueno, esa es otra cosa. ¡No recuerda nada! Y antes esto no ocurría.

Doctor: Sabe Sra. Márquez, yo no me preocuparía demasiado. La epilepsia se experimenta de muchas formas diferentes, y es normal que ocurran cambios, aún como los que usted describe. Ahora mi pregunta es ¿cuántos medicamentos está tomando ella en este momento?

Madre: *¡Ay, qué alivio oír eso! Ahora mismo está tomando dos pastillas diferentes y dos medicamentos líquidos.*

Doctor: Bueno, le voy a sugerir que probemos un nuevo medicamento. Es un líquido que es muy sencillo de administrar. Usted tendrá una sola medicina con la cual lidiar y no habrá interacción entre medicamentos. Lo que es aún mejor es que usted tendrá un mejor control sobre el medicamento.

Madre: Eso suena maravilloso doctor. Muchísimas gracias.

* * * * *

Segunda Parte – Los sinónimos

Instrucciones: En cada una de las siguientes oraciones encontrará una o más palabras subrayadas. Después de cada oración encontrará cuatro opciones indicadas por las letras A, B, C y D. Escoja la alternativa cuyo significado sea más semejante al de la parte subrayada de la oración. Indique su selección en la hoja de respuestas, marcando el círculo debajo de la letra con lápiz, tal y como se muestra en el siguiente ejemplo.

Ejemplo: El esfuerzo con que realizó sus tareas se manifestó en el resultado final.

- A. El empeño
- B. La ambición
- C. La pereza
- D. El movimiento

A B C D

● ○ ○ ○

Respuesta correcta: A

* * * * *

6. El efecto de la desaparición gradual de la selva prístina es algo que los biólogos estudian detenidamente.
- A. maltratada
 - B. virgen
 - C. pluvial
 - D. contaminada

7. La señora respondió de manera brusca a las preguntas del siquiatra.
- A. amarga
 - B. apenada
 - C. alocada
 - D. abrupta
8. La mamá dudaba del doctor, no por lo joven sino por lo novato.
- A. distraído.
 - B. descuidado.
 - C. inexperto.
 - D. indiferente.
9. El doctor les presentó un esquema del tratamiento que el abuelo tendría que recibir para curar el cáncer.
- A. plan
 - B. ejemplar
 - C. recuerdo
 - D. prefacio
10. Creyó que por ser menor de edad, sus actos no tendrían repercusiones.
- A. condolencias.
 - B. consecuencias.
 - C. reflexiones.
 - D. restricciones.

11. El gobierno debe percibir los impuestos.

- A. notar
- B. imponer
- C. concebir
- D. cobrar

* * * * *

Tercera Parte – Lectura

Instrucciones: En cada uno de los siguientes artículos usted encontrará preguntas o frases con cuatro opciones indicadas por las letras A, B, C y D. Escoja la alternativa que complete la frase o que responda a la pregunta de acuerdo con la información en el artículo. Indique su selección en la hoja de respuestas, marcando con lápiz la letra que escoja, tal y como se muestra en el siguiente ejemplo.

Ejemplo: Según el autor del texto, la causa de la guerra fue:

- A. el incumplimiento con el tratado de paz.
- B. el levantamiento de las tropas enemigas.
- C. el alza del precio del pan y otros alimentos.
- D. el asesinato del Presidente de la República.

A B C D

● ○ ○ ○ Suponga que la respuesta correcta es **A**.

* * * * *

Lectura I: El Cáncer en los Estados Unidos

Anualmente durante los últimos tres años, se han diagnosticado cerca de un millón de casos nuevos de cáncer y cerca de medio millón de personas han muerto de esta enfermedad. El cáncer es la segunda causa principal de muerte en este país. Por

fortuna, el progreso en la detección, el diagnóstico y el tratamiento del cáncer ha logrado que aumente el número de personas que se recuperan de muchos tipos de cáncer. Cerca de un 60 por ciento de toda la gente diagnosticada con cáncer estará viva 5 años después del diagnóstico.

El cáncer es un grupo de muchas enfermedades relacionadas que empiezan en las células, que son el material básico del cual se compone el cuerpo. Para entender lo que es el cáncer, es necesario saber lo que pasa cuando las células normales se convierten en células cancerosas.

El cuerpo está compuesto de muchos tipos de células. Normalmente, estas células crecen y se dividen para producir las células que son necesarias para mantener sano el cuerpo. Algunas veces, este proceso ordenado se descontrola. Siguen formándose nuevas células cuando el cuerpo no las necesita, y las células viejas no mueren cuando deberían morir; entonces estas células excesivas forman una masa de tejido que se llama tumor. No todos los tumores son cancerosos; los tumores pueden ser benignos o malignos. Generalmente se puede operar a una persona para quitarle un tumor benigno, y en la mayoría de los casos, el tumor no reaparecerá. Las células de los tumores benignos no se encuentran en otras partes del cuerpo. Lo más importante es que los tumores benignos casi nunca ponen la vida en peligro.

En el caso de los tumores malignos, las células son anormales y se dividen sin control ni orden. Estas células cancerosas pueden invadir y destruir el tejido a su alrededor. Además, las células cancerosas pueden separarse de un tumor maligno e invadir la sangre o el sistema linfático.

La sangre circula por el cuerpo por medio de las arterias, los capilares y las venas. El sistema linfático lleva la linfa y los glóbulos blancos de la sangre a todos los tejidos del cuerpo. Asimismo, el cáncer puede moverse desde su sitio original a otras partes del cuerpo para formar más tumores en otros órganos. Cuando esto pasa, se le conoce como metástasis.

Los científicos han aprendido que el cáncer es causado por cambios en los genes que controlan el crecimiento y la muerte normal de las células. Ciertos estilos de vida y factores del ambiente pueden convertir algunos genes normales en genes que permiten el crecimiento del cáncer. Muchos cambios genéticos que conducen al cáncer resultan del uso del tabaco; de la dieta de la persona; de la exposición a los rayos ultravioleta del sol; o de la exposición a sustancias que causan cáncer en el lugar de trabajo y en el ambiente en general. Algunos cambios genéticos son heredados; sin embargo, si una persona hereda un gen alterado, esto no quiere decir que la persona será víctima del cáncer.

* * * * *

12. Los tumores se forman cuando esto sucede:
- A. Las células normales del cuerpo empiezan a crecer rápidamente.
 - B. Ciertos tipos de células no crecen para combatir alguna enfermedad.
 - C. Las células que forman los tejidos de los órganos empiezan a separarse.
 - D. Se producen células innecesarias y las células viejas no mueren debidamente.
13. Según este pasaje, ¿cuál de las siguientes declaraciones no es cierta?
- A. En los Estados Unidos, aproximadamente medio millón de personas mueren de algún tipo de cáncer cada año.
 - B. Muchas personas que tienen cáncer sobreviven hoy en día porque ha habido progresos en la detección y el tratamiento.
 - C. El cáncer es una sola enfermedad que empieza en las células, que son el material básico del cuerpo.
 - D. Aproximadamente el 60 por ciento de todas las personas con cáncer viven 5 años después del diagnóstico.
14. ¿Cuál es la diferencia principal entre los tumores benignos y los malignos?
- A. Es muy poco probable que un tumor benigno ponga en peligro la vida de una persona.
 - B. Es posible que las células de un tumor no maligno se desprendan y se muevan por la sangre o la linfa y formen tumores en otra parte del cuerpo.
 - C. Cuando un tumor es maligno, generalmente no operan a la persona para quitárselo; si el tumor es benigno, muchas veces sí la operan.
 - D. Los tumores malignos ocurren cuando se forman tumores benignos en varias partes del cuerpo.

15. La metástasis ocurre cuando pasa lo siguiente:
- A. Cuando las células del cuerpo se combinan con sustancias linfáticas.
 - B. Cuando el sistema circulatorio traslada células malignas a otros sitios del cuerpo.
 - C. Cuando los tumores benignos se dividen y se convierten en tumores malignos.
 - D. Cuando la exposición a sustancias que causan cáncer cambian los genes normales.

* * * * *

Lectura 2: Cómo Funciona el Seguro Social

Cuando trabaja, usted paga impuestos dentro del sistema del Seguro Social. Después, al jubilarse, ya sea por edad o discapacidad, puede solicitar los beneficios que ha obtenido.

Lo que perciba del Seguro Social será la base de su ingreso durante su jubilación. Esto se debe a que:

- Cobrará ingresos jubilatorios del Seguro Social hasta el último día de su vida.
- Los ingresos que perciba por parte del Seguro Social no perderán su valor.
- Periódicamente se realizan reajustes sobre los beneficios del Seguro Social a fin de que siempre se mantengan a nivel con la inflación.

Para calcular el importe del beneficio jubilatorio que obtiene una persona a través del Seguro Social se consideran diversos factores:

- El período de tiempo durante el que permaneció activo.
- La cantidad de dinero que ganó.
- La edad al momento de comenzar a percibir la jubilación.

Para tener derecho a los beneficios jubilatorios del Seguro Social, debe haber trabajado y obtenido al menos 40 créditos del Seguro Social en un empleo respaldado por ésta entidad. Cuanto más tiempo trabaje y más dinero gane, más alto será el beneficio que obtendrá a través del Seguro Social. Usted puede comenzar a percibir los beneficios jubilatorios del Seguro Social a la edad de 62 años. Si usted espera hasta tener más

edad antes de comenzar a cobrar la jubilación, el monto que recibirá cada mes será mayor.

Cómo solicitar los beneficios

Los beneficios del Seguro Social no se pagan de manera automática. Debe solicitarlos mediante formularios especiales. Además es posible que deba proporcionar varios documentos, incluyendo su tarjeta de Seguro Social, su acta de nacimiento, y un documento que pruebe su ciudadanía estadounidense en caso de no haber nacido en este país.

La mayoría de los estadounidenses reciben cada año un informe del Seguro Social. Si usted es mayor de 25 años, recibirá este informe alrededor de tres meses antes de su cumpleaños. Este informe incluye una lista con las cantidades de dinero que usted aportó cada año al Seguro Social.

El monto que figura en la estimativa del Seguro Social es sólo un cálculo. Está basado en los registros de trabajo y las ganancias disponibles hasta la fecha de la emisión del informe. El monto de sus beneficios podría cambiar en base a su trabajo y ganancias futuras.

Para obtener mayor información sobre el Seguro Social

Visite el sitio del Seguro Social en la Internet para acceder a publicaciones y recursos que se encuentran disponibles en la Internet que pueden ayudarle a entender y a solicitar sus beneficios del Seguro Social y que explican la historia del programa.

