



Practice Test Self-Review Sheet

CPDI Test

How to use this form

Use this sheet to review your own performance in the seven key skill areas assessed in the dialogue tasks. We recommend you watch to your performance the whole way through once without stopping to get an overall impression, preferably a few days after you have recorded yourself. That way you will have a clearer idea of whether your language was clear and easy for the audience to comprehend. After this, watch a second time to identify specific examples.

Enter your examples and reflections in the tables below.

Dialogue Tasks

Meaning Transfer

What is it?

The **content** and **intent** of the source message should be carried across. Meaning transfer errors are changing the meaning (**distortion**), leaving meaning out (**omission**) and adding meaning (**addition**).

What do I need to do to pass in this skill?

You must transfer the intent and most of the content of the communication. Any meaning transfer errors should only have a **minor impact** on the meaning transfer as a whole and must not have a **critical impact** on the purpose of the communication. The interpretation must also match the language profile of the NCSL user.

Note any distortions here:	Examples:
Note any (unjustified) omissions here:	Examples:

<p>Note any (unjustified) insertions here:</p>	<p>Examples:</p>
<p>Considering your overall performance, how would you describe the impact of any errors on the overall meaning transfer?</p>	<p><input type="checkbox"/> Minor <input type="checkbox"/> Significant</p>
<p>How would you describe the purpose of the conversation?</p>	<p>Purpose:</p>
<p>Would any of the errors have been an obstacle to achieving that purpose? Why?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Comment:</p>
<p>Did the interpretation match the language profile of the Auslan user? If not, why not?</p>	<p>Comment:</p>

Application of Interpreting Modes (Simultaneous mode)

What is it?

Application of mode is about your ability to process linguistic inputs into linguistic outputs. It is demonstrated by:

- using **appropriate processing time**
- minimising **false starts and repairs**
- using **direct speech**
- **not talking to yourself**

What do I need to do to pass in this skill?

For a **Band 2**, you must **mostly** demonstrate competence in the use of the simultaneous, and apply the accepted techniques as listed above. You can receive a **Band 3** in this skill (show **some** ability to apply the consecutive dialogue mode) and still pass the task, as long as all other skills receive a Band 2 or above.

Was the processing time appropriate?	<input type="checkbox"/> Yes <input type="checkbox"/> No, too long <input type="checkbox"/> No, too short Comment:
Was all interpreting in direct speech rather than reported speech? (i.e. in the first person?)	<input type="checkbox"/> Yes <input type="checkbox"/> Some reported speech <input type="checkbox"/> Frequent reported speech Comment:
Were there any false starts ? (i.e. starting to interpret, then re-starting)	<input type="checkbox"/> Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:
Were there repairs ? (i.e. was the same thing conveyed in different ways more than once?)	<input type="checkbox"/> Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:

Interactional Management

What is it?

Managing the interaction includes:

- **being polite and efficient** when **asking for a pause, repetition or clarification**
- making sure **participants take turns and talk directly to each other**
- **correcting interpreting mistakes**
- **keeping everyone informed** of what is happening.

In this practice task, you are using a pre-recorded conversation and are in control of pausing the speaker (through the hearing interpreter) and the deaf client and repeating what they say, which means that you will not be able to review all aspects of your interactional management technique (e.g. asking for clarifications and judging the effectiveness of your technique).

When you do pause the recording in order to interpret or repeat material, we recommend you practice signing your request for a pause or repetition, informing the other party of what you are doing, and asking the relevant party to continue.

What do I need to do to pass in this skill?

To receive a Band 2 in this skill, you need to mostly manage the communication politely and efficiently and **maintain the flow** of the interaction. You can receive a **Band 3** in this skill (show **some** ability to manage the interaction) and still pass the task, as long as all other skills receive a Band 2 or above.

