

English to ASL Translators Protocol - DCAS and EOC

107. Providing signed assistance of test questions and multiple-choice options ONLY. English-to-ASL translator may sign all allowable items or just items requested by student. Signed assistance may include presenting material on videotape, using an English-to-ASL translator, oral interpreter, cued speech interpreter, or transliterator.

Qualifications of the English-to-ASL Translator

- Able to translate in the same method of sign language typically used by the student.
- Meets qualifications for scribe also if the English-to-ASL translator is also the scribe.
- Is familiar with the student, preferably.

Before a Test

The interpreter must:

- Complete DCAS Test Administrator Training and sign all necessary forms *if serving as Test Administrator **AND** English-to-ASL translator.*
- Sign all necessary forms *and will not be required to complete DCAS Test Administrator Training if serving **only** as English-to-ASL translator.*
- Become familiar with the test instructions and the terminology used in the test.
- Review the Test Security Policy in the DCAS Test Administration Manual.
- Review test materials up to four days prior to test administration under secure conditions supervised by the school test coordinator in order to prepare accurate interpretations of test materials (optional but preferred).
- Be assigned to one student for the entire assessment (it is preferred that the interpreter not be a different person on different test day—stay consistent throughout test administration).
- Practice signing and reading with non-test materials with the student before beginning the test.

During a Test

The school must provide:

- Good lighting in the room in which English-to-ASL translator will sign the test.
- If using the paper-and-pencil DCAS, two copies of the test—one for the interpreter and one for the student.

The interpreter must:

- Not alert the student to his/her mistakes during testing.
- Not prompt the student in any way that would result in a better response or essay.
- Not influence the student's response in any way.
- Not define words for students, provide context, or teach vocabulary or concepts during testing.

- Sign all passages and test items exactly as written except in cases when doing so would reveal an answer to a test question. When use of a sign would visually define the concept being tested (e.g., using the sign for parallel lines that demonstrates this concept visually), the term or concept must be finger-spelled.
- Allow student to take notes.
- Not paraphrase, clarify, elaborate, or provide assistance.

The interpreter may:

- Break passages within a section into segments for ease in signing and for student retention and comprehension.
- Videotape the test administration to ensure validity or for playback when students want questions repeated.

After a Test

The interpreter must:

- Sign the security certification.
- Not discuss test items or responses with others.
- Participate in the evaluation process if school or district staff asks you to do so (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.