

Court Interpreter Self-Assessment Practice Exercises



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JUDICIAL COUNCIL
OF CALIFORNIA

Court Interpreter Self-Assessment Practice Exercises

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Court Interpreter Self-Assessment Practice Exercises

Introduction: Working with This Packet

Introduction

Welcome to the Court Interpreter Self-Assessment Practice Exercises. These practice exercises have been developed as an accompaniment and follow-up to the Court Interpreter Self-Assessment Questionnaire. If you are interested in becoming a court interpreter, it is recommended that you complete the questionnaire prior to working on these practice exercises, so that you have an idea of your readiness to become a court interpreter, or so that you have an idea of where your skills may be in need of further development.

If you have already completed the Self-Assessment Questionnaire and want additional interpreting practice, then the following exercises are designed to help you. They can be used in two ways:

- For preparation for the Bilingual Interpreting Exam, and
- For self-study and interpreter skill-building

If you are using the practice exercises to help you prepare for the Bilingual Interpreting Exam, there is some important background information to keep in mind. The Bilingual Interpreting Exam is an oral examination. It consists of two sight translation sections, a consecutive interpretation section, and a simultaneous interpretation section. (For a detailed overview of the individual oral exam sections, please see the National Center for State Court's (NCSC) [Court Interpreter Oral Examination: Overview](#) manual.) In large part, the exam involves listening to audio files of test materials and rendering your interpretation while being recorded. In fact, the only time you will see written test material is when you interpret from written scripts during the sight translation portion of the examination. The remaining sections of the oral exam, the consecutive and simultaneous sections, will involve listening to pre-recorded audio files and interpreting the materials accordingly. Your interpretations will also be recorded. These recordings are what the specially trained oral exam raters will rate.

Similarly, if you are using these practice exercises because you need additional self-study and skill-building, it is helpful to have audio files to use for interpretation practice, and to be able to listen to yourself interpreting so that you can better identify your strengths and weaknesses. ***Therefore, you will be creating audio recordings as part of the exercises in this packet.***

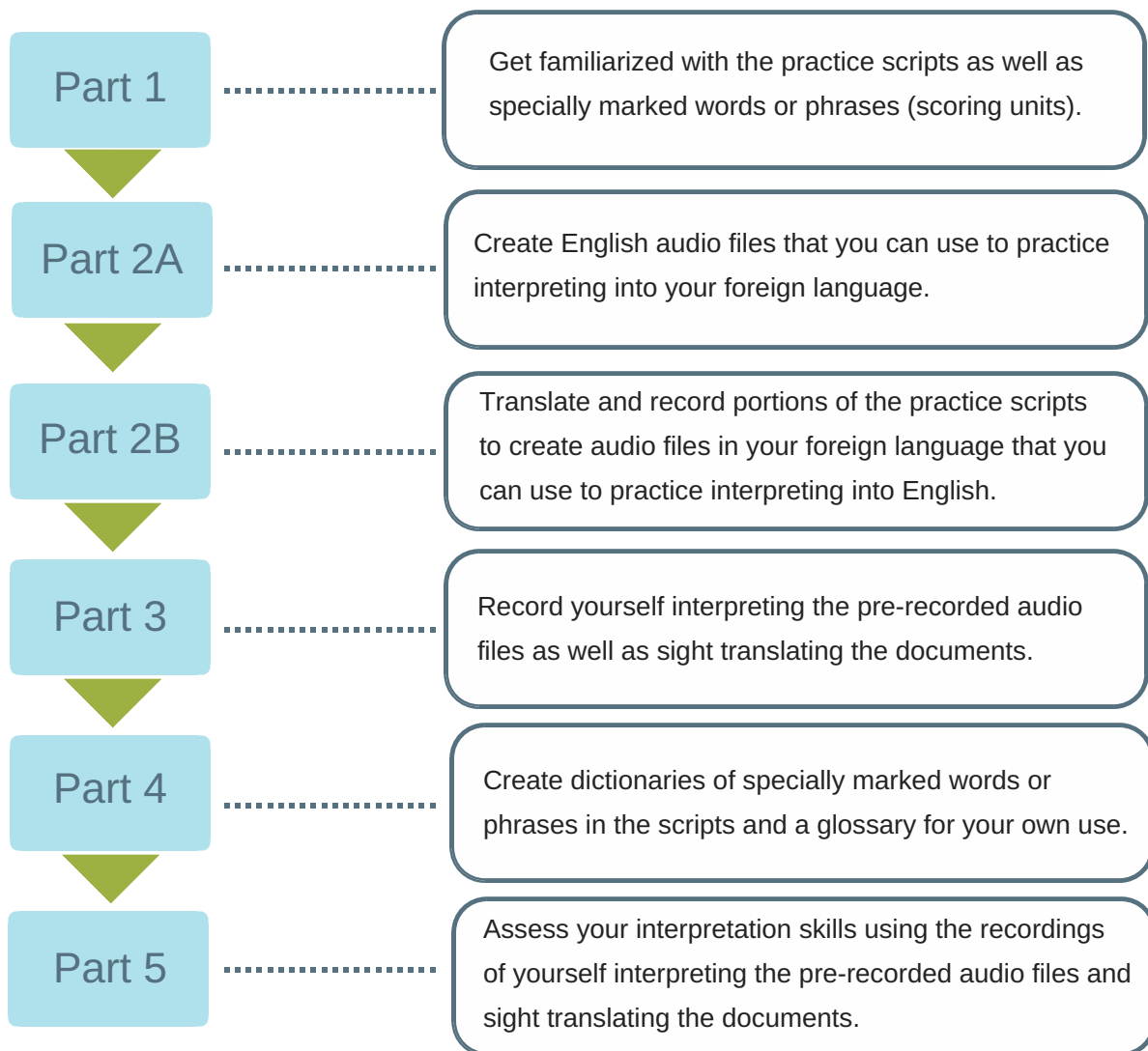
To create the recordings, you will be using written “practice scripts” that are representative of the sight translation, consecutive, and simultaneous sections of the Bilingual Interpreting Exam. (The practice scripts can be found in Appendix A.) If you are using these exercises to gain practice for the exam, note that in their current form, the practice scripts are not in themselves a practice examination. However, if you have the necessary equipment and if you follow

the steps outlined in the sections that follow, you can use them to help build your skills and identify your strengths and weaknesses prior to taking the exam. These steps are also useful for creating materials that will help you in self-study.

The practice scripts provided are all written in English so that they can be used by interpreters of all languages. You can use them two ways:

- You can pre-record appropriate portions of the practice scripts in English, creating English language audio files that you can use for practicing interpreting into your non-English ("foreign") language. These can be used for the consecutive interpretation (English to your foreign language only) and simultaneous interpretation sections.
- In addition to the above, you can translate and pre-record appropriate portions of the practice scripts into your foreign language, creating audio files that you can use for practice in both languages. These can be used for the consecutive interpretation (bi-directional) and sight translation (Foreign Language to English) sections.

Below is an outline of the steps you will follow to create these files. Note that if you choose to work with the scripts in English only, Part 2B is optional, but it is *highly recommended* if you are preparing for the Bilingual Interpreting Exam, as following this step will produce content that most closely resembles actual exam content.



Materials Needed

In order to work with the practice scripts provided and to complete the practice exercises in this packet, you will need to gather some materials. These include the following:

- A device to record and save audio tracks, and play back audio for later use (digital voice recorder or similar device, smartphone, or computer with recording software and a microphone)
- A device to play audio tracks of the practice material that you record (mp3 player or similar digital recording device, phone, tablet, or computer)
- Speakers (preferably external) to hear the recorded audio
- Headphones (to listen to the simultaneous recording while interpreting)
- A timer or stopwatch
- Bilingual and monolingual dictionaries
- Other language reference materials as needed
- Pad of paper
- Pens or pencils



The practice scripts are provided for you in Appendix A (Two sets of scripts are provided, one with bolded scoring units and one without bolded scoring units. These are explained in the next section.) However, you will also be creating some of your own materials to use to complete these exercises. These include:

- Pre-recorded audio files of test scripts (see Part 2A)
- Translated practice scripts in your target language (see Part 2B)
- Audio files of your own voice as you practice skill-building and/or complete the practice exercises (see Part 3)
- Glossaries of terminology to use for oral exam preparation and to rate your performance on the practice exercises (see Part 4 and Appendix B)

Once you have gathered the required materials in the first two sections above, you are ready to begin the practice exercises. You may also want to print this packet for ease of use.

Please note that it is highly recommended that you read through the instructions for each section before beginning the practice exercise for that section. This will help you become familiar with the steps you will take to complete each exercise.

Tip

You may choose to work on the exercises in this packet in a small study group with other interpreters of your language of expertise. Feedback from others on your performance may assist you in identifying weaknesses and areas for improvement.