Cutting in (if applicable)

Considering how you asked both parties to pause, were you polite, clear and brief?	<input type="checkbox"/> Yes/mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never/rarely Comment:
Considering when you cut in, was it at appropriate moments (i.e. when the speaker/signer had finished their utterance)?	<input type="checkbox"/> Yes/mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never/rarely Comment:
Did you ask the role-players to continue after interpreting the segment?	<input type="checkbox"/> Yes/mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never/rarely Comment:

<p>Did the frequency and/or timing of the cut-ins (requests to pause or repeat) disrupt the flow of the conversation?</p>	<input type="checkbox"/> No/minimally <input type="checkbox"/> Somewhat <input type="checkbox"/> Yes Comment:
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Repetitions (if applicable)

<p>Considering how you asked the role-players to repeat, were you polite, brief and specific (able to identify which part needed to be repeated)?</p> <p>Was the remembered content (before the repetition request) interpreted first, before asking for a repetition?</p>	<input type="checkbox"/> Yes/mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never/rarely Comment:
<p>How many times did you need a repetition?</p> <p>If more than a few times, why? (e.g. <i>let a role-player go on for too long, loss of concentration, content very dense, etc.</i>)</p>	<input type="checkbox"/> None/a few <input type="checkbox"/> Some <input type="checkbox"/> Frequently Comment:
<p>Did you inform the other participant of what was happening when asking for a repetition?</p>	<input type="checkbox"/> Yes/mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never/rarely Comment:
<p>Did the frequency and/or timing of the cut-ins (requests to pause or repeat) disrupt the flow of the conversation?</p>	<input type="checkbox"/> No/minimally <input type="checkbox"/> Somewhat <input type="checkbox"/> Yes Comment:

Clarifications (if applicable)

<p>Were there terms you would have liked to clarify?</p> <p>If more than a few, why? (e.g., unfamiliar/unknown vocabulary, role-players not clear, lack of concentration, content very complex, etc.)</p>	<input type="checkbox"/> None/a few <input type="checkbox"/> Some <input type="checkbox"/> Many Comment:
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Self-corrections

<p>Did you need to self-correct yourself at any time when interpreting?</p>	<input type="checkbox"/> Never/rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Yes/frequently Comment:
<p>Did you inform the participants of the error and the correction?</p>	<input type="checkbox"/> Yes/mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never/rarely Comment:

Over/under-management

<p>Overall, would you say you overmanaged or under-managed this interaction? Why?</p>	<input type="checkbox"/> Under-managed <input type="checkbox"/> Over-managed <input type="checkbox"/> Neither <input type="checkbox"/> Both Comment:
<p>If you interpreted in this situation again, what would you have done differently in your preparation or performance?</p>	Comment:

Delivery

What is it?

Good delivery includes signing smoothly (**not too much hesitation**), maintaining readable sign production (including fingerspelling), and conveying the affect of the deaf client and the tone of the speaker.

What do I need to do to pass in this skill?

Mostly demonstrate good use of signed delivery techniques. The delivery should be easy to watch.

<p>This is a list of strengths in the delivery skill.</p> <p>How would you describe your delivery? Tick all that apply.</p> <p>Were you stronger in one language than another?</p>	<div> <input type="checkbox"/> Clear voice <input type="checkbox"/> Good projection <input type="checkbox"/> Good pace </div> <div> <input type="checkbox"/> Appropriate affect <input type="checkbox"/> Good volume <input type="checkbox"/> Smooth </div> <p>Comment:</p>
<p>This is a list of problem areas in the delivery skill.</p> <p>Tick any that you noticed.</p> <p>Were there more problems in one language than another?</p> <p>Did the problems make the interpretation hard to listen to or understand?</p>	<div> <input type="checkbox"/> Too slow <input type="checkbox"/> Too fast <input type="checkbox"/> Uneven <input type="checkbox"/> Too soft <input type="checkbox"/> Too loud <input type="checkbox"/> Inappropriate tone/style </div> <div> <input type="checkbox"/> Hesitant delivery <input type="checkbox"/> Pauses (too many, too long, poorly timed) <input type="checkbox"/> Fillers (umm... ah..., you know...) <input type="checkbox"/> Mumbling/unclear speech <input type="checkbox"/> Sentence fading </div> <p>Comment:</p>
<p>How would you describe your overall performance in this skill area?</p>	<div> <input type="checkbox"/> Good ability <input type="checkbox"/> Some ability <input type="checkbox"/> Limited ability </div> <p>Comment:</p>
<p>What are your main strengths and problem areas in the delivery skill? What is causing these (e.g. confidence, language proficiency, uncertainty)?</p>	

Language Proficiency Enabling Meaning Transfer – Auslan

What is it?

