The Educational Interpreter Performance Assessment®
Williams & Schick

GLOSSARY OF EIPA TERMINOLOGY

A Tool For Understanding This Assessment:

Attached you will find a glossary of terms supporting the feedback you received with your EIPA assessment. The

ITEM: I - C.   Register

DESCRIPTION: Register refers to the adjustments to language that are made according to the situation and the context.   Individuals make changes in how they speak/sign in different social situations (formal, informal, religious, legal, lecture).

I.   What is Register?

        A.

ITEM: I - D.   Sentence And Clausal Boundaries (not run-on)

ITEM: I - F.   Production And Use Of Non Manual Adverbial/Adjectival Markers

DESCRIPTION In sign language, the face (mouth) and body will provide adverbial and adjectival
information.

    A.   In sign language, there are specific signs for adverbs (quickly, regularly, recently) and
adjectives (huge, bright, long).
    B.   Facial behaviors should support these signs.
    C.   Interpreters, when pace of speech is rapid and the information complex, may strongly mark
the facial feature in lieu of the sign.

EXAMPLES:		
cs marker		close by, just
cha		huge
intense		immense
mm		regular
open mouth		far away
pursed lips	A.	very thin

Use of Signing Space:

ITEM: I - G.   Use Of Verb Directionality/Pronominal System

DESCRIPTION Verbs can be signed with directional movement to show agent/source and
object/goal. (This movement can be from source to goal as well as reciprocal) Verb signs can
also specify the location of the action

    A.   Verbs can be signed to show subject, object, and indirect object.
        1. Verb to start with signer as subject
        2. Uses a pre   0 Tc[( )] TJ ET BT 72.42 1 0 0 1 86.424 35r552.49 Tm [(m   0 Tc[( )] TJTh5.i T B5

a EMC /P <</MCID 1T BT /F EM8 1249.86 Tm [( )] TJ E3(N)-137

ITEM: I - H.   Comparison/Contrast, Sequence And Cause/Effect

DESCRIPTION: Sign placement can be made in the signer's field to visually demonstrate comp/contrastive statements, sequential statements and cause/effect statements

    A.   When skilled/fluent signers want to use a comparison/contrast, demonstrate a sequence or indicate a cause/effect relationship, they will sign one referent in one signing field (left) and the other referent in the other signing field (right) and then use a body shift between the two.

    B.   This use of signing space can be done with either noun phrases or verb phrases.

    C.   Generally, placement of referents in signing space acts on the signer's left side and moves to the right.

    D   Words like WHICH, EITHER, OR, BUT, THEN, AND, OTHER, are words that indicate the need for body shifting to indicate a comparison/contrast.

ITEM: I - I.   Location/Relationship Using ASL Classifier System

DESCRIPTION: Prepositions such as ON, IN, or UNDER, indicate the location of certain objects/actions. Prepositions in a signed language can be demonstrated by using classifiers

Roman II: Interpreter Product Sign to Voice: Can Read and Convey Signers:

ITEM: II - A. Signs

DESCRIPTION: This item focuses on the amount of signs an interpreter can understand. (It does not focus on fluency or intonation, but solely on the amount of vocabulary comprehended.)

ITEM: II - B. Fingerspelling

DESCRIPTION: This item focuses on the amount of fingerspelling an interpreter can understand. (It does not focus on fluency or intonation, but solely on the amount of fingerspelling comprehended.)

ITEM: II - C. Register

DESCRIPTION: Register is the type of language people use in different social situations (formal, informal, religious, legal, lecture). This item strongly correlates with B, A, D. An interpreter who can not understand signs, fingerspelling, or non-manual behaviors cannot understand/produce a spoken English message demonstrating correct register.

ITEM: II - D. Non-Manual Behaviors And ASL Morphology

ITEM: II - G. Sentence Types

DESCRIPTION: This item focuses on the interpreter's comprehension and production of varying sentence types (statements, yes/no questions, wh-questions, conditionals). See Roman E for more in-depth discussion of sentence types.

ITEM: II - H. Emphasize Important Words, Phrases Affect/Emotions

DESCRIPTION: This item focuses on the interpreter's comprehension and production of correct stress as well as affect/emotions in their spoken message. See Roman A & B for more in-depth discussion of stress and affect.

Word Choice:

ITEM: II - I. Correct English Word Selection

DESCRIPTION: This item focuses on the interpreter's comprehension of sign language and correct interpretation into spoken English. Focus is on matching the meaning between the source sign language/systems and English.

Interpreter Performance:

ITEM: II - J. Adds No Extraneous Words/Sounds To Message

DESCRIPTION: This item focuses on the interpreter's comprehension of a signed message and production of a clean, spoken English message. (No "Ummms...," "Oh gosh! I missed that!," sighs, external processing.)

DESCRIPTION: This item focuses on how well the interpreter is able to produce fingerspelling. The focus is on the clarity, fluency and rate of production of fingerspelled items.

ITEM:

Roman IV: Overall Factors—Message Processing:

ITEM: IV - A. Appropriate Eye/Contact And Movement

DESCRIPTION: Eye contact plays an important role in sign language. Eye gaze can be used

    A. As a pronominal indicator.
    B. To follow directional verb movement.
    C. To emphasize fingerspelling (looking at the spelling hand).

ITEM: IV - B. Developed A Sense Of The Whole Message—Voice to Sign

DESCRIPTION: This item focuses on the

ITEM: IV - E. Demonstrated Process Decalage (lag time) Appropriately Sign to Voice