

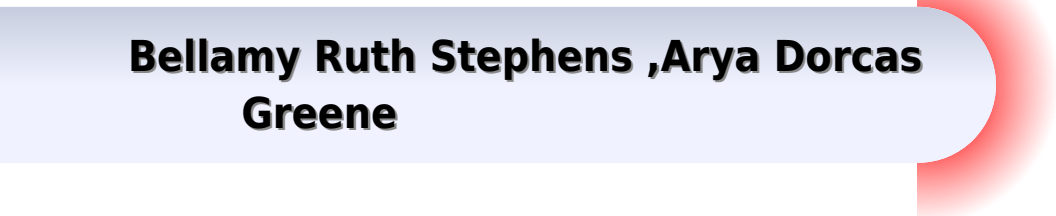


| Sight Translation Task                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At least 2 NATI® examiners will independently assess your performance in each Sight Translation task using this assessment rubric. The rubric describes levels of performance for each assessment criterion using a five-band rating scale. Band 5 represents the highest level of performance and Band 1 represents the lowest. Your performance will be assigned a band for each assessment criterion according to your performance. |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | TRANSFER COMPETENCY                                                                                                                                                                                                                                                                  |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   | LANGUAGE COMPETENCY                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | A. Meaning transfer skill                                                                                                                                                                                                                                                            | B. Application of interpreting mode                                                                                                                                          | C. rhetorical skill                                                                                                                                                                                                                                                               | D. Language proficiency enabling meaning transfer (Target language = L2/2L or English)                                                                                                                                                                                                    |
| Pass Requirements                                                                                                                                                                                                                                                                                                                                                                                                                      | At least Band 3.                                                                                                                                                                                                                                                                     | At least Band 3.                                                                                                                                                             | At least Band 3.                                                                                                                                                                                                                                                                  | At least Band 3.                                                                                                                                                                                                                                                                          |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | Right translates the propositional content and intent of the message accurately, with no unjustified omissions, insertions and distortions.<br>Demonstrates ability to skillfully resolve all meaning transfer problems.                                                             | Consistently demonstrates competence in the use of the sight translation mode.<br>Skillfully applies accepted techniques relevant to the sight translation mode and setting. | Consistently demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.<br>Excellent voice projection. Demonstrates clear pronunciation, fluent delivery, good tone and volume.                                              | Consistently uses language competently and accurately, demonstrated by accomplished use of pragmatics, lexicon, grammar, syntax, style and register.                                                                                                                                      |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | Right translates the propositional content and intent of the message, with few instances of minor unjustified omissions, insertions and/or distortions.<br>Mostly demonstrates ability to resolve meaning transfer problems appropriately.                                           | Mostly demonstrates competence in the use of the sight translation mode, and applies accepted techniques relevant to the sight translation mode and setting.                 | Mostly demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.<br>Good voice projection. Mostly demonstrates clear pronunciation, fluent delivery, good tone and volume.                                                  | Mostly uses language competently and accurately. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which do not impact on understanding.                                                                                                         |
| <b>Band 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | Right translates the propositional content and intent of the message, with several minor and/or any major unjustified omissions, insertions and/or distortions.<br>Demonstrates some ability to resolve meaning transfer problems appropriately.                                     | Demonstrates some competence in the use of the sight translation mode, and demonstrates some ability to use accepted techniques relevant to the mode and setting.            | Demonstrates some use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.<br>Demonstrates some ability to project voice adequately when demonstrating clear pronunciation, fluent delivery and/or good tone and/or volume.             | Demonstrates some ability to use language competently and accurately. Several errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register.<br>The target language contains systematic errors.<br>The target utterance contains errors which impact on understanding. |
| <b>Band 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | Demonstrates limited ability to right translate the propositional content and intent of the message accurately, with frequent instances of unjustified omissions, insertions and/or distortions.<br>Demonstrates limited ability to resolve meaning transfer problems appropriately. | Demonstrates limited competence in the use of the sight translation mode, and limited ability to use accepted techniques relevant to the mode and setting.                   | Demonstrates limited ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief.<br>Limitations may be evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume. | Demonstrates limited ability to use language competently and accurately. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which impact on understanding.                                                                                         |
| <b>Band 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | No demonstrated ability to right translate the propositional content and intent of the message accurately.<br>Excessive instances of unjustified omissions, insertions and/or distortions. No demonstrated ability to resolve meaning transfer problems appropriately.               | No demonstrated competence in the use of the sight translation mode, and no ability to use accepted techniques relevant to the mode and setting.                             | No demonstrated ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief, evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume.                            | No demonstrated ability to use language competently and accurately. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which prevent understanding.                                                                                                         |