Court Interpreter Self-Assessment Practice Exercises

Part 1: Using the Practice Scripts



Overview

As mentioned, these practice exercises use written “practice scripts” that are representative of the content used for the sight translation, consecutive, and simultaneous sections of the Bilingual Interpreting Exam. Appendix A contains the practice scripts that you will use throughout the exercises contained in this packet. The scripts you will find are as follows:

- Sight Translation 1 (English to Foreign Language): Police Report
- Sight Translation 2 (Foreign Language to English): Letter to Judge
- Consecutive Interpretation: Witness Testimony
- Simultaneous Interpretation: Closing Argument

A Brief Word about Scoring Units

When you review the practice scripts in Appendix A, you will see one “clean” version, of each script (marked “Without Scoring Units”), and a version with particular words or phrases emphasized with **bold** text (marked “With Scoring Units”). These bolded words or phrases represent practice “scoring units.” An example is shown below:

While on patrol October 21, 2017 **shortly** before 9:00 a.m., officer Madison was stopped by a concerned citizen who stated that **she had seen** a white male in “skater jeans and a **wife-beater**” with a handgun **running down the street**. Officer Madison issued a lookout for a white male of **slim build** with a **receding hairline** in his late 20’s wearing a white, **sleeveless** undershirt and baggy jeans.

Scoring units are particular words and phrases that are pre-selected, during the test development process, to represent various features of language and linguistic challenges that interpreters encounter in their work. These must be rendered accurately and completely, without altering the meaning or style of speech. When the candidate’s recorded oral exam is rated, the oral exam raters determine whether those scoring units are interpreted correctly or incorrectly. (For additional information about scoring units, please see the NCSC’s [Court Interpreter Oral Examination: Overview](#) manual.) The different categories of scoring units will be discussed in more detail later.

For these practice exercises, you will work with the “clean” versions of the scripts to develop your translations and audio files, which can be used for skill-building and/or as a practice exercise for each section of the exam. You will use the versions of the scripts with the bolded scoring units when it is time to assess your interpreted renditions. Using the scoring units is helpful for two reasons:

- To build a reference tool to use when reviewing your performance once you have prepared the materials and administered the practice exercises to yourself, and
- To provide you with an idea of the type of vocabulary, terminology, and phrases that are included in the Bilingual Interpreting Exam.

The instructions for each section will indicate which version of the practice scripts to use.

Each set of scripts has a corresponding glossary and scoring unit dictionary template (in Appendix B). This fillable template can be used as a tool for you to use to write down definitions of bolded scoring units and acceptable equivalents in your foreign language. This is not only useful for self-study, but can also be used to review your practice exercise performance.

Scoring unit	Definition	Foreign language equivalent
shortly		
she had seen		
wife-beater		
running down the street		
slim build		

There is also a blank glossary template in Appendix B that can be used for other words or phrases in the scripts, or outside of the scripts entirely. More about developing and using glossaries for exam preparation and self-study is discussed in Part 4 of this packet.

Source/Target language word or phrase	Definition	Target/Source language equivalent

Instructions

Turn to Appendix A and read through the practice scripts. Get familiarized with them and note the unmarked script with no scoring units as well as the marked script with certain words and phrases in bold text. Review the scoring unit dictionary and blank glossary templates in Appendix B to see how to use these tools.

After you have done so, you'll be able to go on to the next step in the exercises, which is to prepare the audio files so you can begin practicing your interpreting and getting a realistic view of your abilities at this point in time. The instructions for creating the audio files is contained in Part 2. Please note that Part 2 consists of two sections, as follows:

- **Part 2A:** Instructions for Creating Pre-Recorded Audio of the Practice Scripts (in English) for Interpreter Skill-Building and Practice
- **Part 2B:** Translating and Creating Pre-recorded Audio of the Practice Scripts (in the Foreign Language) for Interpreter Skill-Building and Practice

Court Interpreter Self-Assessment Practice Exercises

Part 2A: Creating Pre-Recorded Audio of the Practice Scripts (in English) for Interpreter Skill-Building and Practice



Overview

After getting familiarized with the practice scripts, the next step in these practice exercises involves pre-recording appropriate portions of the practice scripts in English. These English language audio files can then be used as practice materials for basic interpreter skill-building as well as practice for the consecutive and simultaneous sections of the Bilingual Interpreting Exam. This section provides the instructions for creating the audio files in English.

Tip

The steps in this section are best completed with the help of another person, ideally a native English speaker. You can do this yourself if no one is available to help.

Part A: Consecutive Interpretation Audio File Preparation

Items to Use

- Voice recorder
- Consecutive Interpretation practice script without scoring units (nothing in bold)

Instructions

Have the native English speaker record each question and answer, leaving about four seconds of silence between each utterance (i.e., "Question" or "Answer" in the script) while recording the audio. (You can do this yourself if no one is available to help, or you could use two speakers to play each part.) Have the speaker or speakers enunciate carefully and maintain a steady, conversational pace. Save the audio file for later review. You can use this pre-recorded English audio file later for skill-building and to practice for the consecutive exam section.

4 seconds

- **Q** Please tell us if you were living with him back on May 19, 2014, if you recall.
- **A** Yes, we had a lease on a house in Glenwood Park on 4372 Lynwood Avenue.

Part B: Simultaneous Interpretation Audio File Preparation

Items to Use

- Voice recorder
- Simultaneous Interpretation practice script without scoring units (nothing in bold)

Instructions

Have the native English speaker record the script. (You can do this yourself if no one is available to help.) The entire script should be recorded as one continuous audio file. Have the speaker enunciate carefully and maintain a standard speed. Save the audio file for later review. You can use this pre-recorded English audio file later for skill-building and to practice for the simultaneous exam section.



Tip

The simultaneous audio of the bilingual oral interpreting exam is recorded at 120 words per minute. You can record at this speed or you can record at a slightly faster speed in order to practice with faster speech.

Court Interpreter Self-Assessment Practice Exercises

Part 2B: Translating and Creating Pre-Recorded Audio of Practice Script Portions (in the Foreign Language) for Interpreter Skill-Building and Practice



Overview

In Part 2A, you created pre-recorded audio files of the practice scripts in English only. For this section, you will first translate and then record portions of the practice scripts into your foreign language. Creating accurate renditions of the practice materials in English and the foreign language is not only helpful for practicing some of the skills related to interpretation, such as selecting appropriate equivalents that convey the same meaning, but the audio is more similar to what you will face in the courtroom as well as on the exam.

Tip

Note that you will be translating only the Sight Translation: Foreign Language to English script (i.e., the Letter to Judge) and the "Answer" utterances of the Consecutive Interpretation script into your target language. There is no need to translate any portion of the Sight Translation: English to Foreign Language script (i.e., the Police Report) or the Simultaneous Interpretation practice script.

A Brief Word about Translations

When translating the specified portions of the practice script materials for this section, you may want to refer ahead to Part 4: Developing Your Own Glossaries, which includes steps for researching words and phrases. It is also important to understand that translating portions of the practice scripts is *only* to help you create practice exercise materials in your language, for use in skill-building and exam practice. Translation is not tested on the Bilingual Interpreting Exam, and this section of the practice exercises is not designed to develop your translation skills.

Part A: Sight Translation: Foreign Language to English

Items to Use

- Sight Translation: Foreign Language to English practice script (i.e., the Letter to Judge) without scoring units (nothing in bold)
- Bilingual and monolingual language resources

Instructions

Work with the Sight Translation: Foreign Language to English script document (i.e., the Letter to Judge). Write or type up your translation of this English script into your foreign language. Take some time to research any words you are not familiar with or any part of your translation that you are not absolutely certain is correct. (See Part 4 for additional guidance.)

When you are finished, your translated document should be readable and comprehensible to a person who is a native speaker of the foreign language and does not speak English. Compare your finished translation with the original script in English. Is the meaning from every sentence in the English script accurately conveyed in your finished translation? Once you are finished with your translation, save it; you'll use it as practice material for the Sight Translation: Foreign Language to English section.

Part B: Consecutive Interpretation

Items to Use

- Consecutive Interpretation practice script without scoring units (nothing in bold)
- Bilingual and monolingual language resources

Instructions

Now look at the Consecutive Interpretation practice script. Consecutive sections of the oral exams have questions recorded in English and answers recorded in the foreign language, so don't translate the English questions on the script. You will only need to translate the "Answer" utterances into your foreign language. When you are finished, you will have a document that has a question in English followed by an answer in your foreign language, then another question in English followed by an answer in your foreign language, and so on. As before, take some time to research any words you are not familiar with or any part of your translation that you are not absolutely certain is correct, using Part 4 for guidance.

When you are finished, compare the original script with English questions and answers to your translated script with English questions and with the answers translated into your foreign language. For each answer in the foreign language that you translated, apply the same standard you did before: Would a native speaker of the foreign language understand it clearly? Does the translated answer convey every part of the meaning from the original answer in English?