Language proficiency includes **good grammar**, **correct use of signs**, and being **easy to understand**.

What do I need to do to pass in this skill?

Your language must be mostly correct and natural. Any cases of unnatural and/or incorrect language should only have a minor impact on the overall quality of the communication and not impact the understanding of the target language.

Were there any grammar and/or syntax errors? (e.g. verb agreement, gender, pronouns, structure)	<input type="checkbox"/> None/Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:
Were the sign choices and lexicon correct? (e.g. contextually incorrect signs, use of non-standard signs, inappropriate borrowing of English through fingerspelling)	<input type="checkbox"/> Yes/Mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Not often Examples:
Were there any style or register issues (e.g. too formal or too informal), was it the appropriate language for the setting or target audience?	<input type="checkbox"/> Appropriate <input type="checkbox"/> Mixed <input type="checkbox"/> Inappropriate Examples:
Were there unidiomatic or awkward constructions?	<input type="checkbox"/> None/Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:
Considering the overall language quality, how would you describe the impact of errors?	<input type="checkbox"/> Minor <input type="checkbox"/> Significant <input type="checkbox"/> Frequent Comment:
Were there any instances of language that was hard to understand ?	<input type="checkbox"/> Yes <input type="checkbox"/> No Example:

Language Proficiency Enabling Meaning Transfer – NCSL

What is it?

The skill to use visual/gestural communication techniques, unpack terms and concepts, recognise and adapt to conceptual gaps, and mirror the signs (including fingerspelling) used by the deaf client.

What do I need to do to pass in this skill?

Your technique must be correct and appropriate. Any cases of poor technique should have only a minor impact on the overall quality of the communication.

Were visual/gestural communication techniques used (as opposed to Auslan)?	<input type="checkbox"/> Consistently Examples:	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
Were complex terms and concepts unpacked ?	<input type="checkbox"/> Yes/Mostly Examples:	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Not often
Were the signs (including fingerspelling) mirrored ?	<input type="checkbox"/> Yes Examples:	<input type="checkbox"/> Mostly	<input type="checkbox"/> No
Were there instances where NCSL was not used or not used appropriately?	<input type="checkbox"/> None/Few Examples:	<input type="checkbox"/> Several	<input type="checkbox"/> Frequent

Sight Translations into NCSL

Meaning Transfer
<p>What is it?</p> <p>The content and intent of the source message should be carried across. Meaning transfer errors are changing the meaning (distortion), leaving meaning out (omission) and adding meaning (addition).</p> <p>What do I need to do to pass in this skill?</p> <p>You must transfer the intent and most of the content of the communication. Any meaning transfer errors should only have a minor impact on the meaning transfer as a whole and must not have a critical impact on the purpose of the communication. The interpretation must also match the language profile of the deaf client.</p>

Note any distortions here:	Examples:
Note any (unjustified) omissions here:	Examples:
Note any (unjustified) insertions here:	Examples:
Considering your overall performance, how would you describe the impact of any errors on the overall meaning transfer?	<input type="checkbox"/> Minor <input type="checkbox"/> Significant
How would you describe the purpose of the conversation ?	Purpose:
Would any of the errors have been an obstacle to achieving that purpose? Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
Did the interpretation match the language profile of the deaf client? If not, why not?	Comment:

Application of Interpreting Modes (Sigh Translation mode)

What is it?

Application of mode is about your ability to process linguistic inputs into linguistic outputs. It is demonstrated by:

- **Contextualising** the document to be translated
- Avoiding reading while signing
- Minimising **false starts** and **repairs**
- **Chunking** and **paraphrasing**
- Avoiding **self-talk**

What do I need to do to pass in this skill?

