



Practice Test Self-Review Sheet

CPI Test

How to use this form

Use this sheet to review your own performance in the six key skill areas. We recommend **following these steps**:

- Firstly, **download the rubric** for the CPI test from the NAATI website.
- Then, we recommend you listen to your performance the whole way through once without stopping to get an overall impression, preferably a few days after you have recorded yourself. This will make it easier to judge the non-meaning transfer aspects of your performance (language proficiency, delivery and mode).
- After this, **listen a second time** and identify specific examples for all skill types. Enter your examples and reflections in the tables below.

Skill A: 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 conversation.

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:

What band would you assign your performance in this skill? What comment would you make?	
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Skill B: Application of interpreting mode

What is it?

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

- **starting to interpret** promptly after the speaker finishes
- interpreting into the **right language**
- speaking in the **first person**
- **not rephrasing or restarting** too much
- **not talking to yourself**
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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 consecutive dialogue mode, 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.

Did the interpreting commence promptly ? (i.e. after the speakers stopped speaking or after cutting in)	<input type="checkbox"/> Yes <input type="checkbox"/> Small delay <input type="checkbox"/> Considerable delay Comment:
Was the correct language used during interpreting at all times? If not, how often did it happen?	<input type="checkbox"/> Yes <input type="checkbox"/> Spoke EN to LOTE speaker <input type="checkbox"/> Spoke LOTE to EN speaker 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 said in different ways more than once?)	<input type="checkbox"/> Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:

<p>Did the interaction sound as much as possible like a conversation?</p> <p>Why? Why not?</p>	
<p>What band would you assign your performance in this skill?</p> <p>What comment would you make?</p>	

Skill C: Interactional management

What is it?

Managing the interaction includes:

- **being polite and efficient** when asking a speaker to pause, repeat or explain something
- making sure **people speak in turn and to each other**
- **correcting interpreting mistakes**
- **keeping everyone informed** of what is happening.

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.

Since you are using a pre-recorded conversation and are in control of pausing the speaker and repeating what they say, 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 saying out loud the words you would use to request the pause or repetition, inform the other party of what you are doing, and ask the speaker to continue.

Cutting in (if applicable)

<p>Considering how you asked the speaker to pause, were you polite, clear and brief?</p>	<p><input type="checkbox"/> Yes/mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never/rarely</p> <p>Comment:</p>
<p>Considering when you cut in, was it at appropriate moments (i.e. when the speaker had finished the thought)?</p>	<p><input type="checkbox"/> Yes/mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never/rarely</p> <p>Comment:</p>

Did you ask the speaker to continue after interpreting the segment?	<input type="checkbox"/> Yes/mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never/rarely Comment:
Did the frequency and/or timing of the cut-ins (requests to pause or repeat) disrupt the flow of the conversation?	<input type="checkbox"/> No/minimally <input type="checkbox"/> Somewhat <input type="checkbox"/> Yes Comment:

Repetitions (if applicable)

<p>Considering how you asked the speaker 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 the speaker speak for too long, loss of concentration, too much note taking and not listening, content very dense, etc.</i>)</p>	<input type="checkbox"/> None/a few <input type="checkbox"/> Some <input type="checkbox"/> Frequently Comment:
Did you inform the other participant of what was happening when asking for a repetition?	<input type="checkbox"/> Yes/mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never/rarely Comment:
Did the frequency and/or timing of the cut-ins (requests to pause or repeat) disrupt the flow of the conversation?	<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, speakers not clear, lack of concentration, content very complex, etc.)</p>	<p><input type="checkbox"/> None/a few <input type="checkbox"/> Some <input type="checkbox"/> Many</p> <p>Comment:</p>
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Responding to asides

<p>Did either of the participants try to initiate a conversation with you? (eg., ask for an opinion, ask you not to interpret something, ask you to tell the other person something indirectly)</p> <p>If so, how did you respond?</p>	<p><input checked="" type="checkbox"/> Informed the speaker of your role <input type="checkbox"/> Informed the other person of what happened <input type="checkbox"/> N/a</p> <p>Comment:</p>
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Self-corrections

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

Over/under-management

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

Skill D: Delivery

What is it?

Good delivery includes speaking smoothly (**not too much hesitation, repetition or fillers** (ums and ahs)), speaking at a **good pace**, speaking **clearly** (enunciation), speaking with **good volume and projection** and using a tone and style that suits the context and **is appropriate to the tone and style of the speakers and/or setting**.

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

Mostly demonstrate good use of vocal delivery techniques. The delivery should be **easy to listen to**.

<p>This is a list of strengths in delivery.</p> <p>How would you describe your delivery? Tick all that apply.</p>	<div> <input type="checkbox"/> Clear voice <input type="checkbox"/> Good projection <input type="checkbox"/> Good pace <input type="checkbox"/> Appropriate tone/style <input type="checkbox"/> Good volume <input type="checkbox"/> Smooth </div> <p>Comment:</p>
<p>This is a list of problem areas in delivery.</p> <p>Tick any that you noticed.</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 <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 delivery? What is causing these (eg. confidence, language proficiency, uncertainty)?</p>	
<p>What band would you assign your performance in this skill? What comment would you make?</p>	

Skill E: Language proficiency - English

What is it?

Language proficiency includes **sounding natural** (idiomatic), **good pronunciation and grammar**, **good choice of words and register**, and being **easy to understand**.

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

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 word choices and lexicon correct?	<input type="checkbox"/> Yes/Mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Not often Examples:
Were there any 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 expressions? (would it have sounded natural to a speaker of that language?)	<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:

What band would you assign your performance in this skill? What comment would you make?	
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Skill F: Language proficiency - LOTE

What is it?

Language proficiency includes **sounding natural** (idiomatic), **good pronunciation and grammar**, **good choice of words and register**, and being **easy to understand**.

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

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 word choices and lexicon correct?	<input type="checkbox"/> Yes/Mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Not often Examples:
Were there any 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 expressions? (would it have sounded natural to a speaker of that language?)	<input type="checkbox"/> None/Few <input type="checkbox"/> Several <input type="checkbox"/> Frequent Examples:

<p>Considering the overall language quality, how would you describe the impact of errors?</p>	<div> <input type="checkbox"/> Minor <input type="checkbox"/> Significant <input type="checkbox"/> Frequent </div> <p>Comment</p>
<p>Were there any instances of language that was hard to understand?</p>	<div> <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <p>Example:</p>
<p>What band would you assign your performance in this skill? What comment would you make?</p>	