Once you have thoroughly researched and corrected the translated portions of the Consecutive script, it's time to get help to record the new consecutive interpretation script. This step is best completed with two other people, ideally a native English speaker to record the English questions and a native speaker of your foreign language to record the foreign language answers. (It's possible to do this on your own, but it is highly recommended to get help to make this new pre-recorded audio file.)

Give both the native English speaker and the native speaker of your foreign language a copy of your completed, translated consecutive practice script. Have the native English speaker record each question and then have the native speaker of your foreign language record each answer, following the order of the consecutive script and leaving about four seconds of silence between each utterance (i.e., "Question" or "Answer" in the script) while recording the audio. Have the speakers enunciate carefully and maintain a steady, conversational pace. When you have gotten to the end of the script and the speakers have finished recording all the questions and answers for you, save the audio file for later review. You can use this pre-recorded bilingual audio file later for skill-building and to practice for the consecutive exam section.

Court Interpreter Self-Assessment Practice Exercises

Part 3: Practice Exercises – Creating Recordings of Yourself Interpreting



Overview

In the previous section, Part 2, you were provided with instructions to complete the following tasks:

- Use section 2A to record portions of the practice scripts in English, creating pre-recorded English language audio files that you can use as practice materials for basic interpreter skill-building, or to practice for the consecutive and simultaneous sections of the Bilingual Interpreting Exam.
- Use section 2B to first translate and then record portions of the practice scripts in English and your foreign language, creating a Sight Translation: Foreign Language to English practice script in your foreign language, as well as a pre-recorded English and foreign language consecutive audio file, that you can use as practice materials for basic interpreter skill-building and for practice for the Sight Translation: Foreign Language to English and consecutive sections of the Bilingual Interpreting Exam.

Now it's time to use the practice scripts and your pre-recorded audio files to create recordings of yourself interpreting, so that you can build up your skills as an interpreter from English into your foreign language and vice versa.

Remember, the actual Bilingual Interpreting Exam requires that you interpret from English into your foreign language and from your foreign language into English. In Part 2A of these practice exercises, instructions were provided to develop English-only audio files that you can use as practice materials for interpreter skill-building from English to your foreign language. In Part 2B, instructions were provided to develop foreign language script and audio file portions that you can use as practice materials for additional interpreter skill-building in the opposite direction, i.e., from your foreign language into English. Again, if you are preparing to take the Bilingual Interpreting Exam, it is *highly recommended* that you complete both sections.

If you have only completed Part 2A at this point, then the following practice exercises will be from English into your foreign language only. If you have completed Part 2B at this point, then the following practice exercises will be from English into your foreign language and also from your foreign language into English.

Tip

This part will take about 45 minutes to an hour, so set aside time accordingly. Do each exercise separately and take a short break in between.

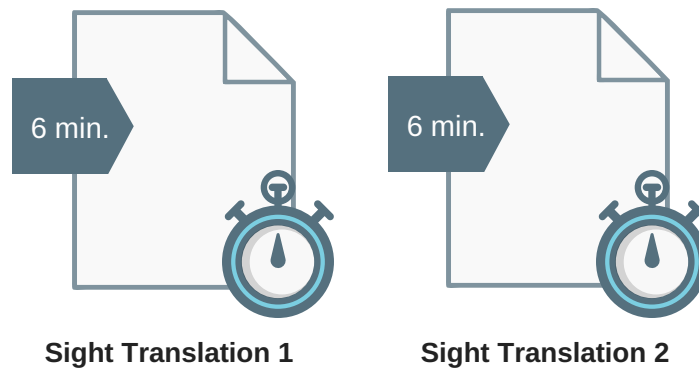
Part A: Sight Translation Practice Exercise

Items to Use

- Voice recorder
- Timer or stopwatch.
- Sight Translation practice scripts without scoring units (nothing in bold)

Instructions

When you are ready, start the voice recorder so that your sight translations will be recorded. For each Sight Translation script, use the timer or stopwatch to give yourself a total of six minutes to read, understand, and interpret the document, i.e., six minutes for each script. Once you have started the timer, you should begin interpreting after no more than two minutes have passed, leaving at least four minutes to perform the interpretation. Read the Sight Translation: English to Foreign Language script document (i.e., the Police Report) and begin interpreting out loud into your foreign language. Your goal is to interpret as smoothly as possible; ideally by giving your interpretation at a slow, regular pace and not in short bursts.



Repeat these steps with the second sight translation script designated as the Sight Translation: Foreign Language to English script (i.e., the Letter to Judge). If you completed Part 2A only, this practice script will still be in English. If you completed Part 2B and translated this practice script into your foreign language, then use the practice script that has been translated into your foreign language. At the end of your second sight translation, you can stop the voice recorder. Save your audio recordings for later review and assessment.

Part B: Consecutive Interpretation Practice Exercise

Items to Use

- Voice recorder
- Audio playback device
- External speakers
- Pre-recorded audio files (from Part 2A or Part 2B) for consecutive interpretation practice
- Pad of paper and pens/pencils (for taking notes during the consecutive practice exercise)
- Consecutive practice script (from Part 2A or Part 2B) without scoring units (nothing in bold)

Tip

This exercise is best completed with another person who can help you by pausing and playing the recording as necessary. This person can be given a copy of the Consecutive practice script to use; however, you should have no script in front of you for the consecutive interpretation.

Instructions

Have a pad of paper and pens/pencils available, so that you can take notes during the consecutive practice exercise to help you remember what is being said in each utterance (i.e., "Question" or "Answer" in the script). Start the voice recorder and don't stop the recording device until you have finished this entire exercise. Using the audio playback device and external speakers, listen to the audio recordings that you pre-recorded in Part 2A or in Part 2B to use for consecutive interpretation skill-building. If you are using your pre-recorded audio file from Part 2A, you will hear both the questions and answers in English. If you are using your pre-recorded audio file from Part 2B, you will hear the questions in English and the answers in your foreign language.



After each full utterance, pause the audio playback device so you have time to interpret, but don't stop the voice recorder. After each English-language utterance, interpret what you heard into the foreign language. After each foreign-language utterance, interpret what you heard into English. Again, you will find this much easier to complete if you have someone to help you, but you can pause the playback device yourself after each utterance if you are alone so you have time to interpret. When you are finished, stop the voice recorder and save and label your audio recording, as you did with the two sight translation recordings you created in Part A of this section.



If you are planning on taking the Bilingual Interpreting Exam, note that during actual testing, the consecutive section of the exam is timed. When practicing, focus on interpreting each utterance smoothly and with little to no hesitation to maintain flow. You should keep an even and natural speed. This will also help you stay mindful of the quality of your renditions.

Part C: Simultaneous Interpretation Practice Exercise

Items to Use

- Voice recorder
- Audio Playback device
- Headphones
- Pre-recorded audio file for simultaneous interpretation practice
- Simultaneous Interpretation practice script without scoring units (nothing in bold)

Instructions

Start your recording device and don't stop it until you have completed this entire exercise. Using the audio playback device and headphones, put on the headphones and start playing the audio recording you created in Part 2A for the simultaneous interpretation section. (It's important to use headphones so you can record only what you are saying.) You will hear a long speech with no pauses. Interpret in the simultaneous mode, which means that as you listen to the recording, you continuously interpret what you hear into your foreign language. Keep interpreting even if you miss a word or don't know how to interpret a certain phrase. Don't get stuck or stop interpreting for any reason; just skip anything that may give you trouble and interpret everything you hear as accurately as you can. When you are finished, save this recording of your interpretation of the simultaneous practice exercise and store it with the two sight translation practice exercise recordings and the consecutive practice exercise recording you created in Parts A and B of this section.

These four recordings of your interpretations are your baseline—a representation of your skills at this point in time. Save them and label them clearly; you will come back to review them later. But first, proceed to Part 4 to learn how to develop glossaries.

Court Interpreter Self-Assessment Practice Exercises

Part 4: Developing Your Own Glossaries



Overview

In Part 2B, you were provided with instructions for translating portions of your practice scripts into your foreign language. Now that you are familiar with researching definitions and translations in your bilingual and monolingual language resources, you can begin to make your own glossaries for reference and efficiency in your interpretation duties. This can help with more routine or repetitive interpretations, where the same terms are encountered often. When creating your glossaries, you may need to research words or phrases to ensure that your interpreted renditions are accurate. For best results when researching, follow these steps:

1. Look up any English word or phrase you are unfamiliar with in a monolingual dictionary (in this case, an English dictionary), not a bilingual dictionary. It's very important to start your research in the source language because you have to understand the meaning of the word or phrase in that language. Find the definition that matches the use of the word in the context of the script document. For phrases not found in a dictionary, you can do a web search with the phrase in quotation marks and the word "definition". Make sure you get definitions from prominent, reputable reference websites.
2. Use a bilingual dictionary to find the word or phrase in the foreign language that best matches the meaning you just researched.
3. Find this word or phrase in usage. A good example would be using a prominent, reputable news website in the language. Make sure you can find the word or phrase being used in an appropriate context, and confirm that it carries the same meaning you think it does. Remember — trust, but verify!
4. Keep a reference of each of your sources (e.g., author, title, website URL), so that you can easily go back and find a word or phrase from your glossaries. This is not only useful for having a list of resources readily available for other words or phrases you might encounter, but also for quickly referencing words or phrases in your glossaries should you need to check your information or make any updates.