For a **Band 2**, you must **mostly** demonstrate competence in the use of the simultaneous, and apply the accepted techniques as listed above. You can receive a **Band 3** in this skill (show **some** ability to apply the consecutive dialogue mode) and still pass the task, as long as all other skills receive a Band 2 or above.

Was the document contextualised ?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
Was eye contact with the audience maintained?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Were there any false starts ? (i.e. starting to interpret, then re-starting)	<input type="checkbox"/> Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:
Were there repairs ? (i.e. was the same thing conveyed in different ways more than once?)	<input type="checkbox"/> Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:

Delivery

What is it?

Good delivery includes signing smoothly (**not too much hesitation**), maintaining readable sign production (including fingerspelling), and conveying the tone and style of the speaker.

What do I need to do to pass in this skill?

Mostly demonstrate good use of signed delivery techniques. The delivery should be easy to watch.

<p>This is a list of strengths in the delivery skill.</p> <p>How would you describe your delivery? Tick all that apply.</p> <p>Were you stronger in one language than another?</p>	<p><input type="checkbox"/> Clear sign production <input type="checkbox"/> Good pace <input type="checkbox"/> Appropriate tone/style <input type="checkbox"/> Smooth</p> <p>Comment:</p>
<p>This is a list of problem areas in the delivery skill.</p> <p>Tick any that you noticed.</p> <p>Were there more problems in one language than another?</p> <p>Did the problems make the interpretation hard to watch or understand?</p>	<p><input type="checkbox"/> Too slow <input type="checkbox"/> Too fast <input type="checkbox"/> Uneven delivery <input type="checkbox"/> Hesitant delivery <input type="checkbox"/> Unclear sign production <input type="checkbox"/> Unreadable fingerspelling <input type="checkbox"/> Inappropriate tone/style</p> <p>Comment:</p>
<p>How would you describe your overall performance in this skill area?</p>	<p><input type="checkbox"/> Good ability <input type="checkbox"/> Some ability <input type="checkbox"/> Limited ability</p> <p>Comment:</p>
<p>What are your main strengths and problem areas in the delivery skill? What is causing these (e.g. confidence, language proficiency, uncertainty)?</p>	

Language Proficiency Enabling Meaning Transfer – NCSL

What is it?

The skill to use visual/gestural communication techniques, unpack terms and concepts, recognise and adapt to conceptual gaps, and mirror the signs (including fingerspelling) used by the deaf client.

What do I need to do to pass in this skill?

Your technique must be correct and appropriate. Any cases of poor technique should have only a minor impact on the overall quality of the communication.

Were visual/gestural communication techniques used (as opposed to Auslan)?	<input type="checkbox"/> Consistently Examples:	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
Were complex terms and concepts unpacked ?	<input type="checkbox"/> Yes/Mostly Examples:	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Not often
Were the signs (including fingerspelling) mirrored ?	<input type="checkbox"/> Yes Examples:	<input type="checkbox"/> Mostly	<input type="checkbox"/> No
Were there instances where NCSL was not used or not used appropriately?	<input type="checkbox"/> None/Few Examples:	<input type="checkbox"/> Several	<input type="checkbox"/> Frequent

Sight Translation into Auslan

Meaning Transfer

What is it?

The **content** and **intent** of the source message should be carried across. Meaning transfer errors are changing the meaning (**distortion**), leaving meaning out (**omission**) and adding meaning (**addition**).

What do I need to do to pass in this skill (Band 2 or above)?

You must transfer the intent and most of the content of the communication. Any meaning transfer errors should only have a **minor impact** on the meaning transfer as a whole and must not have a **critical impact** on the purpose of the communication. The interpretation must also match the language profile of the deaf client.

Note any distortions here:	Examples:
Note any (unjustified) omissions here:	Examples:
Note any (unjustified) insertions here:	Examples:
Considering your overall performance, how would you describe the impact of any errors on the overall meaning transfer?	<input type="checkbox"/> Minor <input type="checkbox"/> Significant
How would you describe the purpose of the document ?	Purpose:
Would any of the errors have been an obstacle to achieving that purpose? Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
Did the interpretation match the language profile of the deaf client? If not, why not?	Comment:

Application of Interpreting Modes (Sight Translation mode)

What is it?

