

Preparing for Transliterating Testing

APPLYING TRANSLITERATOR SKILLS & KNOWLEDGE IN TESTING

THESE COURSES ARE INTENDED to help students apply transliterator skills and knowledge in the context of testing. Lessons will contrast real-life and testing situations and address how these differences can effect transliteration choices. These courses do not teach the skills required for effective transliteration. Rather, they aim to fine-tune the performance of students who have already completed training to ensure that transliterator performance during testing is the truest reflection of actual ability.

CLTSLA & CLTNCE PREP CLASSES

Prep I: Expressive

This advanced course delves into the purpose, structure, and rating systems for both the CLTSLA and CLTNCE tests as administered by the TECUnit. Lessons and group practice activities parallel the expressive subsections of the Performance exams. Students collaborate to breakdown material, try techniques, and determine the most effective choices to promote equal access.

Recommendations: Students should already be fluent cuers and have completed transliterator training in the areas of condensing information, transphonation, and identifying/distinguishing speakers.

It is recommended that students complete the following courses prior to enrolling in this course: Educational Interpreting Defined, CLT Skills I, II, and III, Mechanics I, II, III.

Students who are not able to cue at a conversational level should not attend this course.

Prep III: Self-Assessment

Students prepare a video-taped sample of their transliteration skills and work within groups to evaluate their current performance level. Student work is used to present effective choices and discuss strategies for receiving top scores. Each student will develop an individualized plan for professional development and continued test preparation.

Recommendations: Students should already be fluent cuers and have completed transliterator training in the areas of condensing information, transphonation, and identifying/distinguishing speakers.

It is recommended that students complete the following courses prior to enrolling in this course: Educational Interpreting Defined, CLT Skills I, II, and III, Skills IV: AES & Info. Chunking, Skills IV: Transphonation, Skills V: Transphonation, Mock Evaluation and Self Assessment I and II as well as Mechanics I, II, III, and IV. The following receptive coursework should also be completed: CLT Skills IV: Receptive, Understanding Non-Model Cueing, Cue Reading to Voicing, and Voicing Techniques.

Students who are not able to cue at a conversational level should not attend this course.

Prep II: Receptive

This advanced course looks at the receptive portion of the performance test of the CLTSLA and CLTNCE. Students are given numerous opportunities to practice voicing.

This course does not teach receptive cueing skills. Students who have not completed advanced receptive skills courses should not attempt this course.

Recommendations: It is recommended that students complete coursework focused on receptive cueing skills before attempting this course. Such courses include CLT Skills IV: Receptive; CLT Skills V: Silent Workshop; and CLT Skills V: Cued Interaction. Additional courses include the Receptive Worksessions also offered from Language Matters: Beginning Cue Reading, Receptive Skill Building, Developing Receptive Fluency, Understanding Non-Model Cueing, Cue Reading to Voicing, and Voicing Techniques.

Prep IV: Mock CLTSLA

Students participate in a battery of transliteration activities that feel like a formal testing environment. Participants produce a video-taped sample of their transliteration skills to be evaluated. Each student receives detailed feedback based on his/her performance. In concert with previous courses, this class helps students prioritize areas to address.

Recommendations: Students should already be fluent cuers and have completed transliterator training in the areas of condensing information, transphonation, and identifying/distinguishing speakers.

It is recommended that students complete the following courses prior to enrolling in this course: Educational Interpreting Defined, CLT Skills I, II, and III, Skills IV: AES & Info. Chunking, Skills IV: Transphonation, Skills V: Transphonation, Mock Evaluation and Self Assessment I and II as well as Mechanics I, II, III, and IV. Additionally, the following receptive courses should be completed: CLT Skills IV: Receptive; CLT Skills V: Silent Workshop; and CLT Skills V: Cued Interaction. Additional courses include the Receptive Worksessions also offered from Language Matters: Understanding Non-Model Cueing, Cue Reading to Voicing, and Voicing Techniques.

Students who are not able to cue at a conversational level should not attend this course.

Preparing for Transliterators Testing (cont.)

THE PREVIOUS COURSES in this series apply equally to state level quality assurance screening (through the Cued Language Transliterators State Level Assessment - CLTSLA) as well as to national certification (through the Cued Language Transliterators National Certification Examination - CLTNCE).

The following courses, however, apply only to national certification for cued language transliterators. The courses below parallel subtests of the CLTNCE only.

Testing information may be subject to change. For the most accurate and up-to-date information, contact the Testing, Evaluation, and Certification Unit (TECUnit).

CLTNCE PREP CLASSES

Prep V: Music & Syllables-Per-Minute

Techniques for conveying music are practiced with songs from a variety of genres. Skills such as identifying and differentiating singers, conveying instrumentation, and rhythm are explored. This course also introduces students to the purpose, structure, and scoring for the Syllables-Per-Minute test of expressive fluency. Students participate in activities to assess their accuracy and clarity at various rates of cueing speed.

Recommendations: Students should already be fluent cueers and have completed transliterators training in the areas of identifying/distinguishing speakers.

It is recommended that students complete the following course prior to enrolling in this course: Mechanics II.

Students who are not able to cue at a conversational level should not attend this course.

Prep VII: Mock CLTNCE

The activities of this class will be scheduled and conducted like an actual, formal testing situation. Students should arrive dressed and prepared as though they are candidates for national certification. Each student will participate in mock versions of the sub-tests of the CLTNCE as outlined by the TECUnit. Students will receive feedback on both the written and transliterated material.

Recommendations: Students should already be fluent cueers and have completed transliterators training in the areas of condensing information, transphonation, and identifying/distinguishing speakers.

It is recommended that students complete the following courses prior to enrolling in this course: Educational Interpreting Defined, Ethical Decision Making I and II, CLT Skills I, II, and III, Skills IV: AES & Info. Chunking, Skills IV: Transphonation, Skills V: Transphonation, Mock Evaluation and Self Assessment I and II as well as Mechanics I, II, III, and IV. Additionally, the following receptive courses should be completed: CLT Skills IV: Receptive; CLT Skills V: Silent Workshop; and CLT Skills V: Cued Interaction. Additional courses include the Receptive Worksessions also offered from Language Matters: Understanding Non-Model Cueing, Cue Reading to Voicing, and Voicing Techniques.

Students who are not able to cue at a conversational level should not attend this course.

Prep VI: Commentary & Written

This course introduces students to the purpose, structure, and scoring for the Commentary portion of the national certification examination for transliterators. Students will be presented with a variety of ethical and logistical problems which must be solved with consideration of the Code of Conduct. Students will also gather and share information on the topics of study suggested by the TECUnit. Practice tests will be used to assess knowledge. Strategies for taking written examinations will be covered.

Recommendations: It is recommended that students complete the following courses prior to enrolling in this worksession: Educational Interpreting Defined and Ethical Decision Making I and II.