Creating your own glossaries is a useful way to expand your vocabulary of court terminology and continue refining your interpreting skills. In addition, the use of the fillable glossaries and scoring unit dictionaries provided in Appendix B will allow you to assess your performance on the practice exercises and see which scoring units were difficult for you.





Some words or phrases might have multiple correct ways of interpreting them that accurately convey their meaning. For others, there might only be one acceptable equivalent. If there is more than one acceptable interpretation, write down all the ones you can identify. If your foreign language has only one correct equivalent for a particular word or phrase, then that is the one you should choose. For some types of scoring units, such as legal terms and phrases, there is no latitude for using a descriptive phrase when an exact translation of the scoring unit exists in the other language, even if your descriptive phrase captures the meaning accurately.

Instructions

Please note there are several ways these instructions can be used:

- To fill in the glossaries and scoring unit dictionaries that accompany the practice scripts, so that you can assess your performance on the practice exercises (English to Foreign Language only) using the pre-recorded audio files created in Part 2A;
- To fill in the glossaries and scoring unit dictionaries that accompany the practice scripts, so that you can assess your performance on the practice exercises (English for Foreign Language and Foreign Language to English) using the translated script portions and pre-recorded audio file created in Part 2B; and
- To use the blank template provided to create your own glossaries for use in preparing for the Bilingual Interpreting Exam or for additional self-study and skill-building.

As mentioned, the blank glossary template is provided for your individual use outside of the practice scripts. Using the template (provided in Appendix B), you can fill in words and phrases you hear in either language—especially if you shadow court interpreters—that are challenging or unfamiliar. Once you’ve filled in the first column, you can do research to find a short definition of the word or phrase you have noted. Once you’ve filled in the definition, you can do additional research to fill in the last column, where you will put your preferred linguistic rendition—the word or phrase in the other language that you have carefully researched and that accurately conveys the meaning. Be sure to use monolingual or bilingual dictionaries for your definitions and target language equivalents. You may also want to write down any unacceptable interpretations to avoid pitfalls. It is recommended that you make additional blank copies of the template so you can add to your glossary as needed. Remember, you can encounter new words or phrases anywhere—from media sources, such as television programs, radio, books, and newspapers, to casual conversations. Keep this glossary handy so you can jot words or phrases down as needed.

Source/Target language word or phrase	Definition	Target/Source language equivalent
English or foreign language word or phrase	researched definition	 acceptable equivalent(s)  unacceptable equivalent(s)

Court Interpreter Self-Assessment Practice Exercises

Part 5: Assessing Your Renditions



Overview

After you have prepared your glossaries and scoring unit dictionaries for the practice scripts using the instructions in Part 4, the next step is to score the practice exercise recordings you did in Part 3. In doing so, you will be working with the versions of the practice scripts that contain scoring units—the words or phrases in bold text. As previously mentioned, scoring units are pre-selected elements that present linguistic challenges, and they are used as part of the scoring process. The types of scoring units that are scattered throughout the Bilingual Interpreting Exam include the following:



Grammar — words or phrases that might be interpreted incorrectly due to an inadequate command of grammar



Legal/Technical vocabulary — special terminology frequently encountered in court contexts, such as common legal terms



Numbers, names, dates — these must be accurately preserved during the interpretation



False cognates — words that sound or look alike in both languages, but that have different meanings



Idioms and expressions — words or phrases in the source language which will usually result in lost meaning or nonsense if they are interpreted word-for-word into the target language



Modifiers, emphasis — adjectives, adverbs, exclamations, etc. in the source language that must be accurately preserved in the target language



Position and special function — words or phrases that might be overlooked or left out because of their position in the sentence, such as embedded phrases or tag-ons, or because they are “fillers,” such as false starts, stalls, etc.



Register/style — words or phrases characteristic of a style of speech (formal, casual, informal) that must be preserved in the interpretation, for example, “yeah” and “yes” mean the same, but make a different impression on the listener



General vocabulary — a range of nouns, verbs, adjectives, words with multiple meanings, etc.



Slang/Colloquialisms — words or phrases that are slang or colloquial language

(For complete details on the selection and classification of scoring units during oral examination development, please see the [NCSC's Test Construction Manual](#).)

Tip

When assessing your own renditions, how do you determine if something was interpreted correctly or incorrectly? A correct interpretation of an English scoring unit accurately conveys the same meaning in the foreign language as the original word or phrase carried in English. It should be comprehensible to a speaker of the foreign language and match the original meaning in English as closely as possible. It must also carry the same register and function. In the same manner, the correct interpretation of a foreign language scoring unit accurately conveys the same meaning, register, and function in English as the original word or phrase carried in the foreign language.

Part A: Sight Translations

Items to Use

- Hard copies of the Sight Translation practice scripts (with bolded scoring units)
- Audio playback device
- External speakers or headphones to listen to your practice recordings
- Audio files from Part 3 that contain your practice exercise recordings of the Sight Translation scripts
- Glossaries prepared for each Sight Translation script in Part 4, to be used as scoring dictionaries here.
- Bilingual and monolingual dictionaries
- Other language reference materials as needed

Instructions

Listen to the audio file that contains the recording of your interpretation of the first Sight Translation script. As you listen, look at the practice script with the bolded scoring units, and focus in on each word or phrase that is in bold text. As mentioned previously, these bolded words and phrases are scoring units, words or phrases that have been specially selected to test your interpreting skills. Listen to the audio file of your recording again and read the practice script as you listen. When you get to each scoring unit, listen carefully to what you said. Write down what you said (in your foreign language) on the script near the scoring unit. If you didn't say anything for a particular scoring unit, that's okay. Just put parentheses around that scoring unit (i.e., around the bolded words) on the script.

While on patrol October 21, 2017 ^{un poco} **shortly** before 9:00 a.m., officer Madison was stopped by a concerned citizen who stated that **she had seen** a white male in "skater jeans and a **wife-beater**" with a handgun **running down the street**. Officer Madison issued a lookout for a white male of **slim build** with **(receding hairline)** in his late 20's wearing a white, **sleeveless** undershirt and baggy jeans.

Finally, look at your practice script with your interpretation notes next to each scoring unit. For each scoring unit, look at your glossary to see if your interpretation of the scoring unit is listed in the right-hand, or “Foreign language equivalent,” column. If it is not listed there, then look up in a dictionary what you said in your foreign language, even if you are sure you interpreted the scoring unit correctly. Based on your prepared glossary and your additional research in bilingual and monolingual dictionaries, is what you said an accurate interpretation of the scoring unit in this context? If it is, then you don’t need to do anything else. If you determine that what you said is not accurate, put a large “X” on the script through the middle of the bolded scoring unit word or phrase.

While on patrol October 21, 2017 **shortly** before 9:00 a.m., officer Madison was stopped by a concerned citizen who stated that **she had seen** a white male in “skater jeans and a **wife-beater**” with a handgun **running down the street**. Officer Madison issued a lookout for a white male of **slim build** with a **receding hairline** in his late 20’s wearing a white, **sleeveless** undershirt and baggy jeans.

golpeaesposa

Remember, once you have listened to your recorded interpretation of each scoring unit, you must make a determination about whether your interpreted rendition is correct or incorrect. Remember to cross out with a large “X” any scoring unit on the script that you did not interpret correctly. Also, for each scoring unit you previously marked with parentheses (meaning you didn’t say anything at all for this scoring unit), cross out the scoring unit on the script with a large “X,” as omissions are marked as incorrect.

After you have reviewed your recorded interpretation against the entire written practice script and marked all your incorrect interpretations in accordance with your prepared glossary and your additional research, you can calculate your score. First, count up the number of “X”s that indicate your misinterpretations or omissions. Your score is the total number of scoring units in the document (e.g., 25), minus the total number of scoring units you interpreted incorrectly or omitted. For example, if the document has 25 scoring units and you got 5 incorrect, your score is 20 correct scoring units. To calculate your accuracy percentage, you can divide your score by the total number of scoring units. So 20 correct scoring units, divided by 25 total scoring units, would equal 0.75, or 75%, accuracy.

Repeat all of these steps for the second audio recording, using the other Sight Translation script, the Sight Translation: Foreign Language to English script. Note: If you did the practice exercise using the audio file prepared in Part 2A, then you can use the practice script with the bolded scoring units provided in Appendix A. If you did the practice exercise using the translated practice script you created in Part 2B, then you will need to bold the equivalent scoring units in your translated script for use in assessing your recorded interpretation.

You’ve now completed the assessment of the sight translation practice exercise. Take a short break and get ready to review the consecutive practice exercise.