Application of mode is about your ability to process linguistic inputs into linguistic outputs. It is demonstrated by:

- **Contextualising** the document to be translated
- Avoiding reading while signing
- Minimising **false starts** and **repairs**
- **Chunking** and **paraphrasing**
- Avoiding **self-talk**

What do I need to do to pass in this skill?

For a **Band 2**, you must **mostly** demonstrate competence in the use of the simultaneous, and apply the accepted techniques as listed above. You can receive a **Band 3** in this skill (show **some** ability to apply the consecutive dialogue mode) and still pass the task, as long as all other skills receive a Band 2 or above.

Was the document contextualised ?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
Was eye contact with the audience maintained?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Were there any false starts ? (i.e. starting to interpret, then re-starting)	<input type="checkbox"/> Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:
Were there repairs ? (i.e. was the same thing conveyed in different ways more than once?)	<input type="checkbox"/> Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:

Delivery

What is it?

Good delivery includes signing smoothly (**not too much hesitation**), maintaining readable sign production (including fingerspelling), and conveying the tone and style of the speaker.

What do I need to do to pass in this skill (Band 2 or above)?

Mostly demonstrate good use of signed delivery techniques. The delivery should be easy to watch.

<p>This is a list of strengths in the delivery skill.</p> <p>How would you describe your delivery? Tick all that apply.</p> <p>Were you stronger in one language than another?</p>	<p><input type="checkbox"/> Clear sign production <input type="checkbox"/> Good pace <input type="checkbox"/> Appropriate tone/style <input type="checkbox"/> Smooth</p> <p>Comment:</p>
<p>This is a list of problem areas in the delivery skill.</p> <p>Tick any that you noticed.</p> <p>Were there more problems in one language than another?</p> <p>Did the problems make the interpretation hard to watch or understand?</p>	<p><input type="checkbox"/> Too slow <input type="checkbox"/> Too fast <input type="checkbox"/> Uneven delivery <input type="checkbox"/> Hesitant delivery <input type="checkbox"/> Unclear sign production <input type="checkbox"/> Unreadable fingerspelling <input type="checkbox"/> Inappropriate tone/style</p> <p>Comment:</p>
<p>How would you describe your overall performance in this skill area?</p>	<p><input type="checkbox"/> Good ability <input type="checkbox"/> Some ability <input type="checkbox"/> Limited ability</p> <p>Comment:</p>
<p>What are your main strengths and problem areas in the delivery skill? What is causing these (e.g. confidence, language proficiency, uncertainty)?</p>	

Language Proficiency Enabling Meaning Transfer – Auslan

What is it?

Language proficiency includes **good grammar**, **correct use of signs**, and being **easy to understand**.

What do I need to do to pass in this skill?

Your language must be mostly correct and natural. Any cases of unnatural and/or incorrect language should only have a minor impact on the overall quality of the communication and not impact the understanding of the target language.

Were there any grammar and/or syntax errors? (e.g. errors in the use of space or spatial referencing, absence of cohesive devices, errors in the use of discourse markers)	<input type="checkbox"/> None/Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:
Were the sign choices and lexicon correct? (e.g. contextually incorrect signs, use of non-standard signs, inappropriate borrowing of English through fingerspelling)	<input type="checkbox"/> Yes/Mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Not often Examples:
Were there any style or register issues (e.g. too formal or too informal), was it the appropriate language for the setting or target audience?	<input type="checkbox"/> Appropriate <input type="checkbox"/> Mixed <input type="checkbox"/> Inappropriate Examples:
Were there unidiomatic or awkward constructions?	<input type="checkbox"/> None/Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:
Considering the overall language quality, how would you describe the impact of errors?	<input type="checkbox"/> Minor <input type="checkbox"/> Significant <input type="checkbox"/> Frequent Comment
Were there any instances of language that were hard to understand ?	<input type="checkbox"/> Yes <input type="checkbox"/> No Example: