

Official Document:

EIPA Diagnostic Center
Boys Town National Research Hospital
555 North 30th Street
Omaha, Nebraska 68131

Candidate: **WILLIAM CRUZ**

Record ID: 34303

Assessment Date: 05/16/2024

Stimuli Materials Selected: Secondary B; PSE B

State of Employment: AZ

Overall Assessment Score: **EIPA Score**
3.8

The EIPA Diagnostic Center, Boys Town National Research Hospital / Lied Learning & Technology Center certifies that the above candidate has completed an EIPA assessment. They have been rated, using EIPA Proficiency Guidelines, and have received the score as indicated above.



Linnae Janky

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EIPA Diagnostic Center

Official Document: EIPA Diagnostic Center, Boys Town National Research Hospital, Omaha, NE

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Candidate: WILLIAM CRUZ

Date: 05/16/2024

Location: AZ

Stimuli Materials Selected: Secondary B; PSE B

Assessment Scores:

Roman I	Roman II	Roman III	Roman IV	EIPA Score
3.7	3.6	4.7	3.3	3.8

Comments:

The candidate may want to develop and implement a Professional Development Plan focusing on the following linguistic and/or interpreting features:

** Use additional process time to analyze the message for the teacher's intent. Frequently, processing was 'too close' to the speaker disallowing adequate language planning. Increased process time allows you to comprehend and plan how to convey an effective message in sign, i.e. incorporating appropriate sign selection, use of space, topicalization and sign stress for key words.

** Develop the ability to use space consistently and accurately for linguistic purposes. Verb agreement paths, comparisons/contrasts, listing, sequencing, and if-then statements all require the use of space.

** Work on conveying the speaker's use of prosody. These features are necessary to ensure that the message has cohesion. Speaker's use of stress (cadence, pausing, vocal inflection), emphasis of key vocabulary, and emotional intent were noted, although representation was somewhat subtle.

** Incorporate various strategies to signify shifts among speakers (pointing, eye gaze, identification by gender or name, body shifts, conveyance of register variation). Classroom dynamics, a vital part of the education process, must be communicated effectively.

Please Note:

This evaluation is for the grade level and language/sign system noted above. This evaluation does not imply skills at other levels or using another language or sign system. This evaluation may not accurately reflect an interpreter's performance for grade levels other than that indicated. A re-evaluation would be recommended when changing grade levels or target sign system or language.

Prosodic information:	
A. Stress or emphasis for important words or phrases	3.3
B. Affect and emotions	4.0
C. Register	2.3
D. Sentence boundaries	3.3
Non-manual information:	
E. Sentence types and clausal boundaries indicated	3.7
F. Production and use of non-manual adverbial/adj. markers	3.7
Use of signing space:	
G. Use of verb directionality/pronominal system	4.3
H. Comparison/contrast, sequence and cause/effect	3.7
I. Location/relationship using ASL classifier system	3.3
Interpreter performance:	
J. Follows grammar of ASL or PSE	3.7
K. Use of Eng. morphological markers	N/A
L. Clearly mouths speaker's English	5.0

Areas of strength:

- * The interpretation demonstrated representation of the speaker's use of intonational stress at the phrase and sentence levels.
- * Non-manual adverbial/adjectival markers were used well to inflect verbs and convey degrees of descriptive language.
- * Space was generally well used. Continue to develop the ability to represent model space, employing classifiers, verb agreement and comparative/contrastive space to represent objects or topics and their respective actions or expansions.
- * * Classifier Use: Fairly accurate and consistent use of SASS and HANDLE classifiers were noted throughout the interpretation. Use of the model/class form of classifier (and integration of SASS and HANDLE forms) is an area for continued skill development.
- * The candidate was very easy to speechread.