Part B: Consecutive Interpretation

Items to Use

- Hard copy of the Consecutive practice script (with scoring units)
- Audio playback device
- External speakers or headphones to listen to your practice recordings
- Audio file from Part 3 that contains your practice exercise recording of the consecutive section
- Glossary prepared for the Consecutive script in Part 4, to be used as a scoring dictionary here
- Bilingual and monolingual dictionaries
- Other language reference materials as needed

Instructions

Listen to the audio file that contains your practice exercise recording from Part 3 for the consecutive section to get familiarized with it. Note: If you did the practice exercise using the pre-recorded audio file prepared in Part 2A, then this will be the audio you recorded while interpreting the English questions and answers of the Consecutive practice script. If you did the practice exercise using the pre-recorded audio file prepared in part 2B, then this will be the audio you recorded while interpreting the English questions and the foreign language answers of the partially-translated Consecutive script. Remember, your practice exercise recording will contain the original pre-recorded utterance that was played over the external speakers, followed by your interpretation of it, for each of the questions and answers.

Listen to the audio file of your practice exercise recording again and read the Consecutive script with the bolded scoring units as you listen. (If you did the practice exercise using the translated practice script you created in Part 2B, then you will need to bold the equivalent scoring units in your translated script for use in assessing your recorded interpretation.) When you get to each bolded scoring unit in the Consecutive script, listen carefully to what you said. Write down what you said (in your foreign language) on the script near all English-language scoring units. If you are working with the translated script you created in Part 2B, then write down what you said (in your foreign language) on the script near all English-language scoring units and write down what you said in English on the script near all foreign language scoring units. If you didn't say anything for a particular scoring unit, that's okay. Just put parentheses around the bolded words of the scoring unit on the script.

- | |
|--|
| <p>Q Please tell us if you were living with him back on May 19, 2014, if you recall. <i>recuerda</i></p> <p>A Yes, we had a (lease) on a house in Glenwood Park on 4372 Lynwood Avenue.</p> |
|--|

Finally, look at your practice script with your interpretation notes next to each scoring unit. For each scoring unit, look at your prepared glossary to see if your interpretation of the scoring unit is listed in the right-hand column in the other language. If your interpretation is not listed there, then research your interpretation, i.e., what you said in the other

language, even if you are sure you interpreted the scoring unit correctly. Based on your prepared glossary and your additional research in bilingual and monolingual dictionaries, is what you said an accurate interpretation of the scoring unit in this context? If it is, then you don't need to do anything else. If you determine that what you said is not accurate, put a large "X" on the script through the middle of the bolded scoring unit word or phrase.

Remember, once you have listened to your recorded interpretation of each scoring unit, you must make a determination about whether your interpreted rendition is correct or incorrect. Remember to cross out with a large "X" any scoring unit on the script that you did not interpret correctly. Also, for each scoring unit previously marked in parentheses (meaning you didn't say anything at all for this scoring unit), cross out the scoring unit on the script with a large "X," as omissions are marked as incorrect.

Q Please tell us if you were living with him back on May 19, 2014, if you **recall**.
A Yes, we had a ~~(lease)~~ on a house in Glenwood Park on ~~4372 Lynwood Avenue~~.

4732 Avenida Lynwood

After you have reviewed your recorded interpretation against the entire written or translated practice script and marked all your incorrect interpretations in accordance with your prepared glossary and your additional research, you can calculate your score. First, count up the number of "X"s that indicate your misinterpretations or omissions. Your score is the total number of scoring units in the document (e.g., 90), minus the number of scoring units you interpreted incorrectly or omitted. For example, if the document has 90 scoring units and you got 25 incorrect, your score is 65 correct scoring units. To calculate your accuracy percentage, you can divide your score by the total number of scoring units. So 65 correct scoring units, divided by 90 total scoring units, would equal 0.7222, or 72%, accuracy.

You've now completed the assessment of the consecutive interpretation practice exercise. You're almost done. Now, get ready to review the simultaneous interpretation practice exercise.

Part B: Simultaneous Interpretation

Items to Use

- Hard copy of the Simultaneous Interpretation practice script (with scoring units)
- Audio playback device
- External speakers or headphones to listen to your practice recordings
- Audio file from Part 3 that contains your practice exercise recording of the simultaneous section
- Glossary prepared for the Simultaneous script in Part 4, to be used as a scoring dictionary here
- Bilingual and monolingual dictionaries
- Other language reference materials as needed

Instructions

Listen to the audio file that contains your practice exercise recording from Part 3 for the simultaneous exercise to get familiar with it. Now, listen to the audio file of your practice exercise recording again and read the Simultaneous script with the bolded scoring units as you listen. When you get to each bolded scoring unit, listen carefully to what you said. Write down what you said (in your foreign language) on the script near the scoring unit. If you didn't say anything for a particular scoring unit, that's okay. Just put it parentheses around the bolded words of the scoring unit on the script.

Finally, look at your practice script with your interpretation notes next to each scoring unit. For each scoring unit, look at your prepared glossary to see if your interpretation of the scoring unit is listed in the right-hand column in the foreign language. If your interpretation is not listed there, then research your interpretation, i.e., what you said in your foreign language, even if you are sure you interpreted the scoring unit correctly. Based on your prepared glossary and your additional research in bilingual and monolingual dictionaries, is what you said an accurate interpretation of the scoring unit in this context? If it is, then you don't need to do anything else. If you determine that what you said is not accurate, put a large "X" on the script through the middle of the bolded scoring unit word or phrase.

Remember, once you have listened to your recorded interpretation of each scoring unit, you must make a determination about whether your rendition in your target language is correct or incorrect. Remember to cross out with a large "X" any scoring unit on the script that you did not interpret correctly. Also, for each scoring unit previously marked in parentheses (meaning you didn't say anything at all for this scoring unit), cross out the scoring unit on the script with a large "X", as omissions are marked as incorrect.



After you have reviewed your recorded interpretation against the entire practice script and marked all your incorrect interpretations in accordance with your prepared glossary and your additional research, you can calculate your score. First, count the number of "X"s that indicate your misinterpretations or omissions. Your score is the total number of scoring units in the document (e.g., 75) minus the number of scoring units you interpreted incorrectly or omitted. For example, if the document has 75 scoring units and you got 25 incorrect, your score is 50 correct scoring units. To calculate your accuracy percentage, you can divide your score by the total number of scoring units. So 50 correct scoring units, divided by 75 total scoring units, would equal 0.66, or 66%, accuracy.

Once you have scored all three sections, you have a quantifiable, objective assessment of your areas of strength and weakness at this moment in time.

For a complete description of the formal rating process for the Bilingual Interpreting Exam, please see the NCSC's [Court Interpreter Oral Examination: Test Rating Manual](#).

Now, listen to your practice recordings again to assess your interpreting style and delivery. Note such details as:

Sight Translations

- Were your sight translations smooth and seamless, or did you have several pauses and false starts?
- From your sight translations, was it clear and transparent what the source document was? Would a monolingual listener have made sense of your interpretation?
- Was your delivery smooth or choppy?
- Did you leave anything out or add anything that was not in the source document?

Consecutive Interpretation

- Were your short-term memory skills sufficient to get you through the consecutive portion of the exam?
- Do you need to improve your note-taking skills?
- Did you find yourself wanting to ask for several repetitions?
- Would a monolingual listener understand the sense of the story being told during this segment of the exam when listening to your interpretation?
- Did you leave anything out or add anything that was not in the source document?

Simultaneous Interpretation

- Were you able to keep up?
- Did you find yourself falling behind?
- Do you have the breadth of vocabulary to perform in the simultaneous mode of interpreting?
- Would a non-English speaker, listening to your rendition, have understood what was going on and what was being said in the courtroom?
- Did you leave anything out or add anything that was not in the source document?

Court Interpreter Self-Assessment Practice Exercises

Conclusion

Overview

Now that you have completed translating and creating pre-recorded audio files of the practice scripts in English and the foreign language, learned how to perform research and develop glossaries, conducted and recorded your initial run-through of the practice exercises, performed an assessment of your practice exercise interpretations, and listened to your interpreting style and delivery, you can try the practice exercises again. This will help you recognize your strengths and weaknesses so you can continue to improve your skills as an interpreter.

You may want to use the guidance provided in Parts 1-5 to develop additional practice scripts that you can use for further skill-building.

Disclaimer

Remember, if you are preparing for the Bilingual Interpreting Exam, these practice materials are designed to help you in your preparation. They will not accurately predict your performance on an operational examination.

You will, of course, take a different test when you take an actual examination. While the actual exam you take will be similar in structure to these practice materials, your performance may vary significantly on the day you take the test from your performance on these practice exercises—for better or worse. In addition, these practice materials are intended to give you a general overview of what an actual, operational examination is like. The scoring unit selections and distributions in these practice materials may vary from the NCSC's test construction standards.

