

# **Job/Task Analysis for National Interpreter Certification (NIC)**

Conducted on behalf of



By

**Caviart**

**The Caviart Group, LLC**

**November 4, 2016**

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## **FOREWORD**

The Registry of Interpreters for the Deaf (RID) promotes excellence in the delivery of interpreting services among diverse users of signed and spoken languages through professional development, networking, advocacy, and standards.

In 2010, RID began the process of assessing and revising the National Interpreter Certification (NIC) program. As part of the deliberation process, RID undertook the process of conducting a job/task analysis (JTA). In 2014, RID engaged The Caviart Group to conduct this study.

The NIC JTA study was designed to:

1. Identify those tasks performed by NIC professionals and the knowledge, skills and abilities (KSAs) that are required to perform those tasks.
2. Provide information for an examination specification indicating the content and weighting for future NIC examinations.

## **DEFINITION OF A JOB/TASK ANALYSIS**

The term “job/task analysis” (JTA) refers to a variety of systematic procedures designed to obtain information about the tasks performed on a job and/or the knowledge, skills and abilities and skills necessary to perform those tasks (Arver & Faley, 1988; Gael, 1983). A job/task analysis is the primary mechanism for establishing the job-relatedness of decisions concerning standards for professional certification and for supporting arguments of content validity for examinations constructed from the results of a job/task analysis. The job/task analysis described in this report was designed to be consistent with the AERA/APA/NCME *Standards for Educational and Psychological Testing*; the ANSI/ISO/IEC *International Standard 17024*; the *NCCA Standards for the Accreditation of Certification* and current best practices in testing.

## **THE JOB/TASK ANALYSIS METHODOLOGY**

This study included a number of steps that provided for input from a diverse cross-section of the sign language interpreting profession as well as Deaf and hearing individuals who are impacted by the work of interpreters.

Three types of interaction were undertaken in order to ensure broad input from a variety of stakeholders. The first group included Deaf and hearing thought leaders of the interpreting profession. These individuals were individually interviewed over the telephone and via video technology.

Three panels were convened for online, video conference focus groups. These panels included hearing interpreters, hearing employers of interpreters and Deaf consumers.

A diverse panel of experienced practitioners in interpreting - the Experienced Practitioner Panel (EPP) - then met in a face-to-face meeting. The EPP had the primary responsibility of refining the input of the individual interviews and focus groups into a draft list of the tasks

performed by NIC professionals and the knowledge, skills and abilities believed to be important for competent performance of those tasks.

The EPP met face-to-face on March 7 and 8, 2015 in Alexandria, VA. The meeting was facilitated by Clarence “Buck” Chaffee, President of The Caviart Group and Dr. Glenn Anderson, The Caviart Group’s Deaf consultant. During this meeting, the group discussed and came to consensus on the characteristics of a newly certified NIC professional.

The description of the characteristics of such individuals created by the EPP is as follows:

## **DEFINITION OF A NEWLY CERTIFIED NIC PROFESSIONAL**

*Newly certified sign language interpreters are able to accurately transfer messages from a source language to a target language<sup>1</sup> in any engagement that involves vocabulary and subject matter that would normally be understood by ordinary consumers<sup>2</sup>. They are able to mediate the cultural differences between the participants in the encounter and they accept responsibility for the integrity of the interpreted message.*

*They have the ability to work up to a technical level of discourse<sup>3</sup> and are able to assess their own ability to perform an interpretation which may require specialized knowledge or vocabulary.*

*Newly certified sign language interpreters have advanced competence in ASL and English and are able to accurately facilitate communication between both languages – consecutively or simultaneously – as is appropriate for the situation. They can readily access and produce the visual and/or auditory cues and nuances of each language with few errors that interfere with or distract from the communication.*

*New certified sign language interpreters are able to perform these tasks with little or no supervision. They are also able to work in accordance with established professional conduct standards, alone or in teams of other interpreters as is appropriate for the situation.*

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<sup>1</sup> “Source and target languages” include ASL, spoken English, “English-like signing” or transliteration and sight translation.

<sup>2</sup> “Ordinary consumers” refers to individuals who are not experts in the subject area.

<sup>3</sup> A “technical level of discourse” means discussions involving terms and phrases that have unique meanings in a situation or profession which are different from those used in everyday conversation.

## MAJOR TASKS

With consideration for the characteristics described above, the EPP drafted the following list of major tasks, organized across four phases of an interpreting opportunity that such individuals might undertake:

**Pre-commitment activities** (i.e., those activities that occur before the interpreter accepts or declines an engagement)

- Gather information about the encounter
- Determine the interpreting needs of the Deaf and hearing participants in the encounter
- Determine the language level required
- Determine personal ability to interpret the encounter
- Determine the need for additional interpreters (including CDIs)
- Establish the business relationship (i.e., rate, invoicing, etc.)