Areas identified for professional development:

- * Use additional analysis and prediction time. While analyzing the incoming message, focus on the speaker's use of prosody for stress and how it relates to the overall intent of the message. The interpretation demonstrated prosodic patterns which were somewhat subtle compared to the speaker. When information became more dense or complex, representation of speaker prosody suffered.
- * Sentence types were sometimes not conveyed. The interpretation conveyed a series of comments, rather than representing the varying grammatic structures used by the speaker.
- * Continue to develop skills in the use of space to show comparisons and contrasts, event sequencing, and cause/effect relationships.
- * Be certain to identify topic boundaries and shifts. Mark these clearly. While sentence-level pausing was evident, awareness and marking of the teacher's shifts in topic was frequently not evident. Be certain to work to develop a visual framework/scaffold on which to 'hang' your interpretations.

Can read and convey signer's:

A. Signs	3.0
B. Fingerspelling and numbers	5.0
C. Register	3.5
D. Non-manual behaviors and ASL morphology	3.0

Vocal/Intonational features:

E. Speech production: rate, rhythm, fluency, volume	3.5
F. Sentence and clausal boundaries indicated	4.0
G. Sentence types	4.0
H. Emphasize important words, phrases, affect, emotions	4.0

Word choice:

I. Correct English word selection	3.0
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Interpreter performance:

J. Adds no extraneous words/sounds to message	3.0
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Areas of strength:

- * Generally good comprehension of the student's signs was evident in the sample when the message was less complex.
- * Comprehension of fingerspelling is an emerging skill.
- * Some stress to emphasize important words or convey emotional intent was noted.
- * English word selection was fairly good.
- * The spoken English message was generally clean, with minimal intrusions of extraneous words or phrases (indicative of external processing).

Areas identified for professional development:

- * Continue to develop skills in fingerspelling comprehension.
- * Although variations in register were noted, difficulties with fingerspelling and ASL morphology comprehension resulted in a message in which a different register was imposed upon the student's communication.
- * Increase use of process time in order to develop fluent, natural-sounding sentences. Be sure you understand the speaker's intent before you begin speaking.
- * Continue to work on refining English word selection versus using 'typical' gloss terms. Reflect on the topical framing (genre) of the dialogue and engage prediction skills in order to improve intent and content accuracy. This will assist in creating a more natural-sounding, fluent translation.

Signs:

A. Amount of sign vocabulary	5.0
B. Signs made correctly	5.0
C. Fluency (rhythm and rate)	4.7
D. Vocabulary consistent with the sign language or system chosen for testing	5.0
E. Key vocabulary represented	4.3

Fingerspelling:

F. Production of fingerspelling	4.7
G. Spelled correctly	5.0
H. Appropriate use of fingerspelling	3.3
I. Production of numbers (clarity, fluency, rate)	5.0

Areas of strength:

- * A significant amount of sign vocabulary, suitable for a wide variety of subject matter across varying levels of difficulty, was evident in the sample.
- * Sign production was typically accurate.
- * The interpretation was generally presented with a comfortable, easy-to-watch fluency.
- * Vocabulary was consistent with the language or system selected.
- * Spelling of English words was consistently accurate.
- * Number production was consistently well articulated and accurate.

Areas identified for professional development:

- * Key vocabulary and concepts were not represented consistently. Develop strategies (deliberate fingerspelling, distinctive stress, increased facial affect) to identify and emphasize key vocabulary. Remember to think of child and teen learners and their English literacy needs. Use a more didactic (teaching) approach when fingerspelling.
- * The overall rate of fingerspelling was too fast. Slow down and use a more didactic, teaching style of production to assist young language users in identifying key words. Think phonemically and represent key terms, when at all possible, in syllabic "chunks". Remember, Deaf/HOH children are held accountable for content during testing. Using fingerspelling to demonstrate syllable boundaries helps deaf children with phonemic awareness which ultimately supports their ability to read.
- * Increase your use of fingerspelling to represent terms that will be represented in print (e.g., fingerspell words used for teaching English grammar, fingerspelling proper nouns and content-unique terms).

Message processing:

A. Appropriate eye contact and movement	4.0
B. Developed a sense of the whole message V-S	3.3
C. Developed a sense of the whole message S-V	3.5
D. Demonstrated process decalage (lag time) appropriately V - S	2.7
E. Demonstrated process decalage (lag time) appropriately S - V	3.5

Message clarity:

F. Follows principles of discourse mapping	2.7
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Environment:

G. Indicates who is speaking	3.3
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Areas of strength:

- * Eye gaze was fairly well used for connection with the student (camera), as well as for some linguistic purposes (e.g., marking subjects, following verb movement, and defining comparisons and contrasts).
- * Indexing, naming and gender identification were used fairly well to signal speaker shifts; however, use was inconsistent. Engagement of body shifts and use of eye-gaze were also inconsistent.