* * * * *

16. Según el texto, ¿por cuánto tiempo puede una persona recibir pagos del Seguro Social?
- A. Por la misma cantidad de tiempo durante el cual pagó impuestos.
 - B. Por el periodo de tiempo en que se hicieron ajustes.
 - C. Mientras la persona jubilada permanezca viva.
 - D. Siempre y cuando al Seguro Social se le hagan ajustes por la inflación.

17. ¿Cómo se calculan los pagos del Seguro Social?
- A. Usando un mínimo de 40 créditos del Seguro Social en los cálculos.
 - B. Considerando cuánto tiempo trabajó, las ganancias percibidas, y la edad al jubilarse.
 - C. Considerando el tiempo que trabajó activamente y las ganancias percibidas.
 - D. Calculando cuánto ganó la persona después de cumplir 62 años de edad.
18. Según el texto, ¿quién puede percibir los beneficios del Seguro Social?
- A. Los ciudadanos que actualmente estén trabajando.
 - B. Las personas que tengan varios documentos biográficos.
 - C. Los ciudadanos estadounidenses que se van a jubilar.
 - D. Las personas que llamen o visiten la oficina del Seguro Social.
19. ¿Cuál es el objetivo principal del informe del Seguro Social?
- A. Informarle a las personas la cantidad que han contribuido al Seguro Social.
 - B. Informarle a las personas sobre la cantidad exacta de beneficios que recibirán.
 - C. Calcular las ganancias futuras de las personas que tengan más de 25 años de edad.
 - D. Informarle a las personas cómo pueden obtener información sobre sus beneficios.

* * * * *

Cuarta Parte – Uso del Idioma

Instrucciones: En cada uno de los siguientes ejemplos hay cuatro opciones indicadas por las letras A, B, C y D. Escoja la alternativa que resulte más apropiada de acuerdo a

las normas gramaticales y al uso del idioma. Indique su selección en la hoja de respuestas, marcando el círculo debajo de la letra con lápiz, tal y como se muestra en los siguientes ejemplos.

Ejemplo: Sección 1 (normas gramaticales):

El delincuente apresado ayer resultó ser mucho más _____ había imaginado.

- A. peligroso de lo que la policía
- B. peligroso que lo que la policía
- C. peligroso lo que la policía
- D. peligroso lo cual la policía

A B C D

● ○ ○ ○

Respuesta Correcta: **A**

* * * *

Sección 1: Las normas gramaticales (20–22)

20. Los traductores del distrito escolar _____ los documentos de autorización para los padres de habla hispana.

- A. traducirían
- B. tradujeron
- C. tradujieron
- D. traducieron

21. El penitente _____ de sus pecados.

- A. quedó absuelto
- B. había quedado absuelto
- C. hubo quedado absuelto
- D. quedó absuelto

22. Si _____ en el baúl, lo pondría allí.

- A. cupiera
- B. cabría
- C. cupo
- D. cabía

Sección 2: Uso del idioma (23–26)

Ejemplo: Sección 2 (uso del idioma):

Todo el mundo dice del hijo del panadero, “de tal palo, tal astilla”.

- A. Trabaja muy bien a la madera.
- B. Se cae el leño y se hace astillas.
- C. Sigue los pasos de su padre.
- D. Hay que compararlo con su fuente.

A B C D

Respuesta Correcta: **C**

* * * * *

23. Cuando quiso hablar, la abuela le dijo que no debía meter la cuchara en el asunto.
- A. no debía hablar durante la comida.
 - B. no debía medir las consecuencias.
 - C. no debía intervenir en conversaciones ajenas.
 - D. no debía informarse de lo sucedido.
24. Mi abuelo siempre decía: más sabe el diablo por viejo que por diablo.
- A. debemos valorar más a nuestros ancianos.
 - B. la edad y la experiencia valen mucho en la vida.
 - C. por lo general los jóvenes no aprenden mucho.
 - D. por lo general los ancianos no aprenden mucho.
25. La tía se mantuvo de brazos cruzados mientras el resto de la familia ayudaba con la mudanza.
- A. sin decir nada
 - B. con mucho enojo
 - C. sin hacer nada
 - D. con envidia
26. Es alto, guapo, y por añadidura, inteligente.
- A. por herencia
 - B. ahora
 - C. por lo tanto
 - D. además

Quinta Parte – Oraciones Incompletas

Instrucciones: Después de cada una de las siguientes oraciones hay cuatro opciones indicadas por las letras A, B, C y D. Escoja la alternativa que complete mejor la oración. Indique su selección en la hoja de respuestas, marcando el círculo debajo de la letra con lápiz, tal y como se muestra en el siguiente ejemplo.

Ejemplo: El paciente le informó al médico que ya no podía _____ el dolor.

A. aguantar

B. ajustar

C. apreciar

D. adaptar

A B C D

Respuesta Correcta: **A**

* * * * *

27. El juez dictó la _____ después de que el jurado declaró culpable al acusado.

A. acusación

B. querrela

C. sentencia

D. suposición

28. Los argumentos del consejero fueron tan _____ que el alumno decidió asistir a los cursos de verano.

A. minuciosos

B. persuasivos

C. esotéricos

D. arbitrarios

29. A pesar de tanto tratamiento siquiátrico, nunca recuperó totalmente la _____
- A. realidad.
 - B. santidad.
 - C. cordura.
 - D. soltura.
30. Se _____ después de haber comido los camarones que se quedaron en el sol.
- A. inoculó
 - B. intoxicó
 - C. embutió
 - D. embriagó
31. El terremoto _____ hasta los cimientos del rascacielos.
- A. socavó
 - B. fraguó
 - C. apabulló
 - D. sosegó

Answer Key for Sample TSP

- | | |
|-------|-------|
| 1. A | 18. C |
| 2. D | 19. A |
| 3. B | 20. B |
| 4. B | 21. A |
| 5. D | 22. A |
| 6. B | 23. C |
| 7. D | 24. B |
| 8. C | 25. C |
| 9. A | 26. D |
| 10. B | 27. C |
| 11. D | 28. B |
| 12. D | 29. C |
| 13. C | 30. B |
| 14. A | 31. A |
| 15. B | |
| 16. C | |
| 17. B | |

Applying for the TSP

To apply for the TSP, you must

- complete DARS3918, Test of Spanish Proficiency (available from the DHHS office or online at <http://www.dars.state.tx.us/dhhs/dhhsforms.shtml>);
- include a copy of a valid BEI, RID, or NAD-RID certificate card to verify that eligibility requirements are satisfied; and
- mail the form with a check or money order for the designated fee to DARS DHHS, PO Box 12306, Austin, Texas 78711.

When DHHS receives the application and fee, a BEI staff member performs a criminal conviction records check. If the check produces no finding of criminal convictions, the staff member informs you by email or regular mail

- that you are eligible to take the test, and
- how to schedule an appointment for testing.

If the criminal conviction records check indicates that you have a criminal conviction, the application (for renewal or certification) process is suspended until DHHS receives additional information from you. The DHHS staff requests in writing that you provide a detailed explanation of the circumstances of the conviction and the underlying criminal acts. Your failure to respond in writing within 30 days of DHHS' request for information results in forfeiture of the application and your fees, and you will have to start the process over.

Scheduling the TSP

The BEI staff or a designee must administer the TSP at a site determined by DHHS. A calendar of scheduled dates and sites can be obtained from the BEI office.

Forfeiture of Fees

Testing fees are forfeited if the TSP is not taken within 90 days of application, except when there is a valid reason for the delay. If you must cancel a confirmed appointment, you must contact the BEI staff immediately. You may reschedule a test appointment without an additional fee if you provide proof of one of the following:

- your illness or that of an immediate family member,
- death of an immediate family member,
- inclement weather conditions, or
- reasons beyond your control that made attendance impossible.

Day before Taking the TSP

On the day before the test, it might be helpful if you

- take some time to review the “Overview of the TSP” section in this guide. Hours of intense study the night before the test probably will not help your performance and might cause you to feel anxious. A review of the information, especially the sample questions, will probably make you feel more comfortable and better prepared;
- gather the materials you need to take to the testing site, and put them in a convenient place for you before you leave for the test. Use this checklist:
 - a photo ID (you will not be admitted to the test center without it),
 - your confirmation letter,
 - two #2 pencils, and
 - directions to the testing site.
- get a good night’s sleep before the test. Lack of sleep may prevent you from doing your best work during the test;
- make sure you know where the testing site is located. If you are travelling to take the test, it is a good idea to visit the test site before the day of the test so you can allow enough time to arrive 30 minutes before your test appointment.

Procedures for Taking the TSP

The following procedures and suggestions apply to the day of the TSP:

- Arrive at least 30 minutes before the test appointment time and register with the testing site proctor.
- Bring proper photo identification with you. Preferred types of identification include a driver’s license, student photo ID, employee photo ID, or current passport.
- Observe testing site procedures. The staff at each testing site observes certain standard procedures to ensure that each person has equal testing time and that the operation of the testing site meets the criteria for standardized testing. The success of the test administration depends on your cooperation with these procedures.
- Set all electronic communication devices such as cell phones, pagers, or PDAs to the “off” position. This is necessary for test security.

- Smoking, eating, and drinking are not permitted in the testing room.
- Visitors are not permitted, although observers authorized by DARS DHHS may be present.
- The testing site proctor will tell you when to start and when to stop work on the TSP. Do not read or work on the test during a time not authorized by the proctor. The proctor must observe you throughout the test. The testing site proctor will
 - verify your identification,
 - provide general instructions and allow you a few minutes to read and fill out the answer sheet with your name, and
 - require you to read and sign a Commitment to Confidentiality, which forbids you from discussing or divulging the contents of the TSP. This includes topics, subject matter, or specific vocabulary.
- **The time allowed to complete the TSP is two hours.** You may bring a watch (without an alarm) to the testing site to pace yourself during the test.
- You may **not** be excused from the testing room during the test. A visit to the restroom before your test appointment is recommended. The test must be taken in one continuous sitting.
- You may not give or receive help, or bring books, papers, or aids of any kind.
- You may write on the test booklet and take the test in any order.
- If you record your answers on the test booklet, transfer them to the answer sheet before the time allowed expires. You will not be allowed additional time to transfer, and all questions unanswered on the answer sheet will be counted wrong.
- At the conclusion of the test session, you will be required to return the test booklet and answer sheet to the proctor. Do not remove test materials from the testing room.
- Comments or concerns may be sent to bei@dars.state.tx.us.