Court Interpreter Self-Assessment Practice Exercises

Appendix A: Practice Scripts

Sight Translation 1: English to Foreign Language (Without Scoring Units)

Police Report

While on patrol October 21, 2017 shortly before 9:00 a.m., officer Madison was stopped by a concerned citizen who stated that she had seen a white male in “skater jeans and a wife-beater” with a handgun running down the street. Officer Madison issued a lookout for a white male of slim build with a receding hairline in his late 20’s wearing a white, sleeveless undershirt and baggy jeans.

Officer Madison then heard someone shout “Get down, that dude has a gun!” quickly followed by four gunshots being fired in the 2200 block of Rollins Street NW. As Officer Madison arrived on the scene, he gave chase to three male suspects fleeing from an abandoned house located on 2367 Rollins Street.

One victim was located and observed to have multiple gunshot wounds to the trunk. The victim was transported to University Hospital where he remains in critical condition. Sgt. Robinson observed a subject that fit the suspect’s description running southbound on 16th Street NW. The defendant was stopped, frisked and found in possession of a handgun. The defendant was arrested for carrying a concealed weapon. Recovered evidence from the defendant included a Glock 22 semi-automatic handgun. One gram of packaged rock cocaine and a counterfeit Rolex watch were also on his person.

Sight Translation 1: English to Foreign Language (With Scoring Units)

Police Report

While on patrol October 21, 2017 **shortly** before 9:00 a.m., officer Madison was stopped by a concerned citizen who stated that **she had seen** a white male in “skater jeans and a **wife-beater**” with a handgun **running down the street**. Officer Madison issued a lookout for a white male of **slim build** with a **receding hairline** in his late 20’s wearing a white, **sleeveless** undershirt and baggy jeans.

Officer Madison then heard someone shout “**Get down**, that **dude** has a gun!” quickly followed by four gunshots being fired in the **2200 block** of Rollins Street NW. As Officer Madison arrived on **the scene**, he **gave chase** to three male suspects **fleeing** from an abandoned house located on 2367 Rollins Street.

One victim **was located** and observed to have multiple **gunshot wounds** to the **trunk**. The victim was transported to **University Hospital** where he remains in critical condition. Sgt. Robinson observed a subject **that fit** the suspect’s description running **southbound** on 16th Street NW. The defendant was stopped, **frisked** and found in possession of a **handgun**. The defendant was arrested for carrying a **concealed** weapon. Recovered **evidence** from the defendant included a Glock 22 semi-automatic handgun. One gram of **packaged** rock cocaine and a **counterfeit** Rolex watch were also on his person.

Sight Translation 2: Foreign Language to English (Without Scoring Units)

Letter to Judge

Dear Chief Judge Mayfield:

My name is Lauren Hamilton, and I am writing to you regarding criminal case No. CR12-005 in support of my brother, Dennis Hamilton. Our father was disabled in a horrific car crash when we were barely toddlers. Dennis has always been our family's breadwinner and backbone. At age 16, he started working at a fast-food restaurant to help our mom pay our rent and utility bills.

While Dennis only has two biological children, he has raised five as his own, including my son. When I can't provide for my son, I lean on him. Prior to this incident, Dennis has never been incarcerated or spent a night in jail. He has always been trustworthy and reliable. For example, our mother underwent a quadruple bypass about 18 months ago; Dennis bought her a walker so that she could get around, brought her food, and paid people to watch her when he couldn't be there.

I do realize that he has pled guilty to breaking the law, but he is a good person who has made poor decisions. He is sincerely apologetic for what he has done and has expressed remorse for his mistakes. There is a decent man behind the current charges. Please have mercy when considering his case.

Sight Translation 2: Foreign Language to English (With Scoring Units)

Letter to Judge

Dear **Chief** Judge Mayfield:

My name is Lauren Hamilton, and I am writing to you regarding criminal case **No. CR12-005** in support of my brother, Dennis Hamilton. Our father **was disabled** in a horrific **car crash** when we were barely toddlers. Dennis has always been our family's **breadwinner** and **backbone**. At age 16, he started working at a **fast-food** restaurant to help our mom pay our rent and **utility** bills.

While Dennis only has two **biological** children, **he has raised** five as his own, including my son. When I can't **provide** for my son, **I lean** on him. Prior to this **incident**, Dennis has never been **incarcerated** or spent a night in jail. He has always been **trustworthy** and reliable. For example, our mother underwent a **quadruple** bypass about 18 months ago; Dennis bought her a **walker** so that she could get around, brought her food, and paid people **to watch her** when he couldn't be there.

I do realize that he has pled **guilty** to breaking the law, but he is a good person who **has made** poor decisions. He is sincerely **apologetic** for what he has done and has expressed **remorse** for his mistakes. There is a decent man behind the current **charges**. Please have **mercy** when considering his case.

Consecutive Interpretation (Without Scoring Units)

Witness Testimony

Q If you would, please state your name for the record.

A Leila Corelli.

Q And Ms. Corelli, how do you know the accused in this case?

A He's my ex-husband, good riddance.

Q Please tell us if you were living with him back on May 19, 2014, if you recall.

A Yes, we had a lease on a house in Glenwood Park on 4372 Lynwood Avenue.

Q And, how long had you been cohabitating with Clint Rogers, the defendant, in the home on Lynwood Avenue?

A It was a short-term lease. A couple of months, maybe?

Q Did there come a point in the late hours of May 19, 2014 that the police were knocking on your front door?

A More like banging on the door. But yes, I distinctly remember it because I was sound asleep and suddenly there was what sounded like a SWAT team pounding on my door.

Q Okay. So after the banging woke you up, that's when you came out of the bedroom to answer the door?

A Yes. Someone asked me if I was alone and I said, "Yes." He could probably tell by the look on my face I wasn't telling the truth, so he asked me again and I said "No".

Q Okay. So you decided to come clean and tell them someone else is there and then what transpired next?

A One of the officers stated that he had a search warrant for my home and asked me to step outside onto my front porch as the rest of them went barreling past me into my home.

Q You must have wondered why the police showed up with a search warrant in the middle of the night. Did you get any further explanation outside as to what was going on?

A I was told that this was – there was a guy that was brutally assaulted and they had a device that tracked the GPS signal of a cell-phone involved in the incident to my house.

Q Did they mention who that person was or how that person might be connected to you or Mr. Rogers?

A I didn't know what the hell was going on. I was trying to be cooperative. I wasn't about to give anybody any grief for asking a bunch of questions.

Q Were you present when Mr. Rogers told investigators where the cell-phone was located?

Consecutive Interpretation (Without Scoring Units, Continued)

A I was walking back inside, at the time. So as I was walking in, I think he and another officer were coming out of the room with the evidence.

Q And were you aware that Mr. Rogers attempted to flush the cell-phone down the toilet before the officers present tackled him to the ground?

A I did hear a commotion coming from the back of the house at some point, but no, I did not witness anything of that nature happen.

Q Do you recall testifying before about Mr. Roger's whereabouts the evening of May 18, 2014?

A Yes, I said that as far as I knew he was bartending at Flipper's Casino on 3rd Street. Even when he's not working, that's where you'll find him most days anyways. Blowing through his paychecks instead of providing for his family.

Q Were you actually home that afternoon, and did you see when Mr. Rogers left for work?

A Yes, he left around two. He shouted at me from the door that he was leaving for work, and I saw when he pulled out our front driveway with the car.

Q And when your spouse came home that night, did he mention any altercations he may have had that day, or did his appearance look out of the ordinary in any way?

A No he didn't mention anything of the sort, but the next morning when I was getting the laundry together, I noticed some specks of blood on the collar of his favorite shirt.

Q Can you describe the shirt for the Court?

A It's a faded, plaid collared shirt with frayed cuffs that has seen better days.

Q And aside from this shirt and the cell-phone, do you remember if police found anything else of relevance during their search of your home?

A Yes. They found several firearms, including a 9mm pistol with the serial numbers filed off. Not to mention, a pound of heroin in a pillowcase out in our back shed underneath some loose floorboards. I had no idea who I'd married!

Q At some point, did the police ask you to accompany them to the Glenwood Police Department in order to provide a statement regarding the evidence found and what you knew about it, as well as your ex-husband's goings-on the previous day?

A Yes, and I willingly accompanied the officers. I didn't want them thinking that my husband—at the time—and I were partners in crime, so to speak.

Consecutive Interpretation (Without Scoring Units, Continued)

Q Did you suspect at any point during your marriage to Mr. Rogers that he might have been engaged in illicit activities?

A No Ma'am! I consider myself to be a person of moral integrity. The wool was completely pulled over my eyes as far as he was concerned.

Q Did the police eventually return to your house with a narcotics dog to perform a sweep of the property?

A Yes, they searched our entire house. They made a real mess in the process too, throwing around clothes and pulling drawers out.

Q Thank you, Ms. Corelli. Nothing further at this time, Your Honor.

Consecutive Interpretation (With Scoring Units)

Witness Testimony

Q If you would, please state your name for the record.

A **Leila Corelli**.

