

## Self- Assessment Tool - Global and Detailed Analysis

Listen to your recordings of sight translations and simultaneous/consecutive interpretations and self-assess at both global and detailed levels. You can also have someone listen to your renditions and provide feedback to you with this form.

In this first section, circle the letter that best describes your global performance.

**E = Excellent**

**G = Good**

**S = Satisfactory**

**NI = Needs Improvement**

GLOBAL EVALUATION		
<b>INTERPRETING SKILLS</b>	<b>Comments</b>	
<b>Preservation of Meaning</b> <i>Overall, did you, the interpreter:</i> <ul style="list-style-type: none"> <li>• Maintain accuracy of the information in the other language?</li> <li>• Interpret all information in the document or message?</li> </ul>		<b>E</b>  <b>G</b>  <b>S</b>  <b>NI</b>
<b>Fluency in Delivery</b> <i>Overall, did you, the interpreter:</i> <ul style="list-style-type: none"> <li>• Interpret and deliver the information in a confident manner?</li> <li>• Deliver the information at a pace that made it understandable to the listener?</li> <li>• Perform with a minimum of hesitations?</li> </ul>		<b>E</b>  <b>G</b>  <b>S</b>  <b>NI</b>
<b>LANGUAGE SKILLS</b>	<b>Comments</b>	
<b>Grammar/ Structure</b> <i>Overall, did you, the interpreter:</i> <ul style="list-style-type: none"> <li>• Deliver the information using the appropriate language structure?</li> <li>• Put together the information with adequate grammar?</li> </ul>		<b>E</b>  <b>G</b>  <b>S</b>  <b>NI</b>
<b>General Vocabulary / Terminology</b> <i>Overall, did you, the interpreter:</i> <ul style="list-style-type: none"> <li>• Choose the most accurate terms/phrases in the other language?</li> <li>• Handle difficult or unfamiliar terms effectively?</li> <li>• Use language that sounds natural?</li> </ul>		<b>E</b>  <b>G</b>  <b>S</b>  <b>NI</b>

<p><b>Pronunciation and Intonation</b> Overall, did you, the interpreter:</p> <ul style="list-style-type: none"> <li>• Deliver information pronouncing clearly and audibly?</li> <li>• Deliver information using the correct intonation to convey meaning and nuance?</li> </ul>		<p><b>E</b> <b>G</b> <b>S</b> <b>NI</b></p>
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In this section, you will assess in detail scoring units from the text you are sight translating or the discourse you are interpreting. To do so, begin by selecting up to three words, phrases or sentences based on the scoring unit types below. Do not think too much about what you are selecting, just make sure your selection reflects the specific scoring unit type. Once you have selected the units, write them down in the space provided below and listen to your recorded rendition. Circle the letter that best describes your performance in reference to that particular detail.

**E = Excellent      G = Good      S = Satisfactory      NI = Needs Improvement**

EVALUATION OF DETAILS							
SCORING UNIT TYPE	Example	1		2		3	
• <b>grammar</b>	He said that somebody <b>had stolen</b> his credit card (Verb form)		E G S NI		E G S NI		E G S NI
• <b>structure</b>	He went into the shed, grabbed the rifle, and came running out (Complex structure)		E G S NI		E G S NI		E G S NI
• <b>general vocabulary</b>	He was <b>furious</b> that his card was stolen.		E G S NI		E G S NI		E G S NI
• <b>specialized terminology</b>	He <b>served a sentence</b> of 2 years.		E G S NI		E G S NI		E G S NI
• <b>idiomatic language</b>	He started <b>making his way</b> to Josephine's.		E G S NI		E G S NI		E G S NI
• <b>register (level of language: formal, informal and neutral)</b>	He <b>advised them</b> that...		E G S NI		E G S NI		E G S NI

<ul style="list-style-type: none"> <li>• numbers and names</li> </ul>	<p><i>Martha Beaver</i> died on <i>August 8, 2023</i>.</p>	E G S NI	E G S NI	E G S NI
<ul style="list-style-type: none"> <li>• words or phrases adding precision or emphasis</li> </ul>	<p>He was <i>highly</i> interested in what I had to say.</p>	E G S NI	E G S NI	E G S NI
<ul style="list-style-type: none"> <li>• words or phrases likely to be omitted due to their position</li> </ul>	<p>The floor was strewn with an overturned chair, <i>broken glass</i> and empty bottles.</p>	E G S NI	E G S NI	E G S NI

**Areas for Improvement:**