General Test-Taking Suggestions

The following suggestions may help you perform better:

- Answer every question on the test. Scores on the test are determined by the number of correct answers, and if a question is not answered it will be scored as incorrect. Each correct answer is worth one point toward your total score.

- Read each question thoroughly and carefully. Before answering a question, determine exactly what is being asked. Do not merely skim a question or the possible answers. Skimming may cause you to miss important information in the question that is necessary for you to select the correct answer.
- In each section you should answer the questions you are sure of first. Then, if time permits, go back and work on the questions you found more difficult and select the appropriate answer.
- As you go through the test, be sure that the number on the answer sheet matches the corresponding number in the test book.

Notification of TSP Results

The BEI staff grades the TSP and sends you the results by regular mail. The process may take up to 30 days to complete. You must answer 55 questions correctly to pass the TSP.

Applicants who receive a passing score on the TSP become candidates and are eligible to apply for a trilingual performance test. Applicants who do not receive a passing score may retest six months after the failed attempt. A new application and fee are required.

About the Trilingual Performance Tests

After passing the TSP, you are eligible to take a DARS DHHS trilingual performance test. There are two levels of trilingual certification, and each level has its own interpreter performance test. After you pass one of these performance tests, you become certified at that level. Trilingual certification is considered specialized.

The advanced and master performance tests are criterion-referenced tests of the four interpretation modes most commonly used by trilingual interpreters in Texas. These modes are

- Three-Person Interactive—rendering spoken English into ASL and spoken Spanish, ASL into spoken English and spoken Spanish, and spoken Spanish into ASL and spoken English;
- Expressive—rendering spoken Spanish into ASL;
- Receptive—rendering ASL into spoken Spanish; and
- Sight Translation—reading and rendering a written English document into spoken Spanish and a written Spanish document into spoken English.

Test Format

There are two distinct trilingual performance tests—**Advanced** and **Master**. The tests are similar in terms of the sections they contain and the tasks they ask you to perform. The tests differ principally in terms of their complexity, which results from several factors:

- complexity of the language,
- complexity of the topics and/or settings, and
- speed of the speaker or signer.

These factors were identified empirically, as described in the “Background of the Trilingual Interpreter Certification Process” section of this study guide.

Reliability

To ensure that the test is reliable, both the test administration and scoring have been standardized. Standardization requires that the length, difficulty, and administration of the test be uniform for all candidates, regardless of where the test is administered. Each candidate receives the same instructions and test stimuli, according to specified administration procedures.

Furthermore, the structure of the stimuli and objective scoring system enables accurate and consistent scoring, which improves the test's reliability and validity.

Validity

The validity of the performance tests is important because of the significant impact that interpretation has on the people who use it. The major criterion for a functional test of interpreter proficiency is that the skills tested should be related to real-life situations. For this reason, the trilingual interpreter performance tests are based on both the experience of practicing trilingual interpreters and the empirical research of testing experts.

The evaluation uses a two-part system to ensure the validity of the performance test: objective and subjective assessment.

Pilot Test

To determine the reliability and validity of test items, the performance tests were piloted to a small population. The data collected from the administration of the pilot examination were used to refine the format and content of the performance tests. The final version of the performance tests were then produced and based upon the information gathered from the pilot data.

Rater Training

To ensure inter-rater reliability, raters participate in a training program for the content evaluation procedures of this test. The training program includes scoring practice with many different renditions. The raters are made aware of varieties in language use and are instructed to accept appropriate variations if they meet all other test criteria.

Overview of the Advanced and Master Trilingual Performance Tests

In every part of a performance test, you are presented with a **stimulus**, which is either a video recording or a written document. As with all interpreted encounters, you are asked to interpret from the stimulus' **source language** into the **target language**. Throughout all parts, your goal should be to render the source language message into the target language *without distortion or omission of any aspect of the message's meaning*. In other words, the target language message you produce should conserve everything that is conceptually relevant to the meaning of the original message. For a detailed description of these, see "The Scoring System" section later in this study guide.

Parts

The Advanced and Master Trilingual Performance Tests contain the following parts:

- **Three-Person Interactive:** In this part, you are asked to watch a video recording of a conversation among three people and render
 - the **spoken English into ASL and spoken Spanish**,
 - the **ASL into spoken English and Spanish**, and
 - the **spoken Spanish into ASL and spoken English**.
- **Expressive Interpreting:** In this part, you are asked to watch a video recording of **spoken Spanish** and render it **into ASL**. *It is important that your rendition be into ASL, and not into signed English.*
- **Receptive Interpreting:** In this part, you are asked to watch a video recording of a presentation in **ASL** and render it **into spoken Spanish**.
- **Sight Translation:** In Sight Translation (sometimes called “Sight Interpreting”), the source language is written rather than spoken or signed language. At the beginning of this part, you are instructed to
 - (1) read and sight translate a short, **written English** document **into spoken Spanish**, and
 - (2) read and sight translate a short, **written Spanish** document **into spoken English**.

Requirements for the Trilingual Performance Tests

The following table presents the requirements for a trilingual performance test.

Current Certification Status	Performance Test Eligibility
Not certified	Not eligible
BEI: Level I, Level II, Level III, Level IV, Level V, Basic, Advanced, or Master	Trilingual Advanced
*RID: CI, CT ,or CI/CT, CSC **NAD-RID: NIC, NIC Advanced, or NIC Master	
BEI: Level III, Level IV, Level V, Advanced, or Master, Trilingual Advanced	Trilingual Master
RID: CSC, CI/CT NAD-RID: NIC Advanced, or NIC Master	

*Registry of Interpreters for the Deaf

**National Association of the Deaf-Registry of Interpreters for the Deaf National Interpreter Certification

Holders of RID or certification from another state who are applying for the Advanced or Master Trilingual Performance Tests must submit a copy of their valid certification for verification purposes.

Applying for a Trilingual Performance Test

At least 45 days before a scheduled trilingual performance testing date, you must mail a completed DARS3919, Trilingual Interpreter Performance Test with a check or money order to DARS DHHS, PO Box 12306, Austin, Texas 78711.

When DHHS receives your application, a BEI staff member

- sends you a letter by email or regular mail to acknowledge receipt of the form and fee, and
- provides information about scheduling an appointment for testing.

Trilingual Testing Fee Schedule

Testing fees are nonrefundable. The following table presents the testing fees required.

Certification Test	Fee
Test of Spanish Proficiency	\$95
Trilingual Advanced Performance Test	\$160
Trilingual Master Performance Test	\$185

Testing Sites and Schedule

DARS DHHS administers the trilingual performance tests at designated locations, which are subject to change. Testing dates are scheduled on an as needed basis, and are available from the DHHS office or online at www.dars.state.tx.us/dhhs.

Confirming a Test Appointment

Before a scheduled test date, a BEI staff member sends you a letter by email or regular mail to confirm an appointment for testing. Appointments are

- given on a first-come, first-served basis; and
- offered only one at a time.

Fees are not refundable. At least 10 days before the confirmed appointment, a BEI staff member sends you directions and specific instructions by email or regular mail.

Taking the Trilingual Performance Test

On the day of the test, observe the following procedures:

- Be at the testing site at least 30 minutes before your scheduled appointment time. Since performance testing is on an individual basis, you are allocated a specific test time. If you arrive more than ten minutes late after your test appointment time, the test proctor may not allow you to participate in the performance test.
- Bring proper identification such as a driver's license, a student photo ID, an employee photo ID, or a current passport. You will not be allowed to test without proper identification.
- Bring your confirmation letter stating your appointment time and directions to the test site.
- All electronic communication devices such as cell phones, pagers, or PDAs are prohibited and **not** allowed in the testing room.
- Visitors are not permitted, although observers authorized by DHHS BEI may be present.
- Smoking or eating is not permitted in the testing room.
- Bring a bottle of water; once you enter the testing room, you may not leave the testing room until recording of the performance test is completed.
- The test proctor must remain in the testing room and is there to ensure that the test is administered properly.
- You may sit or stand during the recording of the performance test.

What to Expect While Taking the Trilingual Performance Test

The trilingual interpreter performance test is administered by BEI staff or a designee. The test proctor meets you in the designated waiting area and asks you for proper identification before asking you to sign a Commitment to Confidentiality statement. This statement forbids you from discussing or divulging the contents of the performance testing materials. This includes topics, subject matter, vocabulary, specific signs, and the identity of people displayed on the tests.

The test proctor starts the videotape, and the test begins with a general introduction as well as a specific introduction before each part of the test. For samples of these introductions, see "General Introduction to the Performance Tests" in this study guide,

which also contains information about the warm-up, one-minute pause, and each part of the performance test.

Once the test begins the videotape **cannot be stopped**, rewound, or replayed, but may be paused between segments. You are advised to continue interpreting throughout. **If you encounter a particularly challenging portion of the scenario, do not allow yourself to fall behind.** Doing so is likely to result in your omitting language that you might otherwise render appropriately. As in a real interpreting scenario, in which you cannot stop the speaker whose words you are interpreting, you should continue interpreting.

Remember that the trilingual performance tests simulate actual interpreted proceedings. You are asked to render the information in the same manner as if you were working as an interpreter. All material must be interpreted so that the intent, tone, and language level of the speaker, signer, or document is conserved without distorting or omitting any of the meaning of the original message in the source language. (Recall that the “source language” is the language in which the original message is conveyed, and the “target language” is the language into which the message is interpreted.) In other words, you should strive to fully conserve the *conceptual meaning* of the original message into the target language. This means conserving as many facets of *meaning* as possible as you interpret from source language into target language. For example,

- appropriate colloquialisms should be used if they were used in the source language;
- appropriate formal grammatical structures should be conserved in each language;
- slang should not be substituted for formal language or vice versa;
- the source language should not be "cleaned up" or "improved";
- the source language should not be added to, edited, or summarized; and
- all of the source language message should be interpreted. The message in the target language should be synonymous with the source language message.

Finally, do not shift to the third person if the text clearly calls for the first person. For instance, if the speaker says "My name is John Stevens," do not interpret "His name is John Stevens." The correct rendition is "My name is John Stevens." Concentrate only on the actual communication.

For a sample of some scenarios and the tasks you will be asked to perform, see the “Sample Interpreter Performance Tests” section in this study guide.

General Introduction to the Performance Tests

Both the Advanced and Master tests begin with a similar general introduction. The following is the general introduction for both the Advanced and Master Level tests:

This is the Advanced (or Master) level trilingual certification test. The purpose of this introduction is to familiarize you with the structure of this assessment. The test consists of five parts. They are:

Three-person Interactive Interpreting

Expressive: Spanish to ASL Interpreting

Receptive: ASL to Spanish Interpreting

D1. English to Spanish Sight Translation

D2. Spanish to English Sight Translation

Part A—Three-Person Interactive Interpreting—this is a dialogue among an English speaker, a Spanish speaker, and a user of American Sign language. You will be expected to render an equivalent message from each source language into the other two target languages.

