

EIPA Rating Form

The following are domains of skills and specific skills evaluated by the EIPA.

I. Interpreter Product – Voice-to-Sign

Prosodic Information:

- | | | | | | | |
|---|---|---|---|---|---|---|
| A. Stress/emphasis for important words or phrases | 0 | 1 | 2 | 3 | 4 | 5 |
| B. Affect/emotions (interpreter appropriately uses face and body) | 0 | 1 | 2 | 3 | 4 | 5 |
| C. Register | 0 | 1 | 2 | 3 | 4 | 5 |
| D. Sentence boundaries (not run-on sentences) | 0 | 1 | 2 | 3 | 4 | 5 |

Non-manual information:

- | | | | | | | |
|--|---|---|---|---|---|---|
| E. Sentence types/clausal boundaries indicated | 0 | 1 | 2 | 3 | 4 | 5 |
| F. Production and use of non-manual adverbial/adj. markers | 0 | 1 | 2 | 3 | 4 | 5 |

Use of signing space:

- | | | | | | | |
|--|---|---|---|---|---|---|
| G. Use of verb directionality/pronominal system | 0 | 1 | 2 | 3 | 4 | 5 |
| H. Comparison/contrast, sequence and cause/effect | 0 | 1 | 2 | 3 | 4 | 5 |
| I. Location/relationship using ASL classifier system | 0 | 1 | 2 | 3 | 4 | 5 |

Interpreter performance:

- | | | | | | | |
|---|---|---|---|---|---|---|
| J. Follows grammar of ASL or PSE (if appropriate) | 0 | 1 | 2 | 3 | 4 | 5 |
| K. Use of Eng. Morphological markers (if appropriate) | 0 | 1 | 2 | 3 | 4 | 5 |
| L. Clearly mouths speaker's English (if appropriate) | 0 | 1 | 2 | 3 | 4 | 5 |

II. Interpreter Product – Sign-to-Voice (i.e., fluency/pacing, clarity of speech, volume of speech)

Can read and convey signer's:

- | | | | | | | |
|--|---|---|---|---|---|---|
| A. Signs | 0 | 1 | 2 | 3 | 4 | 5 |
| B. Fingerspelling and numbers | 0 | 1 | 2 | 3 | 4 | 5 |
| C. Register | 0 | 1 | 2 | 3 | 4 | 5 |
| D. Non-manual behaviors and ASL morphology | 0 | 1 | 2 | 3 | 4 | 5 |

Vocal/Intonational features:

- | | | | | | | |
|--|---|---|---|---|---|---|
| E. Speech production (rate, rhythm, fluency, volume) | 0 | 1 | 2 | 3 | 4 | 5 |
| F. Sentence/clausal boundaries indicated (not run-on speech) | 0 | 1 | 2 | 3 | 4 | 5 |

- | | |
|---|-------------|
| G. Sentence types | 0 1 2 3 4 5 |
| H. Emphasize important words, phrases,
affect/emotions | 0 1 2 3 4 5 |

Word choice:

- | | |
|-----------------------------------|-------------|
| I. Correct English word selection | 0 1 2 3 4 5 |
|-----------------------------------|-------------|

Interpreter performance:

- | | |
|---|-------------|
| J. Adds no extraneous words/sounds to message | 0 1 2 3 4 5 |
|---|-------------|

III. Vocabulary

Signs:

- | | |
|--|-------------|
| A. Amount of sign vocabulary | 0 1 2 3 4 5 |
| B. Signs made correctly | 0 1 2 3 4 5 |
| C. Fluency (rhythm and rate) | 0 1 2 3 4 5 |
| D. Vocabulary consistent with the sign language
or system | 0 1 2 3 4 5 |
| E. Key vocabulary represented | 0 1 2 3 4 5 |

Fingerspelling:

- | | |
|--------------------------------------|-------------|
| F. Production of fingerspelling | 0 1 2 3 4 5 |
| G. Spelled correctly | 0 1 2 3 4 5 |
| H. Appropriate use of fingerspelling | 0 1 2 3 4 5 |
| I. Production of numbers | 0 1 2 3 4 5 |

IV. Overall Factors

Message processing:

- | | |
|--|-------------|
| A. Appropriate eye contact/movement | 0 1 2 3 4 5 |
| B. Developed a sense of the whole message V-S | 0 1 2 3 4 5 |
| C. Developed a sense of the whole message S-V | 0 1 2 3 4 5 |
| D. Demonstrated process lag time appropriately V-S | 0 1 2 3 4 5 |
| E. Demonstrated process lag time appropriately S-V | 0 1 2 3 4 5 |

Message clarity:

- | | |
|---|-------------|
| F. Follow principles of discourse mapping | 0 1 2 3 4 5 |
|---|-------------|

Environment:

G. Indicates who is speaking

0 1 2 3 4 5