Northeastern University
Center for Atypical Language Interpreting

Observations of Communication/Language Features

Instructions- Use this document as a guided worksheet: Mark the boxes that represent the degree to which expressive and receptive language features were observed. Add specific examples to support your rating. Specific examples can include what was observed and effective and/or what was lacking in terms of the associated feature. Identifying missed opportunities to apply the feature is also encouraged.

EXPRESSIVE LANGUAGE

Vocabulary	1. Has a small range of vocabulary during this specific interaction. Signing production is not generally clear nor understood by this interpreter.	2. Has a foundational range of vocabulary during this specific interaction. Signing production is somewhat clear and somewhat understandable by this interpreter.	3. Has a moderate range of vocabulary during this specific interaction. Signing production is fairly to mostly clear and fairly to mostly understandable by this interpreter.	4. Has a wide range of vocabulary during this specific interaction. Signing production (handshapes, palm orientation, movement, location) is clearly understood by this interpreter.

Specific examples of vocabulary:

Fingerspelling and numbers	1. Uses fingerspelling and numbers in ways that are difficult to understand, transition between those is unclear, and production is barely readable by this interpreter.	2. Uses fingerspelling and numbers in ways that are somewhat understood, transition between those is not always consistent nor fluid, and production is somewhat readable by this interpreter.	3. Uses fingerspelling and numbers in ways that are mostly understood, transition between those is mostly clear, and production is mostly readable by this interpreter.	4. Uses fingerspelling and numbers in ways that are easily understood, transition between those is clear, and production is readable by this interpreter.

Specific examples of fingerspelling and numbers:

Semantics (including use of classifiers)	1. Does not use classifiers and depiction to convey information. Signs without the use of pronouns/referents, general timeframes, and a general sequence of events resulting in not being clearly understood by this interpreter.	2. Uses classifiers and depiction a few times to convey information including the use of a few pronouns/referents, general timeframes, and a general sequence of events in a manner that is slightly clearly understood by this interpreter.	3. Some use of classifiers and depiction to convey information including some use of pronouns/referents, general timeframes, and a general sequence of events in a manner that is somewhat clearly understood by this interpreter.	4. Frequently uses classifiers and depiction to convey information including the use of pronouns/referents, general timeframes, and a general sequence of events in a manner that is clearly understood by this interpreter.

Specific examples of semantics:

Spatial Structuring/Discourse Mapping	1. Space is not used for multiple functions, signing excludes the use of pronouns/referents, directional verbs, listing, comparison/contrast, depiction and message coherence are not evident and not understood by this interpreter.	2. Sometimes space used for multiple functions, including pronouns/referents, directional verbs, listing, comparison/contrast, depiction and message coherence are somewhat evident and sometimes understood by this interpreter.	3. Often space used for multiple functions, including pronouns/referents, directional verbs, listing, comparison/contrast, depiction and message coherence are mostly evident and usually clearly understood by this interpreter.	4. Space used for multiple functions, including pronouns/referents, directional verbs, listing, comparison/contrast, depiction and message coherence are evident and clearly understood by this interpreter.

Specific examples of structuring/discourse mapping:

Grammar/ Sentence Structure	1. Sentence and question types are not evidenced, or given without details, expressions given do not support comprehension by this interpreter.	2. A few different sentence and question types are evidenced with a few details that support basic comprehension by this interpreter.	3. Some variety of sentence and question types are evidenced with some details that support some comprehension by this interpreter.	4. A variety of sentence and question types are evidenced with plenty of details that support full comprehension by this interpreter.

Specific examples of grammar/sentence structure:

Prosody and Coherence	1. Information is not organized with connecting ideas in a clear/cohesive manner. Sentence boundaries, pacing, pausing, and inflections are not evident and not understood by this interpreter.	2. Information is slightly organized with a few connecting ideas presented in a clear/cohesive manner. Sentence boundaries, pacing, pausing, and inflections are slightly evident and minimally understood by this interpreter.	3. Information is somewhat organized with connecting ideas in a clear/cohesive manner. Sentence boundaries, pacing, pausing, and inflections are at times evident and sometimes understood by this interpreter.	4. Information is organized with connecting ideas in a clear/cohesive manner. Sentence boundaries, pacing, pausing, and inflections are evident and easily understood by this interpreter.

Specific examples of prosody and coherence:

RECEPTIVE LANGUAGE

Back channeling responses	1. Little to no backchanneling observed visually nor tactilely.	2. Slight backchanneling observed visually and/or tactilely throughout the interaction.	3. Some backchanneling observed visually and/or tactilely throughout the interaction.	4. Backchanneling observed visually and/or tactilely consistently throughout the interaction.

Specific examples of back channeling responses:

Asks for clarification	1. Does not request clarification and does not provide clarification when requested by this interpreter.	2. Rarely requests for clarification and rarely provides clarification when requested by this interpreter.	3. Sometimes requests for clarification as needed and sometimes provides clarification when requested by this interpreter.	4. Requests for clarification as needed and provides clarification when requested by this interpreter.

Specific examples of asks for clarification:

Responds to questions appropriately	1. Rarely responds to questions in a manner that matches the question; even with clarification and negotiation is still not able to provide a response that matches the context of the question.	2. Often responds to questions in a manner that sometimes does not match the question; however, with clarification and negotiation is able to provide a different response that matches the context of the question.	3. Often responds to questions in a manner that matches the intent of the question in context, most of the time.	4. Consistently responds to questions in a manner that matches the intent of the question in context.

Specific examples of responds to questions appropriately:

Utilizes appropriate turn-taking strategies	1. Rarely demonstrates awareness and application of turn taking and will frequently not wait for their turn to respond/ask questions throughout the interpreted interaction.	2. Occasionally demonstrates awareness and application of turn taking and will occasionally wait for their turn to respond/ask questions throughout the interpreted interaction.	3. Demonstrates some awareness and application of turn taking and will sometimes wait for their turn to respond/ask questions throughout the interpreted interaction.	4. Demonstrates consistent awareness and application of turn taking and will wait for their turn to respond/ask questions throughout the interpreted interaction.

Specific examples of utilizes appropriate turn-taking strategies:

Attending and engagement	1. Rarely maintains eye or physical contact with those involved in the communication. Eye gaze or tactile contact, attentiveness, and engagement in interactions are minimal (possibly due to being distracted or having a short attention span, etc.)	2. Sometimes maintains eye or physical contact with those involved in the communication. Tracks the flow of interactions with some attentive eye gaze or tactile contact. Is inconsistently attentive and engaged.	4. Usually maintains eye or physical contact with those involved in the communication. Tracks the flow of interactions with mostly attentive eye gaze or tactile contact. Is mostly attentive and engaged.	5. Maintains eye or physical contact with those involved in the communication. Tracks the flow of interactions with attentive eye gaze or tactile contact. Is attentive and engaged.

Specific examples of attending and engagement:

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