For part B—the Spanish to ASL Interpreting—you will be listening to a spoken Spanish source and will be expected to render an equivalent message in American Sign Language.

For part C—the ASL to Spanish Interpreting—you will be watching a signed source and will be expected to render an equivalent message in spoken Spanish.

For part D1—English to Spanish Sight Translation—you will be reading from a printed English source and will be expected to render an equivalent message in spoken Spanish.

For part D2—Spanish to English Sight Translation—you will be reading from a printed Spanish source and will be expected to render an equivalent message in spoken English.

Your performance will be videotaped for scoring purposes. Each of the five parts will be preceded by a brief introduction, which will identify the topic and setting as well as remind you of the expected target language.

This will be followed by a short warm-up designed to acquaint you with the specific communication style of the source. Raters will not score the warm-up.

Each segment will contain a prompt that alerts you to the beginning of the segment. At the conclusion of each segment of the assessment you may pause momentarily or you may choose to proceed through the entire assessment without stopping.

If at any time you are unable to see or hear the source clearly, please notify the technician immediately so the problem can be corrected. Once the test begins it may NOT be stopped, rewind, and replayed. This concludes the introduction. If you need additional clarification, please ask the technician at this time.

Part-by-Part Instructions

Each part of both the Advanced and Master tests follows the same basic format (with the exception of the Sight Translation, which is discussed below). Before each interpreting part of both performance tests, you listen to an introduction.

Introduction. Each introduction provides you with some information about the content of that part of the test, as well as information about the interpretation setting and who the client is.

The following is a sample of an introduction for the Three-Person Interactive Interpreting part of the exam:

Introduction: This is the Three-Person Interactive Interpretation part of the test. You have been asked to interpret for a deaf child and her Spanish-speaking parent in a meeting with an English-speaker. Please interpret the source language into both target languages. For example, when you hear English, interpret it first into ASL and then into Spanish; when you hear Spanish, interpret it first into ASL and then into English; and when ASL is used, interpret it first into English and then into Spanish. Please sign simultaneously when either English or Spanish is spoken, and speak at the same time ASL is used. For rating purposes, do not use “Sim-Com,” which is the simultaneous production of signs and a spoken language.

Warm-Up Section. Following the introduction, there is a “warm-up” section for each interpretation part (except for the sight translations). The warm-up consists of the beginning portion of the scenario. This will provide you with more information, such as who is speaking or signing, what topics are being discussed, and where the presentation is taking place. You may choose to interpret or simply watch the warm-up. The warm-up section is not scored; it is included to introduce the content of the script and to give you the opportunity to think about the context and topic of the scenario and to prepare to interpret the rest of the scenario.

Pause to Prepare. Following the recorded warm-up, you are given **one minute** to prepare for your interpretation. It may be to your advantage to take some time to think about who is speaking or signing, where he or she is speaking or signing, and the topic that is being presented. This may help you to interpret more accurately and improve your processing time.

Interpreting Test. After this one-minute pause, the actual test is introduced with the words, “Begin interpreting now,” after which you will be expected to interpret. *Once the video has begun playing, it may NOT be stopped, rewound, or replayed. Be sure to continue interpreting throughout. If you are uncertain about a word or expression, do not allow yourself to become distracted, as it is important to keep pace with the test.*

Sight Translation

The final part of each test is the **Sight Translation**. At the beginning of this part, you are first instructed to sight translate a short, written English document into spoken Spanish.

Following the English to Spanish sight translation you are instructed to sight translate a short, written Spanish document into spoken English. Following is a sample of the introduction to the English to Spanish sight translation:

This is the English to Spanish Sight Translation part of the exam. You have been asked to sight translate a brochure about a medical procedure from written English into spoken Spanish. You will have a total of five (5) minutes both to prepare and to deliver your translation. You may start your translation when you wish. If you have not started in two (2) minutes, the technician will prompt you to begin.

Screen prompt after two minutes: YOU SHOULD BE TRANSLATING NOW.

Screen prompt after five minutes: PLEASE STOP TRANSLATION.

Note: The sight translation test parts are timed. It may be to your advantage to review the document completely before beginning your rendition, so that you are

familiar with the full context of the message. If you have not begun your rendition within two minutes, you will be prompted to begin. Keep in mind that you have the document available to you throughout this part of the test.

Sample Interpreter Performance Tests

In this section of the study guide, you will find samples of the kind of scenarios you will be asked to interpret for the trilingual performance tests.

Sample #1 is a full-length Three-Person Interactive Interpreting scenario. It includes an introduction, a warm-up, and a formal interpreting scenario. Throughout the scenario, words, phrases, and clauses are underlined to indicate Objective Scoring Units. Following the scenario, you will find a table with a glossary of acceptable and unacceptable renditions of each scoring unit. These are included to help you understand what the raters will look for in your rendition.

Recall that in the actual exam, you will be watching and listening to this scenario rather than reading it. Therefore, to help you prepare for the test, we recommend that you have someone read this sample scenario to you or, better yet, have someone videotape it for your use. You may then want to record your own performance for review. This exercise may be worth carrying out several times before you actually read the sample for yourself.

When you do read the sample directly, you may want to compare your renditions to the tasks you are asked to perform. Pay particular attention to the underlined examples of Objective Scoring Units. Ask yourself the following questions:

- Did I interpret each of the scoring items into the second and third languages without omitting any aspects of meaning?
- Was my rendition complete, or was there more to say that I left out?
- Was the terminology I used appropriate, or did I instead describe the concept?
- What other ways can I think of to get the same idea across?
- What aspects of the script were particularly challenging?

These and similar questions will help you get a sense of your performance and an idea of your interpreting strengths and weaknesses.

As noted above, Part B is the Expressive (spoken Spanish to ASL) part of the test. No sample test for Part B is provided, so you may want to have a colleague record a Spanish version of Part A or of other relevant Spanish scenarios that you can find in books, periodicals, or on the Internet, and use that recording as a source for practicing your spoken Spanish to ASL interpreting skills. For the types of topics that might be

useful to record, see the “Content of the Master Performance Test” and “Content of the Advanced Performance Test” in this study guide.

Because of the nature of ASL, we are unable to provide sample scripts for Part C, the Receptive portion of the test. You may want to have a colleague record an ASL version of Part A, or of other scenarios, and use that recording as a source for practicing your Receptive skills. For the types of topics that might be useful to record see the “Overview of Sections” part of this study guide.

Samples #2 and #3 are samples of the English and Spanish Sight Translation parts of the test. These two samples are reprinted here twice. The first samples are unmarked copies of the English and Spanish documents. The second samples contain examples of underlined Objective Scoring Units. We recommend that you record several of your renditions of the English and Spanish sight translations using the unmarked copies before you look at the marked copies. Follow the process outlined above and ask yourself the same series of questions as you review your renditions.

Sample #1: Three-Person Interactive

Introduction

This is the Three-Person Interactive interpretation part of the test. You have been asked to interpret for a seventeen-year-old deaf child and her Spanish-speaking father at an orientation meeting with an English-speaking teacher. Interpret the source language into both target languages. For example, when you hear English, interpret it first into ASL and then into spoken Spanish; when you hear Spanish, interpret it first into ASL and then into spoken English. When ASL is used, interpret it first into spoken English and then into spoken Spanish. Sign at the same time English or Spanish is spoken, and speak at the same time ASL is used. For rating purposes, do not use “Sim-Com,” which is the simultaneous production of signs and a spoken language.

Warm-Up

Teacher: Good morning, Mr. Cruz, how are you today?

Father: Bien, gracias. Esta es mi hija, María.

Teacher: How are you, Maria?

Maria: Hi, I'm fine.

Father: María está entusiasmada porque este semestre va a ser una estudiante nueva.

Teacher: Yes, I'm aware of that, and it's great to meet you! You and your daughter are really going to like this school.

Father: Eso espero. A María le gustaba mucho su escuela anterior. Le daban mucho apoyo especial en la clase.

Maria: Yeah, it was OK. I liked most things about it.

Teacher: Well, we're here to discuss that, and a lot of other things. Plus, there's another orientation tomorrow that I hope you can attend.

Father: Claro. Mi esposa no pudo venir hoy, pero estará aquí mañana en la tarde.

[1 minute pause]

Begin Interpreting Now

Teacher: Great! Then tomorrow you can visit our wonderful facilities¹, and also see our services for deaf and hard of hearing students.

Father: Me preguntaba sobre eso, porque en la antigua escuela de María² ella asistía a clases regulares³ y tenía unos muy buenos intérpretes.

Teacher: Don't worry about that at all. Our interpreters are certified and I can guarantee⁴ that you'll be pleased⁵.

Maria: I've already talked with—I think his name was Jim⁶—and he was really nice⁷.

Father: María es una estudiante de calificaciones perfectas⁸; ella de verdad absorbe todo lo que le enseñan⁹. Tenemos que asegurarnos de que tenga clases que la reten.

Maria: Dad, you know that's not true!¹⁰ I've gotten some B's before¹¹.

Teacher: Well, Maria, I can tell by your transcripts¹² that you're an excellent student. You'll be right at home¹³ here at Los Ranchitos, because academics¹⁴ is our principal's top priority.

Father: Sí, eso es lo que el Sr. Valdivia¹⁵, el consejero anterior de María nos dijo. Él nos dijo que su escuela sería muy apropiada para ella¹⁶ porque su programa de ciencias es el número uno¹⁷ de la ciudad.

Teacher: Yes, that's right. We are a science and arts magnet school¹⁸. We truly believe in developing a well-rounded learner¹⁹. As you'll see, students really blossom²⁰ here! Have you heard of our OMA program?

Maria: I have! In fact, one of my best friends²¹ was telling me about the dozens of choices you have²², and I can't wait to join. That's going to be a lot of fun!²³

Father: No recuerdo lo que es. ¿Se relaciona con las sesiones de tutoría²⁴ que estarán disponibles²⁵ para María?

Teacher: I think you're referring to our Title I²⁶ tutoring program, which is also a way Maria can get individualized instruction²⁷. But OMA stands for "Opening Minds through the Arts."²⁸

Father: Caramba. Me gustaría saber más sobre eso. Eso fascinaría²⁹ a María, porque a ella le gusta mucho dibujar³⁰. Cuando fuimos a la Ciudad de México ella quedó encantada con los murales de Rivera³¹ en el Palacio de Bellas Artes.