Q And Ms. Corelli, how do you know the accused in this **case**?

A He's my ex-husband, **good riddance**.

Q Please tell us if you were living with him back on May 19, 2014, if you **recall**.

A Yes, we had a **lease** on a house in Glenwood Park on **4372 Lynwood Avenue**.

Q And, how long had you been **cohabitating** with Clint Rogers, the **defendant**, in the home on Lynwood Avenue?

A It was a **short-term** lease. A couple of months, **maybe**?

Q Did there come a point in the late hours of **May 19, 2014** that the police were **knocking** on your front door?

A More like **banging** on the door. But yes, I **distinctly** remember it because I was **sound asleep** and suddenly there was what sounded like a **SWAT team** pounding on my door.

Q **Okay**. So after the banging woke you up, that's when you came out of the **bedroom** to answer the door?

A Yes. Someone asked me if I was alone and I said, "**Yes**." He could probably **tell** by the look on my face I **wasn't telling** the truth, so he asked me again and I said "No".

Q Okay. So you decided to **come clean** and tell them someone else is there and then what **transpired** next?

A One of the **officers** stated that he had a **search warrant** for my home and asked me to step outside onto my front **porch** as the rest of them went **barreling** past me into my home.

Q You must have wondered why the police showed up with a search warrant in the middle of the night. Did you get any further **explanation** outside as to what was going on?

A I was told that this was – there was a guy that was brutally **assaulted** and they had a **device** that tracked the **GPS signal** of a cell-phone involved in the **incident** to my house.

Q Did they mention who that person was or how that person might be **connected** to you or Mr. Rogers?

A I didn't know **what the hell** was going on. I was trying to be **cooperative**. I wasn't about to **give anybody any grief** for asking a bunch of questions.

Q Were you present when Mr. Rogers told **investigators** where the cell-phone was **located**?

Consecutive Interpretation (With Scoring Units, Continued)

A I was walking back inside, **at the time**. So as I was **walking in**, I think he and another officer were coming out of the room with the **evidence**.

Q And were you aware that Mr. Rogers attempted to **flush** the cell-phone down the toilet before the officers present **tackled him** to the ground?

A I did hear a **commotion** coming from the back of the house at some point, but no, I did not **witness** anything of that **nature** happen.

Q Do you recall **testifying** before about Mr. Roger's **whereabouts** the evening of May 18, 2014?

A Yes, I said that as far as I knew he was **bartending** at Flipper's Casino on **3rd Street**. **Even** when he's not working, that's where you'll find him most days anyways. **Blowing through** his paychecks instead of providing for his family.

Q Were you **actually** home that afternoon, and did you see when Mr. Rogers **left for work**?

A Yes, he left **around** two. He shouted at me from the door that he was leaving for work, and I saw when he **pulled out** our front **driveway** with the car.

Q And when **your spouse** came home that night, did he mention any **altercations** he may have had that day, or did his appearance look **out of the ordinary** in any way?

A No he didn't mention anything of the sort, but the next morning when I was getting the **laundry** together, I noticed some **specks** of blood on the **collar** of his favorite shirt.

Q Can you describe the shirt for **the Court**?

A It's a faded, **plaid** collared shirt with **frayed** cuffs that has **seen better days**.

Q And aside from this shirt and the cell-phone, do you remember if police found anything else of **relevance** during their **search** of your home?

A Yes. They found several firearms, including a 9mm **pistol** with the **serial numbers** filed off. Not to mention, a **pound** of heroin in a **pillowcase** out in our back shed underneath some loose floorboards. I had no idea who I'd married!

Q At some point, did the police ask you to **accompany** them to the Glenwood Police Department in order to provide a **statement** regarding the evidence found and what you knew about it, as well as your ex-husband's **goings-on** the previous day?

Consecutive Interpretation (With Scoring Units, Continued)

A Yes, and I **willingly** accompanied the officers. I didn't want them thinking that my husband—**at the time**—and I were **partners in crime**, so to speak.

Q Did you **suspect** at any point during your marriage to Mr. Rogers that he **might have been** engaged in **illicit** activities?

A No **Ma'am!** I consider myself to be a person of **moral integrity**. The wool was completely pulled over my eyes as far as he was concerned.

Q Did the police eventually return to your house with a **narcotics dog** to perform a **sweep** of the property?

A Yes, they searched our **entire** house. They made a real mess in the process too, **throwing around** clothes and pulling **drawers** out.

Q Thank you, Ms. Corelli. Nothing further at this time, **Your Honor**.

Simultaneous Interpretation (Without Scoring Units)

Closing Argument

Good morning, ladies and gentlemen of the jury. This is the case of the state versus the defendant, Clifford Jacob Tarrant. We're here because of what happened to a man, Ryan Walker, who was shot to death. We're also here because of what happened to another man, Eugene Harriett, who barely managed to escape with his life.

Mr. Walker lost his life. Mr. Harriett almost lost his life because of the defendant's actions. But we're also here because the defendant operated in a particular fashion, in association with a criminal enterprise.

You heard about the acts. What I am now going to do is walk through the crimes that the defendant is accused of. The first crime is a murder conspiracy, a conspiracy to murder someone in aid of racketeering. We allege that the defendant murdered Mr. Walker in aid of racketeering. In doing so, we charge that the defendant used a firearm and caused the death of another.

Any time you walk into a place, you inherently know they have rules. Well, a criminal organization has rules as well. What happens when you break those rules? You have to pay the price. Sometimes, it's a death sentence, meaning the "green light" to kill someone has been granted. And you've heard about death sentences being applied against people who snitch. And you've also heard about acts of witness tampering. Catherine Ellis testified that the defendant threatened her twice and that he included her son in those threats. The first time, she stood up for herself. That was before the murder of Walker. The second time, in her words, she was petrified.

You should know that you can be convicted of a crime even if you are not at the scene. You can be guilty of a crime if you aid and abet the crime. That's crucial to our case. This defendant wasn't at the scene. He was the ringleader. If you know a crime is going to occur, and knowing that, you do something to facilitate that crime and you intend for the crime to happen, then that's enough for aiding and abetting.

So let's turn now to the murder of Ryan Walker. On January 14, 2016, the key players of said criminal organization were gathered at Tarrant's house, along with a crowd of other folks. Catherine was tasked with picking up some food at the local drive-through and bringing it back.

Simultaneous Interpretation (Without Scoring Units, Continued)

When she returned, she saw Walker up against the wall, surrounded by the group members, and they were confronting him and accusing him of being a rat. Catherine Ellis witnessed the defendant denounce him.

Walker fainted, then he recovered and ran away. After that, a meeting took place inside the house. The defendant started barking orders and assigning roles. Tarrant told Catherine to call Walker and tell a lie to lure Walker back. We know that Catherine made that call. The records on her phone show that on January 14, 2016, at 11:38 a.m., she placed a call to Walker's number that lasted 178 seconds. She told Walker, "the coast is clear, they're gone, let's go to the river and smoke a blunt".

Shortly after Walker arrived at the river, two guys named Scott Graham and John Patrick, along with Catherine, pulled up on the left-hand side in a green SUV. The two men got out. Catherine started to get out of the car, but Graham, her baby's father, told her to get back in and "sit her tail" in the car.

Then the guys all disappeared down the path toward a little wooden bridge. What happened next? John Patrick took out the gun, the gun that the defendant gave him. He thought it was a nine-millimeter. It jammed. So Graham, also known as "The Goat", whose job it is to make sure it happened, pulled out his gun and shot Walker in the abdomen. That was the murder. That's count one.

So now let's turn to the second crime, maiming in aid of racketeering. Catherine Ellis said that one of the unusual things she saw the defendant doing that day was sharpening a butterfly knife. Eugene Harriett was repeatedly stabbed 12 times later that same day. There's a deep wound in his neck. Somehow he managed to flee to a house where a light was on and the resident called 911. What was the maiming part? When he went to the hospital, the surgeons couldn't save all of his lung. So, he's missing a piece of his lung, and that's permanent.

The defendant admitted to being at the trailer on the day of the stabbing, and he willingly admitted that he runs the show. No one is the boss of him.

Ladies and gentlemen of the jury, I'll close by asking, on behalf of the state, for you to return only verdicts that are consistent with the law and the evidence that you have heard and seen in this case—guilty on all counts.

Simultaneous Interpretation (With Scoring Units)

Closing Argument

Good morning, ladies and gentlemen of the jury. This is the case of the state versus the defendant, Clifford Jacob Tarrant. We're here because of what happened to a man, Ryan Walker, who was **shot to death**. We're also here because of what almost happened to another man, **Eugene Harriett**, who **barely** managed to escape with his life.

Mr. Walker lost his life. Mr. Harriett almost lost his life because of the **defendant's** actions. But we're also here because the defendant **operated** in a particular fashion, in association with a criminal **enterprise**.