| Consecutive Interpreting (Monologue) Task                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                           |
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| At least 2 NATI® examiners will independently assess your performance in each Consecutive Interpreting (Monologue) task using this assessment rubric. The rubric describes levels of performance for each assessment criterion using a five-band rating scale. Band 5 represents the highest level of performance and Band 1 represents the lowest. Your performance will be assigned a band for each assessment criterion according to your performance. |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                           | TRANSFER COMPETENCY                                                                                                                                                                                                                                                            |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                   | LANGUAGE COMPETENCY                                                                                                                                                                                                                                                                       |
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| Pass Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                         | At least Band 3.                                                                                                                                                                                                                                                               | At least Band 3.                                                                                                                                                               | At least Band 3.                                                                                                                                                                                                                                                                  | At least Band 3.                                                                                                                                                                                                                                                                          |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             | Interprets the propositional content and intent of the message accurately, with no unjustified omissions, insertions or distortions.<br>Demonstrates ability to skillfully resolve all meaning transfer problems.                                                              | Consistently demonstrates competence in the use of the consecutive (monologued) mode.<br>Skillfully applies accepted techniques relevant to the interpreting mode and setting. | Consistently demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.<br>Excellent voice projection. Demonstrates clear pronunciation, fluently delivering good tone and volume.                                           | Consistently uses language competently and accurately, demonstrated by accomplished use of pragmatics, lexicon, grammar, syntax, style and register.                                                                                                                                      |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             | Interprets the propositional content and intent of the message, with few instances of minor unjustified omissions, insertions and/or distortions.<br>Mostly demonstrates ability to resolve meaning transfer problems appropriately.                                           | Mostly demonstrates competence in the use of the consecutive (monologued) mode, and applies accepted techniques relevant to the mode and setting.                              | Mostly demonstrates use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.<br>Good voice projection. Mostly demonstrates clear pronunciation, fluently delivering good tone and volume.                                               | Mostly uses language competently and accurately. Few minor errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which do not impact on understanding.                                                                                                         |
| <b>Band 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             | Interprets the propositional content and intent of the message, with several minor and/or any major unjustified omissions, insertions and/or distortions.<br>Demonstrates some ability to resolve meaning transfer problems appropriately.                                     | Demonstrates some competence in the use of the consecutive (monologued) mode, and demonstrates some ability to use accepted techniques relevant to the mode and setting.       | Demonstrates some use of rhetorical techniques appropriate to the specifications provided in the interpreting brief.<br>Demonstrates some ability to project voice adequately when demonstrating clear pronunciation, fluently delivering good tone and/or volume.                | Demonstrates some ability to use language competently and accurately. Several errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register.<br>The target language contains systematic errors.<br>The target utterance contains errors which impact on understanding. |
| <b>Band 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             | Demonstrates limited ability to interpret the propositional content and intent of the message accurately, with frequent instances of unjustified omissions, insertions and/or distortions.<br>Demonstrates limited ability to resolve meaning transfer problems appropriately. | Demonstrates limited competence in the use of the consecutive (monologued) mode, and limited ability to use accepted techniques relevant to the mode and setting.              | Demonstrates limited ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief.<br>Limitations may be evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume. | Demonstrates limited ability to use language competently and accurately. Frequent errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which impact on understanding.                                                                                         |
| <b>Band 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             | No demonstrated ability to interpret the propositional content and intent of the message accurately.<br>Excessive instances of unjustified omissions, insertions and/or distortions. No demonstrated ability to resolve meaning transfer problems appropriately.               | No demonstrated competence in the use of the consecutive (monologued) mode, and no ability to use accepted techniques relevant to the mode and setting.                        | No demonstrated ability to use rhetorical techniques appropriate to the specifications provided in the interpreting brief, evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and/or inappropriate tone and/or volume.                            | No demonstrated ability to use language competently and accurately. Errors in the use of pragmatics, lexicon, grammar, syntax, style and/or register which prevent understanding.                                                                                                         |

# Certified Interpreter Study Guide

**Bellamy Ruth Stephens ,Arya Dorcas  
Greene**



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system into a productive tool The remaining chapters cover the configuration of Linux as a workstation and as a server security objectives and the care and feeding of a Linux system Each chapter ends with 15 exam questions along with a corresponding answer key Covers everything from test taking techniques to advanced topics keeping the beginner and intermediate IT professional in mind Layout of the guide parallels the 2009 Linux objectives for ease of study More than just a book this kit includes a self test tiered questions and two practice exams

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specifically on the assessment of infants and children Its chapters align with corresponding textbook chapters to facilitate exam success and mastery of skills required to expertly conduct the pediatric hi

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**Key Features** Reinforces content for Advanced Pediatric Assessment with case studies and multiple choice Q As that mirror certification exam format Provides essential practice items for the exam Includes Anatomic Labeling Exercises to reinforce required knowledge Delivers essential terminology Offers sample documentation and space for students to practice their own documentation

## **Certified Interpreter Study Guide** Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the ability of words has be much more evident than ever. They have the ability to inspire, provoke, and ignite change. Such is the essence of the book **Certified Interpreter Study Guide**, a literary masterpiece that delves deep into the significance of words and their impact on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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