Maria: But what I liked best³² were his murals at the National Palace³³, and of course all the wonderful paintings and graphic arts³⁴ done by a bunch of young artists³⁵ that were on display³⁶ at the National University, UNAM I think it's called.³⁷

Teacher: Well then, you'll definitely love OMA. All the arts activities are integrated³⁸ with the regular curriculum, which reinforces learning³⁹ all the way around.

Father: No estoy seguro si estoy entendiendo. ¿Cómo funciona?

Teacher: Well, in the OMA program, we don't teach the arts as a separate subject⁴⁰. Instead, we use art as a teaching tool⁴¹ while we teach other subjects like math and social studies.

Father: Sigo sin entender⁴². ¿Me puede dar un ejemplo?

Maria: I think it means that all the regular teachers keep in touch with the OMA program⁴³, and that we base our artwork on our classroom assignments⁴⁴.

Teacher: That's right. Imagine a science class where students are studying cells⁴⁵ in biology⁴⁶. The OMA activity would focus on comparing the patterns⁴⁷ we find in cells to certain styles⁴⁸ of art.

Father: Caramba, ¡las cosas sí que han cambiado! Antes de que se me olvide, le quería preguntar sobre su programa extraescolar⁴⁹. ¿Cómo funciona ese programa? Leí que ofrecen capacitación de liderazgo⁵⁰ y orientación vocacional⁵¹.

Teacher: Maria can enroll in⁵² either of those, which are both well structured⁵³ and supervised⁵⁴. She'll also have access to all our best teachers, who can provide her with a lot of one-on-one attention.

Maria: I'm not sure I'll be interested in doing too much after school⁵⁵, Dad, at least not until I have more time. Remember, I have to play volleyball⁵⁶, and I know I'll have a lot of homework to do⁵⁷.

Father: Tienes razón, pero sólo quería asegurarme de que puedes repasar el trabajo escolar y las tareas con tus maestros y recibir comentarios evaluativos⁵⁸ adicionales si tú lo deseas.

Teacher: That's not going to be a problem. We're very sensitive to⁵⁹ our students' needs.

Maria: Wow, I'm beginning to think that this place is going to be even better than my old school⁶⁰!

Teacher: OK, well, it looks like we have everything set.

Father: Magnífico, y muchas gracias. Nos vemos de nuevo mañana en la noche.

Acceptables and Unacceptables Table for Sample#1

Below is an initial glossary of possible renditions for each underlined and numbered Objective Scoring Units (Items). The table is not exhaustive, but is intended to capture the sense and level of complexity expected. When the word “omission” appears in the Unacceptables column, an omission of the interpretation for that item is an error.

Item	Source Language	Scoring Item	Language #1 (Always ASL for English and Spanish, and English when ASL is used)		Language #2	
			Acceptables	Unacceptables	Acceptables	Unacceptables
1	ENG	facilities	BUILDING, GROUND- THERE ABOUT SCHOOL- THERE ABOUT	FS only	instalaciones, plantel, edificio	facilidades
2	SPAN	la antigua escuela de María			María's old/previous/former school	María's school is old
3	SPAN	clases regulares			mainstream/regular/clases	regulated classes
4	ENG	I can guarantee	PROMISE, KNOW	APPROVE	le puedo garantizar; puedo garantizarle; le prometo	lo puedo aprobar
5	ENG	you'll be pleased	YOU CONTENT/ HAPPY WILL	YOU PLEASE	estará satisfecho/ complacido/ contento	le harán un favor
6	ASL	I think his name was Jim	I think his name was Jim	omission	creo que su nombre es Jim; creo que se llama Jim	(omisión)

Item	Source Language	Scoring Item	Language #1		Language #2	
			(Always ASL for English and Spanish, and English when ASL is used)			
			Acceptables	Unacceptables	Acceptables	Unacceptables
7	ASL	really nice	really nice	omission	muy amable/ simpático	muy guapo
8	SPAN	estudiante de calificaciónes perfectas	Straight A student; Earned all A's 4.0 GPA	Many A's	straight-A student; student with perfect/ excellent grades	student with good grades
9	SPAN	absorbe todo lo que le enseñan	Picks up everything (easily) Good learner	Information "sticks" to/for her	soaks up everything she's taught	forgets everything she's taught
10	ASL	you know that's not true	You know that's not true!	You know that's true!	tú sabes que eso no es cierto/es mentira	(omission)
11	ASL	I've gotten some Bs before	some Bs before	all Bs	me he sacado algunas "B"s antes; ya me he sacado algunas "B"s	he atrapado algunas abejas antes
12	ENG	transcripts	T-R-A-N-S-C-R-I-P-T-S PAPER G-R-A-D-E-S LIST ALL CLASS ++	FS only Initialized T-hs in shape of paper	expediente académico/escolar; record de calificaciones	transcripciones
13	ENG	You'll be right at home	FEEL COMFORTABLE MATCH-UP GOOD	RIGHT AT HOME	estarás como en casa; te sentirás como en casa/ cómoda/bien	estarás en tu casa

Item	Source Language	Scoring Item	Language #1		Language #2	
			(Always ASL for English and Spanish, and English when ASL is used)			
			Acceptables	Unacceptables	Acceptables	Unacceptables
14	ENG	academics	(FOCUS) CLASS (with repetition) (FOCUS) LEARN	A-C-A-D-E-M-I-C-S SCHOOL	el área académica, las clases	académico; academia
15	SPAN	Sr. Valdivia	(accuracy)	(inaccurate or omission)	Mr. Valdivia	(inaccurate or omission)
16	SPAN	apropiada para ella	Good match	Come together Match up	good fit/match/right/appropriate for her	(omission)
17	SPAN	número uno	Number 1 The best The top program	Time out	number 1, the best	first
18	ENG	magnet school	M-A-G-N-E-T SCHOOL SCHOOL FOCUS UNIQUE/SPECIAL STUDENT	M-A-G-N-E-T ONLY No inclusion of concept of "magnet school"	escuela especializada ; escuela con un enfoque en	escuela de imanes

Item	Source Language	Scoring Item	Language #1		Language #2	
			(Always ASL for English and Spanish, and English when ASL is used)			
			Acceptables	Unacceptables	Acceptables	Unacceptables
19	ENG	well-rounded learner	STUDY VARIOUS STUDY MATH, SCIENCE, ART, THEATER, ETC	GOOD-ROUND LEARN + AGENT	estudiante con una formación educativa amplia; estudiante que sabe varias materias	estudiante gordito
20	ENG	students really blossom	STUDENT+ TAKE-OFF/PICK UP FAST/LEARN FAST	STUDENT SURE GROW	Los estudiantes verdaderamente se desarrollan/ progresan/ florece	(omisión)
21	ASL	one of my best friends	one of my best friends	My friends	uno de mis mejores amigos	mis amigos
22	ASL	the dozens of choices you have	the dozens of choices you have	your dozen choices	las docenas de opciones que tienes; las muchas opciones que tienes	(omisión)
23	ASL	That's going to be a lot of fun	That's going to be a lot of fun	(omission)	va a ser muy divertido; va a estar muy divertido	(omisión)
24	SPAN	sesiones de tutoría			tutoring sessions	(omission)
25	SPAN	estarán disponibles	Available to her (we) have (here)	Maria has to take tutoring sessions	available to her	disposed to her

Item	Source Language	Scoring Item	Language #1		Language #2	
			(Always ASL for English and Spanish, and English when ASL is used)			
			Acceptables	Unacceptables	Acceptables	Unacceptables
26	ENG	Title I	T-I-T-L-E 1 (GOVERNMENT PROGRAM)	TITLE (e.g. topic) 1	Título 1	(omisión)
27	ENG	Individualized instruction	ONE-ON-ONE TEACH TWO-PEOPLE-SIT-FACING-EACH-OTHER TEACH	INDIVIDUAL TEACH	educación/ enseñanza/ instrucción individualizada	educación individual
28	ENG	“Opening Minds through the Arts”	QUOTE OPEN MIND/THINK THROUGH/WITH ART QUOTE MIND/THINK OPEN STUDY ART THEATER DANCE ETC	Only signing the phrase word for word with no conceptual interpretation	“Abriendo Mentes a través de las Artes”	(omisión)
29	SPAN	fascinaría	fascinate	omission	intrigue; facinate	(omisión)
30	SPAN	gusta mucho dibujar	immersed in	Fall into drawing	really into drawing	(omisión)
31	SPAN	murales de Rivera	Or artwork		Rivera’s murals	(omisión)
32	ASL	what I liked best	what I liked best	(omission)	lo que más me gusto; lo que me gusto más	lo mejor que me gustó
33	ASL	the National Palace	the National Palace	(omission)	el Palacio Nacional	(omisión)

Item	Source Language	Scoring Item	Language #1		Language #2	
			(Always ASL for English and Spanish, and English when ASL is used)			
			Acceptables	Unacceptables	Acceptables	Unacceptables
34	ASL	paintings and graphic arts	paintings and graphic arts	(omission)	las pinturas y artes gráficas	(omisión)
35	ASL	bunch of young artists	bunch of young artists	(omission)	un grupo de artistas jóvenes; un montón de jóvenes artistas	(omisión)
36	ASL	on display	on display	(omission)	en exhibición/ exposición	(omisión)
37	ASL	UNAM I think it's called	UNAM I think it's called	(omission)	UNAM creo que se llama	(omisión)
38	ENG	integrated	SCHEDULE INCLUDE MATCH-UP	I-N-T-E-G-R-A-T-E-D only	integradas, incluidas	(omisión)
39	ENG	reinforces learning	SUPPORT LEARN HELP LEARN	AGAIN FORCE LEARN	refuerza/aumenta el aprendizaje	(omisión)
40	ENG	separate subject	SEPARATE CLASS OTHER CLASS	SEPARATE S-U-B-J-E-C-T without explanation of "subject"	materia por separado; clase aparte	(omisión)
41	ENG	teaching tool	T-O-O-L TEACH SUPPORT/ HELP	TEACH T-O-O-L without further explanation	instrumento educativo	(omisión)