Areas identified for professional development:

- * Expand use of eye gaze to support grammatical activity (marking of subject, following verb activity, marking and referencing of comparative/contrastive items) as well as to mark important words and concepts (provide stress and emphasis).
- * Work to consistently and accurately establish a spatial map (template) to organize, describe, compare, and to establish discourse referents. Effective discourse mapping establishes message cohesion through the effective incorporation of topicalization, classifiers, contrast space, and pronominalization.
- * Incorporate various strategies to signify shifts among speakers (pointing, eye gaze, identification by gender or name, body shifts, prosody and register).



The Educational Interpreter Performance Assessment®

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 structure of this glossary parallels your evaluation form. Should any of the areas of assessment be unfamiliar or unclear to you, please refer to the glossary for clarification.

About The Evaluation Form:

Each sub-skill received a 5 - 0 score (5 = Advanced, 4 = Advanced Intermediate, 3 = Intermediate, 2 = Advanced Beginner, 1 = Beginner, 0 = No Skill). If a specific sub-skill was not applicable to the sign system or language being evaluated, the 5 to 1 evaluation scale would be marked NA and would not be included in the averaged score.

Evaluators Use A Scale Similar to The One Below to Measure Performance:

ITEM: I - A. Stress/Emphasis for Important Words or Phrases

- 5 = Accurately conveys stress. Rarely makes an error.
- 4 = Typically conveys stress, roughly equivalent to 85% of the time.
- 3 = Fairly accurate in conveying stress. Will be correct approx. 65 - 70% of the time.
- 2 = Typically inaccurate in conveying stress. Signed message often appears monotone or choppy. Difficult to determine key words.
- 1 = May produce stress correctly occasionally, but is incorrect the majority of the time. Message appears monotone or choppy. Lack of stress makes the message difficult to understand.
- 0 = uses no sign stress.

Note: The percentages listed here would not be the same for each skill being assessed.

Please note:

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Roman I: Interpreter Product – Voice to Sign Prosodic Information:

ITEM: I - A. Stress/Emphasis for Important Words or Phrases

DESCRIPTION: Stress in language is a change in the rhythm and pitch of words in a spoken sentence or the rhythm and placement of signs in a signed sentence.

A. Function:

1. Attitudinal - conveying emotions and attitudes
2. Accentual - indicates important information
3. Grammatical -conveying features of syntax and grammar
4. Discourse -indicates conversational flow and turn-taking

B. Indicated in sign language by:

1. Facial expression
2. Sign movement
 - a. When there is no sign stress, signs are produced lower and slower in the signing field and the duration of each sign may be the same. This results in a message that is monotone.
 - b. As stress increases, signs gravitate upward; sign size decreases and speed increases, sign movement is more compressed. (Ex: INCREASE, WORSE, CLASH)
 - c. Generally, the space directly in front of your face is a field of very high stress.
3. Rhythm of signs (stress dictates rhythm)
4. Body movement

ITEM: I - B. Affect/Emotions

DESCRIPTION: The face and body are used to indicate HOW the speaker feels about what they are talking/signing about.

A. Head-tilts can be used to mark intonation

Example: Head-tilt sideways to mark suspicions (intonational) Who broke that???

B. The eyes are also affective/intonation markers.

Example: Surprise Who is here???
Suspicion What happened to your homework???

C. The body is an affective/intonation marker.

1. Zero Position--Head tilt-forward
Indicates: modesty, timidity, humility, respect, shyness
2. Forward Inclination (chest forward)
Indicates: struggling, desiring, asking, persuading, ordering, threatening
3. Rear Inclination (chest slightly back)
Indicates: ignorance, anxiety, astonishment, fear, hesitation, doubt
4. Side Inclination (body shifted to one side/foot, head tilt to the same side)
Indicates: indifference, waiting