

Native Language/Visual Communication Translator Protocol - Smarter, DCAS, EOC and DCAS-Alt1

What is a native language/visual communication translator?

“[Visual Communication] translation is the spontaneous oral translation of test items and/or directions from English to an ELL’s native language. That is, sight translation involves rendering printed English test materials orally in the learner’s native language.

...Since sight translation is done spontaneously, no administration will be identical to any other administration, even when the same interpreter and non-English language are involved. That is, the same interpreter may interpret the text differently on two different occasions.”¹

Conditions under which a native language/visual communication translator can be used:

- Student has limited reading skills in English; and
- Student’s native language listening proficiency is sufficient to benefit from an native language/ visual communication translator; and
- No print translation is available **or** student has low proficiency in reading and writing in the native language.

Native languages/visual communication translators are available for the following:

General Education Assessments

Description	Content Area
<p>Interpret/Translate orally – directions only. Level 2 - Provide native language/visual communication translator to translate <u>DIRECTIONS ONLY</u> into native language. Native language/test administrator must be proficient in native language. See Appendix D-3 for the Protocol for Native Language/Visual Communication Translator. DOE does NOT need to approve this support.</p>	<p>DCAS Science and EOC Algebra II and Integrated Math III</p>
<p>Human translator/interpreter – Native Language. Level 2 - Provide a native language translator to translate <u>test questions (including multiple-choice options)</u> into native language. Instructor may determine that the translator must translate all items or only items requested by student. Native language translator must be proficient in the native language. See Appendix D-3 for the Protocol for Native Language/Visual communication Translator. This support must be approved by DOE (see Appendix E-2).</p>	<p>Smarter Math, DCAS Science and EOC Algebra II and Integrated Math III</p>
<p>Human Translator – Visual Communication. Level 3 - An adult with the necessary qualifications provides translation/interpretation of the math test using cued speech or signed English to a student with disabilities (IEP or 504). See Appendix D-3 for the Protocol for Native Language/Visual communication Translator. Reading passages may not be translated through visual communication. This support must be approved by DOE (see Appendix E-2).</p>	<p>Smarter ELA CAT/PT (Listen Items ONLY), Smarter Math, DCAS Science and EOC Algebra II and Integrated Math III</p>

Native languages/visual communication translators are available for the following:

¹ Stansfield, C. (2008). Sight translation of assessments. Prepared for the LEP Partnership, U.S. Department of Education. Rockville, MD: Second Language Testing, Inc. Retrieved November 12, 2008, from <http://www.ncela.gwu.edu/spotlight/LEP/2008/>.

DCAS-ALT1

Description	Content Areas
<p>Translator/ Interpreter items into native language. A translator site translates/interprets <u>the test questions and answer options</u> and associated graphics into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation. Native language/visual communication translator must be proficient in the native language. See Appendix D-3 for the Protocol for Native Language/Visual Communication Translator. DOE does NOT need to approve this accommodation.</p>	<p>Reading, Mathematics, Science and Social Studies</p>
<p>Translator/ Interpreter for passages into native language. A translator site translates/interprets <u>the passages</u> (including any posters, stories, or other ancillary materials) into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation. Native language/visual communication translator must be proficient in the native language. See Appendix D-3 for the Protocol for Native Language/Visual Communication Translator. DOE does NOT need to approve this accommodation.</p>	<p>Reading, Mathematics, Science and Social Studies</p>
<p>Provide translation of construct-irrelevant words. A translator site translates/interprets the non-construct relevant words into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation. See Appendix J for protocol for Interpreter. See Appendix D-3 for the Protocol for Native Language/Visual Communication Translator. DOE does NOT need to approve this accommodation.</p>	<p>Reading, Mathematics, Science and Social Studies</p>

Qualifications of native language/visual communication translator:

- Has at least a high school diploma (minimum level of education).
- Is proficient in student's native language and English.
- Has previous experience performing interpretation/visual communication translation from English to student's native language.
- Is able to speak clearly and at a normal pace with good pronunciation.
- Is knowledgeable of both American culture and the student's native country or geographic region.
- Is familiar with the United States K-12 public educational system.

Who should NOT be a native language/visual communication translator?

- Children and minors;
- Individuals with less than a high school diploma or the native country's equivalent.

Before a Test

The native language/visual communication translator:

- Will complete DCAS Test Administrator Training or DCAS ALT1 Test Administrator Training and sign all necessary forms *if he is serving as Test Administrator **AND** native language/visual communication translator.*

- Will not be required to complete DCAS or DCAS ALT1 Test Administrator Training but will sign all necessary forms *if he is serving **only** as native language/visual communication translator*.
- May have supervised access to a paper/pencil test up to four days prior to test administration (the review must be supervised by school or district assessment coordinator or designee).
- Must also meet qualifications for scribe if scribing.
- Must review security policy.
- Must be trained by the school test coordinator or designee in the expectations for test administrators.
- Should be assigned to one student for the entire assessment (it is preferred that the native language/visual communication translator be the same person each day—stay consistent throughout test administration).
- Should become familiar with the student before testing (if not already known to the student).

During a Test

- The student and native language/visual communication translator should each have a copy of the test (if paper/pencil)
- Do not alert the student to his/her mistakes during testing.
- Do not prompt the student in any way that would result in a better or worse response or essay.
- Do not influence the student's response in any way.
- Interpret/translate all directions including example questions.
- If asked to repeat a question or paragraph, repeat the entire paragraph or question so as not to identify only important aspects.
- Give special emphasis to words printed in boldface, italics, or capitals.
- Interpret/translate all answer choices on a multiple-choice test before accepting an answer. If student interrupts while response options are being read, ignore the response accept a response given after the options have all been read.
- Avoid voice inflection which may be seen as a clue (with the exception of words in bold, italics, or capitals, which are intended to be emphasized).
- If serving as test administrator **and** interpreter, the test administration must be supervised by a certified Delaware educator if the individual is not a certified Delaware educator (see the Test Administrator Manual and Test Security Policy).

After a Test

- Do not discuss test or responses with others.
- Participate in the evaluation process if asked by the school or district test coordinator (discussion of how well the accommodation worked).

Adapted from:

Clapper, A.T., Morse, A.B., Thurlow, M. L., & Thompson, S. J. (2006). How to Develop State Guidelines for Access Assistants: Scribes, Readers, and Sign Language Interpreters. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
and

Stansfield, C. (2008). Sight translation of assessments. Prepared for the LEP Partnership, U.S. Department of Education. Rockville, MD: Second Language Testing, Inc. Retrieved November 12, 2008, from <http://www.ncela.gwu.edu/spotlight/LEP/2008/> .