You heard about the **acts**. What I am now going to do is **walk through** the crimes that the defendant is accused of. The first crime is a murder **conspiracy**, a conspiracy to murder someone in aid of **racketeering**. We allege that the defendant murdered Mr. Walker in aid of racketeering. In doing so, we **charge** that the defendant used a **firearm** and caused the death of another.

Any time you walk into a place, you **inherently** know they have rules. Well, a criminal organization has rules **as well**. What happens when you break those rules? You have to **pay the price**. Sometimes, it's a **death sentence**, meaning the "**green light**" to kill someone has been **granted**. And you've heard about death sentences being applied against people who **snitch**. And you've also heard about acts of **witness tampering**. Catherine Ellis testified that the defendant **threatened** her twice and that he included her son in those threats. The first time, she **stood up for herself**. That was before the murder of Walker. The second time, in her words, she was **petrified**.

You should know that you can be convicted of a crime even if you are not at the **scene**. You can be guilty of a crime if you **aid and abet** the crime. That's **crucial** to our case. This defendant wasn't at the scene. He was the **ringleader**. If you know a crime **is going to** occur, and knowing that, you do something to **facilitate** that crime and you intend for the crime to happen, then that's enough for aiding and abetting.

So let's turn now to the murder of Ryan Walker. On **January 14, 2016**, the **key players** of said criminal organization were gathered at Tarrant's house, along with a crowd of other **folks**. Catherine **was tasked** with picking up some food at the local **drive-through** and bringing it back.

Simultaneous Interpretation (With Scoring Units, Continued)

When she returned, she saw Walker **up against** the wall, surrounded by the group members, and they were **confronting** him and accusing him of being a **rat**. Catherine Ellis witnessed the defendant denounce him.

Walker **fainted**, then he recovered and ran away. After that, a meeting took place inside the house. The defendant started **barking** orders and assigning **roles**. Tarrant told Catherine to call Walker and tell a lie to **lure** Walker back. We know that Catherine made that call. The records on her phone show that on January 14, 2016 at **11:38 a.m.**, she placed a call to Walker's number that lasted **178** seconds. She told Walker, “the **coast is clear**, they're gone, let's go to the river and smoke a **blunt**”.

Shortly after Walker arrived at the river, two **guys** named Scott Graham and John Patrick, along with Catherine, pulled up on the **left-hand** side in a **green** SUV. The two men got out. Catherine started to get out of the car, but Graham, her **baby's father**, told her to get back in and “**sit her tail**” in the car.

Then the guys all disappeared down the path toward a little **wooden bridge**. What happened next? John Patrick took out the gun, the gun that the defendant gave him. He thought it was a **nine-millimeter**. It **jammed**. So Graham, **also known as “The Goat”**, whose job it was to make sure it happened, pulled out his gun and **shot** Walker in the **abdomen**. That was the murder. That's **count** one.

So now let's turn to the second crime, **maiming** in aid of racketeering. Catherine Ellis said that one of the **unusual** things she saw the defendant doing that day was sharpening a **butterfly knife**. Eugene Harriett was repeatedly stabbed **12** times later that same day. There's a **deep** wound in his neck. Somehow he managed to **flee** to a house where a light was on and the resident called 911. What was the maiming part? When he went to the hospital, the **surgeons** couldn't save all of his **lung**. So, he's missing a piece of his lung, and that's **permanent**.

The defendant admitted to being at the **trailer** on the day of the stabbing, and he **willingly** admitted that he runs the show. No one is the **boss of him**.

Ladies and gentlemen of the **jury**, I'll close by asking, on **behalf** of the **state**, for you to return only **verdicts** that are consistent with the **law** and the evidence that you have heard and seen in this case—guilty on all counts.

Court Interpreter Self-Assessment Practice Exercises

Appendix B: Templates for Glossaries and Scoring Unit Dictionaries

Fillable Glossary and Scoring Unit Dictionary — Sight Translation 1: English to Foreign Language

Scoring unit	Definition	Foreign language equivalent
shortly		
she had seen		
wife-beater		
running down the street		
slim build		
receding hairline		
sleeveless		
Get down		
dude		
2200 block		
the scene		
gave chase		

Fillable Glossary and Scoring Unit Dictionary — Sight Translation 1: English to Foreign Language, Continued

Scoring unit	Definition	Foreign language equivalent
fleeing		
was located		
gunshot wounds		
trunk		
University Hospital		
that fit		
southbound		
frisked		
handgun		
concealed		
evidence		
packaged		
counterfeit		

Fillable Glossary and Scoring Unit Dictionary — Sight Translation 2: Foreign Language to English

Scoring unit	Definition	Foreign language equivalent
Chief		
No. CR12-005		
was disabled		
car crash		
breadwinner		
backbone		
fast-food		
utility		
biological		
he has raised		
provide		
I lean		
incident		
incarcerated		
trustworthy		

Fillable Glossary and Scoring Unit Dictionary — Sight Translation 2: Foreign Language to English, Continued

Scoring unit	Definition	Foreign language equivalent
quadruple		
walker		
to watch her		
I do realize		
guilty		
has made		
apologetic		
remorse		
charges		
mercy		

Fillable Glossary and Scoring Unit Dictionary — Consecutive Interpretation

Scoring unit	Definition	Foreign language equivalent
Leila Corelli		
case		
good riddance		
recall		
lease		
4372 Lynwood Avenue		
cohabitating		
defendant		
short-term		
maybe		
May 19, 2014		
knocking		
banging		
distinctly		
sound asleep		
SWAT team		

Fillable Glossary and Scoring Unit Dictionary — Consecutive Interp., Cont.

Scoring unit	Definition	Foreign language equivalent
Okay		
bedroom		
Yes		
tell		
wasn't telling		
come clean		
transpired		
officers		
search warrant		
porch		
barreling		
explanation		
assaulted		
device		
GPS signal		
incident		

Fillable Glossary and Scoring Unit Dictionary — Consecutive Interp., Cont.

Scoring unit	Definition	Foreign language equivalent
connected		
what the hell		
cooperative		
give anybody any grief		
investigators		
located		
at the time		
walking in		
evidence		
flush		
tackled him		
commotion		
witness		
nature		
testifying		
whereabouts		

Fillable Glossary and Scoring Unit Dictionary — Consecutive Interp., Cont.

Scoring unit	Definition	Foreign language equivalent
bartending		
3rd Street		
Even		
Blowing through		
actually		
left for work		
around		
pulled out		
driveway		
your spouse		
altercations		
out of the ordinary		
laundry		
specks		
collar		
the Court		

Fillable Glossary and Scoring Unit Dictionary — Consecutive Interp., Cont.

Scoring unit	Definition	Foreign language equivalent
plaid		
frayed		
seen better days		
relevance		
search		
pistol		
serial numbers		
pound		
pillowcase		
accompany		
statement		
goings-on		
willingly		
at the time		
partners in crime		
suspect		

Fillable Glossary and Scoring Unit Dictionary — Consecutive Interp., Cont.

Scoring unit	Definition	Foreign language equivalent
might have been		
illicit		
Ma'am		
moral integrity		
narcotics dog		
sweep		
entire		
throwing around		
drawers		
Your Honor		

Fillable Glossary and Scoring Unit Dictionary — Simultaneous Interpretation

Scoring unit	Definition	Foreign language equivalent
shot to death		
Eugene Harriett		
barely		
defendant's		
operated		
enterprise		
acts		
walk through		
conspiracy		
racketeering		
charge		
firearm		
inherently		
as well		
pay the price		
death sentence		

Fillable Glossary and Scoring Unit Dictionary — Simultaneous Interp., Cont.

Scoring unit	Definition	Foreign language equivalent
green light		
granted		
snitch		
witness tampering		
threatened		
stood up for herself		
petrified		
scene		
aid and abet		
crucial		
ringleader		
is going to		
facilitate		
January 14, 2016		
key players		
folks		

Fillable Glossary and Scoring Unit Dictionary — Simultaneous Interp., Cont.

Scoring unit	Definition	Foreign language equivalent
was tasked		
drive-through		
up against		
confronting		
rat		
fainted		
barking		
roles		
lure		
11:38 a.m.		
178		
coast is clear		
blunt		
guys		
left-hand		
green		

Fillable Glossary and Scoring Unit Dictionary — Simultaneous Interp., Cont.

Scoring unit	Definition	Foreign language equivalent
baby's father		
sit her tail		
wooden bridge		
nine-millimeter		
jammed		
also known as		
The Goat		
shot		
abdomen		
count		
maiming		
unusual		
butterfly knife		
12		
deep		
flee		

Fillable Glossary and Scoring Unit Dictionary — Simultaneous Interp., Cont.

Scoring unit	Definition	Foreign language equivalent
surgeons		
lung		
permanent		
trailer		
willingly		
boss of him		
jury		
behalf		
state		
verdicts		
law		

Blank Glossary Template

Source/Target language word or phrase	Definition	Target/Source language equivalent

Blank Glossary Template, Continued

Source/Target language word or phrase	Definition	Target/Source language equivalent