Item	Source Language	Scoring Item	Language #1		Language #2	
			(Always ASL for English and Spanish, and English when ASL is used)			
			Acceptables	Unacceptables	Acceptables	Unacceptables
42	SPAN	sigo sin entender	I still don't understand; I'm still not getting it	Do understand	I'm still not getting it; I still don't follow	I follow without understanding
43	ASL	all the regular teachers keep in touch with the OMA program	all the regular teachers keep in touch with the OMA program	(omission)	todos los maestros que enseñan clases regulares tienen/mantienen contacto con el programa de OMA	Todos los maestros regulares tienen tacto con el programa OMA
44	ASL	we base our artwork on our classroom assignments	we base our artwork on our classroom assignments	(omission)	Basamos nuestro trabajo de arte en nuestras tareas	(omisión)
45	ENG	cells	C-E-L-L-S BIOLOGY/LIFE/ BODY classifier: tiny object	No explanation of concept	células	cárceles
46	ENG	biology	BIOLOGY (STUDY LIFE THING ++)	B-I-O-L-O-G-Y only	biología	(omisión)

Item	Source Language	Scoring Item	Language #1		Language #2	
			(Always ASL for English and Spanish, and English when ASL is used)			
			Acceptables	Unacceptables	Acceptables	Unacceptables
47	ENG	patterns	P-A-T-T-E-R-N reference to repetition (ORGANIZE) + repetition	P-A-T-T-E-R-N-S	patrones	(omisión)
48	ENG	styles	STYLE (fingerspelled loan sign) TYPE/KIND	SHAPE	estilos	(omisión)
49	SPAN	programa extra-escolar	After-school program	Over-school program	After-school program	(omission)
50	SPAN	capacitación de liderazgo	Leadership training	Leader train Leader learn	Leadership training	(omission)
51	SPAN	orientación vocacional	Career counseling	Counsel about field Field counsel Major counsel	Career counseling	(omission)
52	ENG	enroll in	REGISTER SIGN UP	SIGN (i.e., signature) + IN	matricularse; inscribirse	(omisión)
53	ENG	Well structured	PLAN READ (GOOD) ORGANIZE	Good structure Good organization	bien estructurados	(omisión)

Item	Source Language	Scoring Item	Language #1		Language #2	
			(Always ASL for English and Spanish, and English when ASL is used)			
			Acceptables	Unacceptables	Acceptables	Unacceptables
54	ENG	supervis-ed	TEACHER TAKE CARE OF ADULT WATCH	Omit who is supervising	supervisados	(omisión)
55	ASL	I'm not sure I'll be interested in doing too much after school	I'm not sure I'll be interested in doing too much after school	(omission)	No estoy segura si estaré interesada en hacer muchas cosas después de clases	(omisión)
56	ASL	to play volleyball	to play volleyball	(omission)	jugar volibol	(omisión)
57	ASL	I'll have a lot of homework to do	I'll have a lot of homework to do	(omission)	voy a tener/tendré mucha tarea	(omisión)
58	SPAN	comentarios evaluativos			feedback	(omission)
59	ENG	sensitive to	PAY-ATTENTION CAREFUL WATCH NOTICE	SENSITIVE	ponemos mucha atención; estamos muy al pendiente	(omisión)

Item	Source Language	Scoring Item	Language #1 (Always ASL for English and Spanish, and English when ASL is used)		Language #2	
			Acceptables	Unacceptables	Acceptables	Unacceptables
60	ASL	even better than my old school	even better than my old school	the same as my old school	aún mejor que mi antigua escuela; aún mejor que mi escuela anterior	aún mejor que mi escuela antigua/vieja

Trilingual Advanced Performance Test

Part		Format	Time (minutes)	Speed (words per minute)
A	Three-Person Interactive Interpreting	1. Spoken English → ASL/Spanish 2. Spoken Spanish → ASL/English 3. ASL → Spoken English/Spanish	~ 20	~115
B	Expressive Interpreting	Spoken Spanish → ASL	~ 7	~115
C	Receptive Interpreting	ASL → Spoken Spanish	~ 7	see below*
D1	Sight Translation	Written English → Spoken Spanish	5	N/A
D2	Sight Translation	Written Spanish → Spoken English	5	N/A
Total Time: Approximately 1 hour (includes introduction, warm-ups, and instructions)				

As shown in the above table, the Advanced Trilingual Performance Test includes five parts:

- A. **Three-Person Interactive** consists of a video recording of a scenario where an English speaker, a Spanish speaker, and an ASL signer are interacting. You must render the spoken English into ASL and then into spoken Spanish, the ASL into spoken English and then Spanish, and the spoken Spanish into ASL and then spoken English.
- B. **Expressive Interpreting** consists of a video recording of a scenario in spoken Spanish, which you must render into ASL.
- C. **Receptive Interpreting** consists of a video recording of a signed scenario, which you must render into spoken Spanish.
- D1. **Sight Translation** consists of a written English document that you must read and render into spoken Spanish.
- D2. **Sight Translation** consists of a written Spanish document that you must read and render into spoken English.

Part A is timed to last approximately 20 minutes, and Part B is timed to last approximately seven minutes. These parts have been recorded with attention to speed as a factor of complexity to allow you enough processing time. The spoken English and Spanish stimuli are consistently presented at approximately 115 words per minute, which is a deliberate, conversational speed. At this speed, the speaker is speaking at a slower, more deliberate pace, as one might do to ensure understanding. In addition, the signing speed in Part A is controlled so that its speed is also consistent and presents information to you at a slower, conversational rate.

Part C is timed to last approximately seven minutes. It has been recorded with similar attention to the speed of the signed stimulus. The signing speed is controlled so that its speed is also consistent and presents information to you at a slower, conversational rate.

Parts D1 and D2, the Sight Translations, differ from Parts A–C in that they consist of written English and Spanish documents with prerecorded instructions. You are allowed five minutes for each sight translation.

Content of the Advanced Trilingual Performance Test

The content of the Advanced Trilingual Test focuses primarily on the language found in routine educational and social service settings, as determined by job analysis and survey data collected by the Hispanic Trilingual Task Force from incumbent Texas trilingual interpreters. Examples of possible topics include K-12 educational and administrative interactions and information, professional development seminars, application for services, and counseling sessions.

Master Trilingual Performance Test

Part		Format	Time (minutes)	Speed (words per minute)
A	Three-person Interactive Interpreting	1. spoken English → ASL/Spanish 2. spoken Spanish → ASL/English 3. ASL → Spoken English/Spanish	~ 20	~ 130
B	Expressive Interpreting	spoken Spanish → ASL	~ 6	~ 130
C	Receptive Interpreting	ASL → spoken Spanish	~ 7	see below*
D1	Sight Translation	Written English → spoken Spanish	5	N/A
D2	Sight Translation	Written Spanish → spoken English	5	N/A
Total Time: Approximately 1 hour (includes introduction, warm-ups, and instructions)				

As indicated in the above table, the Master Trilingual Performance Test includes five parts:

- A. **Three-Person Interactive** consists of a video recording of a scenario in which an English speaker, a Spanish speaker, and an ASL signer are interacting. You must render the spoken English into ASL and then into spoken Spanish, the ASL into spoken English and then Spanish, and the spoken Spanish into ASL and then spoken English.
- B. **Expressive Interpreting** consists of a video recording of a scenario in spoken Spanish, which you must render into ASL.
- C. **Receptive Interpreting** consists of a video recording of a signed scenario, which you must render into spoken Spanish.
- D1. **Sight Translation** consists of a written English document that you must read and render into spoken Spanish.

D2. **Sight Translation** consists of a written Spanish document that you must read and render into spoken English.

Part A is timed to last approximately 20 minutes, and Part B is timed to last approximately six minutes. These parts have been recorded with attention to speed as a factor of complexity to allow the candidate sufficient processing time. The spoken English and Spanish stimuli are consistently presented at approximately 130 words per minute, which is a deliberate, conversational speed. At this speed, the speaker is speaking at a slower, more deliberate pace, as one might do to ensure understanding. In addition, the signing speed in Part A is controlled so that its speed is also consistent and presents information to you at a slower, conversational rate.

Part C is timed to last approximately 7 minutes. It has been recorded with similar attention to the speed of the signed stimulus. The signing speed is controlled so that its speed is also consistent and presents information to you at a slower, conversational rate.

Parts D1 and D2, the Sight Translations, differ from Parts A–C in that they consist of written English and Spanish documents with prerecorded instructions. You are allowed five minutes for each sight translation.

Content of Master Trilingual Performance Test

The content of the Master Trilingual Performance Test focuses on the language found in a variety of complex high-stakes settings, such as medical, mental health, quasi-legal, and educational settings, as determined by job analysis and survey data collected by the Hispanic Trilingual Task Force from incumbent Texas trilingual interpreters. Examples of possible topics include patient information forms, legal proceedings, meetings with medical specialists, and special education meetings.

Sample #2 (Unmarked Copy of English to Spanish Sight Translation)

Introduction: This is the English to Spanish Sight Translation part of the exam. You have been asked to sight translate a doctor's summary of a recent procedure *from English into spoken Spanish*. You will have a total of five (5) minutes both to prepare and to deliver your translation. You may start your translation when you wish, but if you have not started in two (2) minutes, the technician will prompt you to begin.

[On screen after 2 minutes]: YOU SHOULD BE TRANSLATING NOW

Medical Report

A 2 ½ year old Hispanic male child with developmental delays in speech, motor skills, and social skills was admitted to the St. Mary's Hospital due to a seizure. The patient's Primary Care Physician believes these delays are the result of complications resulting from premature birth. Hospital records indicate six previous admissions due to seizures. A diagnosis of epilepsy has been ruled out, and the patient has been referred for a pulmonary test.

During this test the patient's lung function was recorded using a Respiratory Monitor, which assesses the oxygen content of arterial blood. The results indicated normal pulmonary activity, and suggest that the patient's lung function was not implicated in the reported seizure episode. The patient has now been referred to Dr. Abel Cornish for a full neurological examination.

[On screen after 5 minutes]: PLEASE STOP TRANSLATION.

Sample #2 (Marked Copy of English to Spanish Sight Translation)

Introduction: This is the English to Spanish Sight Translation part of the exam. You have been asked to sight translate a doctor's summary of a recent procedure *from English into spoken Spanish*. You will have a total of five (5) minutes both to prepare and to deliver your translation. You may start your translation when you wish, but if you have not started in two (2) minutes, the technician will prompt you to begin.

[On screen after 2 minutes]: YOU SHOULD BE TRANSLATING NOW

Medical Report

A 2 ½ year old Hispanic male child with developmental delays in speech, motor skills¹, and social skills was admitted to the St. Mary's Hospital due to a seizure². The patient's Primary Care Physician believes these delays³ are the result of complications resulting from premature birth⁴. Hospital records indicate six previous admissions⁵ due to seizures. A diagnosis of epilepsy has been ruled out⁶, and the patient has been referred for a pulmonary test⁷.

During this test the patient's lung function was recorded using a Respiratory Monitor⁸, which assesses the oxygen content of arterial blood⁹. The results indicated normal pulmonary activity, and suggest that the patient's lung function was not implicated in the

reported seizure episode. The patient has now been referred to Dr. Abel Cornish for a full neurological examination¹⁰.

[On screen after 5 minutes]: PLEASE STOP TRANSLATION

Acceptables and Unacceptables Table for Sample #2

Item	Scoring Item	Acceptables	Unacceptables
1	motor skills	habilidades/destrezas motrices/motoras	automotrices; motores
2	seizure	convulsion; actividad convulsiva/convulsionaria	sizura(s)
3	delays	Retrasos	(omission of item)
4	premature birth	parto/nacimiento prematuro; de haber nacido antes de tiempo/prematuramente	nacimiento prematuro
5	six previous admissions	fue admitido/internado/hospitalizado en seis ocasiones/veces anteriores/previas	(omission of item)
6	ruled out	descartado; eliminado; cancelado	anything with "regla"
7	pulmonary test	prueba de función pulmonar; examen pulmonar/relativo a los pulmones	prueba pulmonaria
8	Respiratory Monitor	aparato para monitorizar la respiración	(omission of ítem)
9	oxygen content of arterial blood	el contenido de oxígeno de la sangre arterial	(omission of ítem)
10	full neurological examination	evaluación/examen neurológico/de neurología completo/total	(omission of item)

Sample #3 (Unmarked Copy of Spanish to English Sight Translation)

Introduction: This is the Spanish to English Sight Translation part of the exam. You have been asked to sight translate a government document that originated in Mexico *from written Spanish into spoken English*. You will have a total of five (5) minutes both to prepare and to deliver your translation. You may start your translation when you wish, but if you have not started in two (2) minutes, the technician will prompt you to begin.

[On screen after 2 minutes]: YOU SHOULD BE TRANSLATING NOW

Otorgamiento de poderes generales:

Se obliga a los titulares de las oficinas consulares ejercer funciones legales en contratos celebrados en el extranjero que deban ser ejecutados en territorio mexicano. Esta función consular solamente se puede atestar cuando se trate de los siguientes actos jurídicos:

1. Los mandatos y poderes se constituyen por el acto jurídico mediante el cual el mandatario o apoderado se obliga a ejecutar por cuenta del mandante o poderdante los actos jurídicos que éste le encarga.
2. Los testamentos son actos personales y revocables, por los cuales una persona capaz dispone de sus bienes y derechos y establece deberes para después de su muerte.
3. La renuncia a derechos hereditarios es el acto mediante el cual la persona nombrada heredero en un testamento rechaza de manera formal la parte que le corresponda de los bienes del autor del testamento.

Para cumplir con los requisitos del otorgamiento de poderes notariales es necesario listar los datos de la persona que será nombrada apoderada y presentar al consulado un documento de identidad vigente del poderdante.

[On screen after 5 minutes]: PLEASE STOP TRANSLATION

Sample #3 (Marked Copy of Spanish to English Sight Translation)

INTRODUCTION: This is the Spanish to English Sight Translation part of the exam. You have been asked to sight translate a government document that originated in Mexico *from written Spanish into spoken English*. You will have a total of five (5) minutes both to prepare and to deliver your translation. You may start your translation when you wish, but if you have not started in two (2) minutes, the technician will prompt you to begin.

[On screen after 2 minutes]: YOU SHOULD BE TRANSLATING NOW

Otorgamiento de poderes generales:

Se obliga a los titulares de las oficinas consulares ejercer funciones legales¹ en contratos celebrados² en el extranjero que deban ser ejecutados en territorio mexicano. Esta función consular solamente se puede atestar³ cuando se trate de los siguientes actos jurídicos:

1. Los mandatos y poderes se constituyen por el acto jurídico mediante el cual el mandatario o apoderado se obliga a ejecutar por cuenta del mandante o poderdante los actos jurídicos que éste le encarga⁴.

2. Los testamentos⁵ son actos personales y revocables⁶, por los cuales una persona capaz dispone de sus bienes y derechos y establece deberes⁷ para después de su muerte.

3. La renuncia a derechos hereditarios es el acto mediante el cual la persona nombrada heredero⁸ en un testamento rechaza de manera formal la parte que le corresponda de los bienes del autor del testamento.

Para cumplir con los requisitos del otorgamiento⁹ de poderes notariales es necesario listar los datos de la persona que será nombrada apoderada y presentar al consulado un documento de identidad vigente¹⁰ del poderdante.

[On screen after 5 minutes]: PLEASE STOP TRANSLATION

Acceptables and Unacceptables Table for Marked Sample #3

Below is a glossary of possible renditions for each underlined and numbered Objective Scoring Unit. Recall that it is not exhaustive, but instead helps to capture the sense and level of complexity expected of your rendition.

Item	Scoring Unit	Acceptables	Unacceptables
1	ejercer funciones legales	perform/carry out legal procedures/functions	notary; notarize
2	celebrados	entered into; agreed upon	celebrated
3	se puede atestar	attest; certify; legalize	give faith
4	le encarga	bestows/entrusts on him/her;	charges; orders
5	Los testamentos	wills; testaments	(omission of ítem)
6	revocables	revocable; reversible; unrestrained	(omission of ítem)
7	establece deberes	establishes obligations/duties/responsibilities	debts
8	heredero	heir	heritage
9	otorgamiento	granting	(omission of item)
10	vigente	current; in effect; valid	vigilant

What the Trilingual Performance Tests Measure

The advanced and master Trilingual performance test is scored in two ways: objectively and subjectively. This two-part assessment system provides a reliable, fair, and valid device for certification of interpreters. Both the trilingual performance tests assess your interpreting proficiency along the following four dimensions:

- **Interpreting Proficiency:** The ability to meaningfully and accurately understand, produce, and transform ASL to and from English and Spanish in a culturally appropriate way.

- **Delivery:** The ability to maintain appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation.
- **Adaptability:** The level of resourcefulness you display in adapting to changes, patterns, and challenges in the text.
- **Pronunciation and Fluency:** *Pronunciation* is the ability to produce spoken language, including accurate English and Spanish phonology and the appropriate use of rhythm, stress, and intonation, without interfering with meaning or undermining comprehensibility. *Fluency* is the ease with which you can produce native-like language, including the degree of hesitation and the clarity of signs.

Of these dimensions, interpreting proficiency is assessed through an objective assessment mechanism (as described below). The remaining three dimensions are scored holistically through a subjective assessment system.

The Scoring System

The scoring system used in the trilingual performance tests is based on an innovative system that has set the standard in language proficiency testing in the field of interpretation. The purpose of this scoring system is to provide a replicable, fair, and valid way to assess the interpreting proficiency of candidates. *The function of this system is to assess a candidate's accuracy in transforming meaning from the source language and conveying the same meaning in the target language.* There are two parts to the scoring system. The objective assessment is used to determine a candidate's interpreting proficiency. The subjective assessment evaluates a candidate's performance using other linguistic dimensions. Your performance will be evaluated by a team of DARS DHHS-approved raters.

Objective Assessment

The objective assessment of a candidate's level of interpreting proficiency is determined by how many **Objective Scoring Units** the candidate earned.

Objective Scoring Units are contained in every part of each test. They represent significant words, phrases, and clauses that are critical as determined by the job analysis and the Expert Panel. These include specialized terminology, register variation, rhetorical features, general vocabulary, grammatical structures, and appropriate sociocultural discourse, as well as features specific to ASL such as

- the use of classifiers and nonmanual markers,
- accuracy of fingerspelling, and
- the use of sign space and grammatical space.

In the “Sample Interpreter Performance Tests” in this study guide, Scoring Units are identified by underlining and superscripted numbers; for example, “facilities¹,” as found in Sample #1. These scoring units are distributed throughout the test.

The basic criterion of the objective scoring system is meaning. The raters assess whether the interpretation was rendered in a way that communicates the full meaning of the original message without distorting or omitting anything that is conceptually relevant to the meaning. *Each of the Objective Scoring Units will be assessed according to how well you convey meaning.* In other words, raters are asking themselves if you can communicate the meaning or concept in understandable, coherent, fluent language. Grammatical perfection is not the goal. The final criterion is whether you have sufficient linguistic and interpreting capability to ensure that the client receives information that is complete and comprehensible.

The Objective Scoring Units are scored in strict compliance with established guidelines for accuracy. In the test development process, a large glossary of “acceptable” and “unacceptable” renditions of each scoring unit was established. The acceptability of these renditions depends on the semantic meaning being conveyed, rather than on the literal words used. This glossary is not exhaustive. Instead, it serves as a guide to the raters in assessing candidates’ responses. The raters are trained in its use, and trained to assess novel renditions not included in the glossary.

The raters reach a consensus on the acceptability of novel responses, which are then added to the glossary. In this way, candidates are afforded an empirically-based, objective scoring system that is still sensitive to dynamic variation in language. The result is the objective assessment of a candidate’s ability to accurately and faithfully convey the meaning of a significant language sample. In the “Sample Interpreter Performance Tests” section of this study guide, Sample #1 includes a table of “acceptable” and “unacceptable” renditions for each underlined Objective Scoring Unit in the script. These are numbered according to the superscripted numbers for reference. Because this is a sample of a three-person interactive part of the test, each person’s rendition must be interpreted into two target languages; therefore, each underlined scoring unit has an acceptable and unacceptable rendition for both languages.

Remember that it is to **your advantage to interpret each scenario completely**. Using your time wisely and interpreting as completely as you can is the best possible approach to the test.

Following are some examples of the areas covered by the objective scoring system:

1. Grammar and Word or Sign Order

The raters assess your ability to adhere to grammatical and syntactical accuracy in order to communicate without obscuring or distorting meaning.

Consider for instance, the English statement "If I had had it, I'd have given it to you." This sentence conveys two important parts of its meaning. First, the "if" signals the contrary-to-fact utterance. It is important that the phrase be interpreted in a way that conserves the implication that the speaker did not have the object at the time in question but would have given it if he or she had had it. Second, it is important to convey the fact that the event occurred in the past, through the use of tense as appropriate.

2. Vocabulary and Idioms

The raters evaluate your ability to render the appropriate vocabulary and idioms. This includes words for which there are no sign equivalents, or terms requiring expansion. You should strive to render the closest and most precise equivalent possible throughout the examination.

For example, if you see the sign gloss SKILL-TALENT-PROFICIENCY, it is important that you choose the English or Spanish word that conveys the full meaning. For instance, when interpreting for a contestant in the Ms. Deaf Texas pageant who signs, "For my talent this evening, I'll be performing a ballet," it is important to convey the English or Spanish equivalent for "talent" rather than "proficiency" or "skill."

3. Conservation of Intent, Style, and Tone

The raters assess your ability to conserve the intent, style, tone, and language level of the speaker. These elements of meaning are conveyed through word or sign choice, mouth movement, intonation, and in other ways. As an interpreter, you serve as a medium for another person. Therefore, you must make it possible for anyone who is listening to understand what was said as much as possible. For example, if you hear, see, or read **formal** language, you should render the **equivalent formal** language in the target language. If you hear, see, or read **colloquial or slang** language you should render the interpretation in **colloquial or slang** language. Your interpretation may be considered incorrect if the level of the language is not conserved.

For example, if you hear, see, or read the statement "I'll be seeing you," it would be acceptable to render that as, "See you later," "So long," or "See you around." However, "Farewell" or "Until we meet again" are unacceptable renditions because they do not conserve the level of language.

4. Conservation of Register

An essential component of meaning that must be conserved is **register**, which is a term that means the use of a particular variety of language according to the context. For example, we call the kind of language used in the medical profession the "medical register," which is composed of the special vocabulary, terms of art, and turns of phrase used in the medical profession. Specialized registers are attached to the language of many professions and occupations such as law, engineering, and academia.

Additionally, register refers to the **language styles** we use in different situations and contexts. For example, the formality of our speaking style varies depending on the person we are talking to, and his or her background, age, culture, education, gender, and social status. We all use different language styles, depending on the speech situation we are in. We speak differently to our friends than we do to our professors. A doctor who is trying to help a patient understand something will “lower” the register of her speech to make herself more comprehensible. The linguist Martin Joos wrote that English has five levels of register, or formality. They are

(1) **Frozen Language** is static language that never changes.
For example:

- *“Ladies and Gentlemen of the jury....”*
- *“Four score and seven years ago....”*

Frozen language also includes prescribed uses of language, such as the expression sometimes used in the medical setting, *“The patient presented with...”*

(2) **Formal Language** is the kind of language used by a speaker giving a lecture or making a presentation. In this style the sentence structure is complex, and there is little interaction between the speaker and the audience. For example:

- *“The patient presented with a headache localized at the right temple and nausea.”*
- *“The importance of early intervention for students with learning disabilities cannot be overemphasized.”*

(3) **Consultative Language** is the kind of language used by teachers, doctors, technicians, and other experts who are explaining a concept or a procedure using some technical terms, but at the same time, interacting with the audience or person. For example:

- *“What other symptoms have you had besides nausea and headache?”*
- *“It is so important to take advantage of every educational opportunity for your son.”*

(4) **Colloquial Language** is the kind of language used in “everyday” conversation. Easily understood vocabulary is used, and if technical terminology is used, it is explained and examples are given. Colloquial language tends to use more idiomatic expressions and slang in the interest of being understood. For example:

- *“I feel like somebody put my head in a vice and I feel sick to my stomach.”*
- *“I want to do whatever I can to help him make the grade.”*

(5) **Intimate Language** is the kind of language used between very close friends and family members. Because there is intimacy between the people in the conversation, there is less attention paid to specific references. Often intimate language is “non-referential,” meaning that what a pronoun refers to may not be obvious. For example:

- *“I told you that would happen if you didn’t stop.”*

Home signs are also an excellent example of intimate register.

Other Considerations

What is the impact of using a high register with a person who may be uneducated? Usually, the effect is that you are excluding the person from truly understanding your explanation and in effect “withholding” information instead of sharing it. Therefore, it is a good idea to lower the register when you know that the person may not have the educational or cultural background to understand technical explanations. This is not because of a lack of intelligence; it is simply a lack of the experience of technical vocabulary.

If you are speaking to a child, would you use a low or high register? We speak to children differently than we speak to adults. What are those differences? We speak to an elderly woman or man differently than we would to a young adult.

Keep this kind of speech style adjustment in mind during the examination, as you will be expected to adjust to different registers to foster effective communication.

Subjective Assessment

There are two general categories of subjective assessment in the trilingual performance tests

- delivery and adaptability, and
- pronunciation and fluency.

Your entire performance for *each part of the exam* is assessed holistically. Each category is assessed using a three-point scale.

- **Delivery** is the ability to maintain appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation.

1 point (Fails to Meet Expectations)—consistently fails to maintain appropriate delivery, pacing, coherence, and composure throughout the interpretation

2 points (Meets Expectations)—occasionally fails to maintain appropriate delivery, pacing, coherence, and composure throughout the interpretation

3 points (Exceeds Expectations)—maintains appropriate delivery, pacing, coherence, and composure consistently throughout the interpretation

- **Adaptability** is the level of resourcefulness the candidate displays in adapting to changes, patterns, and challenges in the text.

1 point (Fails to Meet Expectations)—consistently fails to adapt to changes in the pattern of a passage; overreliance on circumlocution

2 points (Meets Expectations)—occasionally fails to adapt to changes in the pattern of a passage; some overuse of circumlocution

3 points (Exceeds Expectations)—always adapts to the changes in the pattern of a passage

- **Pronunciation and Fluency.** *Pronunciation* is the ability to produce accurate phonology using appropriate rhythm, stress, and intonation. *Fluency* is the ease with which a candidate can produce native-like language. The assessment of fluency includes the degree of hesitation and the clarity of signs.

1 point (Fails to Meet Expectations)—consistently speaks or signs with hesitation and often needs to repair interpretation, which interferes with communication; approaching acceptable pronunciation and clarity of signs and the use of rhythm, stress, and intonation, but makes frequent errors that interfere with communication

2 points (Meets Expectations)—occasionally speaks or signs with hesitation and needs to repair interpretation, but speech or ASL is intelligible even with errors; has acceptable pronunciation and clarity of signs and use of rhythm, stress, and intonation that does not interfere with meaning

3 points (Exceeds Expectations)—speaks or signs without hesitation; rarely needs to repair communication; has native or native-like pronunciation or clarity of signs and use of rhythm, stress, and intonation; and is easy to understand

Annual Certificate Maintenance

You must maintain your trilingual certificate **annually** by paying the annual maintenance fee to DHHS before the expiration date. If your certificate expires, you may not engage in activities that require a certificate until the certificate has been renewed.

You are subject to a conviction records check at annual maintenance. A conviction records check may also be conducted at any time if DHHS receives information that indicates you have a criminal conviction that was not previously reviewed. A conviction finding may result in denial, suspension, probation, or revocation of your certificate.

Process for Annual Certificate Maintenance

A BEI staff member sends maintenance notification letters through regular mail before the due date. Failure to receive a reminder from DHHS does not prevent the expiration of your certificate.

You must complete DARS3921, Annual Certificate Maintenance for Multiple-Certificate Holders, and send it with a check or money order for the fee to DARS DHHS. When DHHS receives the form and fee, a BEI staff member

- updates your contact information; and
- generates a new certificate card, which is valid through the next year.

Five-Year Certificate Renewal

As trilingual certificate holder, you must maintain all underlying prerequisite certifications and satisfy the five-year renewal requirements to maintain your certification. You must earn 10.0 continuing education units (CEUs) (100 clock hours) during the five-year certification period.

Certificate holders whose five-year cycle begins on or after September 1, 2009, must satisfy the following renewal requirements:

- General certification five-year renewal requirements are
 - 5.0 CEUs (50 clock hours) in interpreting-related topics,
 - 2.0 CEUs (20 clock hours) in ethics-related topics, and
- Trilingual certification five-year renewal requirement is
 - 3.0 CEUs (30 clock hours) in trilingual interpreting-related studies.

The BEI staff notifies you through regular mail before the renewal due date. To renew, you must

- complete a DARS3922, Five-Year Certificate Renewal for Multiple-Certificate Holders and attach
 - a check or money order for the renewal fee,
 - copies of CEU documentation earned during the certification period, and
 - a valid copy of a RID or NAD-RID certificate card (if not BEI certified), and
- mail the renewal form, fee, and CEU documentation to DARS DHHS, PO Box 12306, Austin, Texas 78711.

Interpreter Resources

Training Programs

The following is a list of interpreter training programs in Texas:

Austin Community College

1212 Rio Grande St.
Austin, TX 78701
(512)223-3205 (V)
www.austincc.edu

Collin College

2800 E. Spring Creek Pkwy.
Plano, TX 75074
(972) 881-5138 (VP)
(972) 881-5152 (V)
www.ccccd.edu

Lone Star College–Cy Fair

9191 Barker Cypress Rd.
Cypress, TX 77433-1383
(832) 482-1012
www.lonestar.edu

Del Mar College

101 Baldwin St.
Corpus Christi, TX 78404
(361) 698-2813 (V/TTY)
www.delmar.edu

El Paso Community College

919 Hunter St.
El Paso, TX 79998
(915) 831-2432 (V)
www.epcc.edu

Houston Community College

John B. Coleman Health Science
1900 Pressler St.
Houston, TX 77030
(713) 718-7616 (V)
www.hccs.edu

Lone Star College–North Harris

2700 W.W. Thorne Dr. (A-160C)

Houston, TX 77073

(281) 618-5535 (V)

(281) 618-5519 (TTY)

northharris.lonestar.edu

McLennan Community College

1400 College Dr.

Waco, TX 76708

(254) 299-8373 (V)

www.mclennan.edu/departments/intr

San Antonio College

Moody Learning Center 510

1300 San Pedro Ave.

San Antonio, TX 78212

(210) 486-1113 (V/TTY)

www.accd.edu/sac/asl

Southwest Collegiate Institute for the Deaf

3100 Avenue C

Big Spring, TX 79720

(432) 264-3700 ext. 248 (V/TTY)

<http://www.howardcollege.edu/swcid/>

Tarrant County College

300 Trinity Campus Cir.

Ft. Worth, TX 76102

(817) 515-1343 (V)

www.tccd.net

Tyler Junior College

1400 East 5th St.

Tyler, TX 75798

(903) 510-2774 (V)

<http://www2.tjc.edu/itp>

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Spanish and English Interpreter Organizations Resources

National Association of Judiciary Interpreters and Translators

<http://www.najit.org/>

National Center for Interpretation Testing, Research and Policy

<http://nci.arizona.edu/>

InTrans Book Service

<http://www.intransbooks.com/>

Books, Videos, Web Sites, and DVDs

Below is a list of other resources that you may find helpful in your preparation. The following list is not all-inclusive.

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www.barronseduc.com

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<http://www.rae.es/rae.html>

Word Magic

<http://www.wordmagicsoft.com/>

Visual Thesaurus

<http://www.visualthesaurus.com>