**Pre-encounter activities** (i.e., those activities that occur before the interpreter arrives at the location of the encounter)

- Conduct research/reading into subject matter of the engagement
- Assess the skills/needs/preferences of Deaf and hearing participants
- Determine cultural brokering required
- Assess the layout of the physical space (for in-person encounters)
- Assess the technology required (such as microphones for in-person encounters or other technology such as that used for remote interpreting)
- Explain the role of the interpreter to participants
- Collaborate with CDIs
- Collaborate with other NIC interpreters
- Collaborate with interpreters who interpret in spoken languages other than English

**Encounter** (i.e., those activities that occur at the location of the interpreted event)

- Facilitate the encounter
- Perform simultaneous interpreting
- Perform consecutive interpreting
- Perform spoken English to ASL interpreting
- Perform ASL to spoken English interpreting
- Perform spoken English to English-like signing (transliteration)
- Perform English-like signing (transliteration) to spoken English
- Perform printed English to ASL (i.e., sight) interpreting
- Communicate content and affect between all parties in the encounter

- Adjust communication (language level and/or modality) to meet the skills/needs of the Deaf and hearing consumers of interpreting services
- Perform cultural mediation
- Monitor the encounter for participant comprehension and adjust accordingly
- Maintain/mediate the register
- Maintain boundaries (i.e., in accordance with professional conduct standards)
- Advocate for the participants in the encounter as appropriate and as requested
- Work with CDIs
- Work with other NIC interpreters
- Work with interpreters of spoken languages other than English

**Post-encounter** (i.e., those activities that occur after the interpreter leaves the location of the interpreted event)

- Assess the encounter (to determine the effectiveness of the interpretation)
- Seek feedback about the encounter from participants, colleagues, etc. (debriefing, follow up calls, surveys, etc.)
- Provide feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)
- Complete business aspects of interpreting (invoicing, record keeping, etc.)

The committee then considered and discussed the knowledge, skills and abilities required to perform each of these tasks competently. They also discussed the physical abilities that are required to perform the job. The group developed the following list of major knowledge, skills, abilities and physical abilities:

## **KNOWLEDGE**

- Knowledge of appropriate environmental controls for privacy and confidentiality
- Knowledge of basic concepts of video relay service (VRS) and video remote interpreting (VRI) technologies
- Knowledge of best practices and research concerning the most appropriate interpreting approach for given situations (i.e., consecutive or simultaneous, ASL, transliteration, finger spelling, print English to ASL interpretation, etc.)
- Knowledge of business insurance (errors and omissions, professional liability, etc.)
- Knowledge of characteristics of cultural and systemic oppression
- Knowledge of community resources available to interpreters (such as Deaf centers, ASL dictionaries, the Deaf community, other interpreters, etc.)
- Knowledge of computer platforms used in remote interpreting (i.e., types, connectivity, compatibility, etc.)
- Knowledge of cultural differences in providing or receiving feedback
- Knowledge of Deaf culture and other cultures
- Knowledge of interpreting related document retention/destruction requirements
- Knowledge of environmental impacts on sign language communication (such as the impact of natural and artificial lighting, back lighting, sight lines, distances, etc.)
- Knowledge of environmental impacts on spoken language communication (such as acoustics, distances, participant placement, etc.)
- Knowledge of ethical practice standards (including but not limited to the RID Code of Professional Conduct)
- Knowledge of government reporting requirements for small businesses (such as taxes, 1099s, etc.)
- Knowledge of industry/area standards and best practices
- Knowledge of interpreting protocols for roles of the interpreter in various settings
- Knowledge of risks of repetitive motion injuries in interpreting and preventative strategies
- Knowledge of non-verbal cues in interpreting (such as facial grammar, expression, etc.)
- Knowledge of personal limitations/biases impacting an interpreter's ability to respond appropriately to the requirements of an encounter
- Knowledge of physical requirements of various types of encounters
- Knowledge of potential impact of social media on maintaining ethical standards (i.e., intentional and unintentional compromises of ethical standards on social media)
- Knowledge of requirements for maintaining confidentiality of assignments and records (both in print and electronic format)



- Knowledge of resources about supervising and/or mentoring other interpreters
- Knowledge of rights of Deaf and hard of hearing persons under the ADA and other laws affecting interpreting services
- Knowledge of situations that require multiple interpreters or multiple interpreter teams
- Knowledge of best small business practices
- Knowledge of best practices for teaming
- Knowledge of state and local laws (including licensure) that apply to interpreting
- Knowledge of strategies for dealing with vicarious trauma and burnout
- Knowledge of the aspects of cross-cultural communication
- Knowledge of the benefits of feedback to the encounter
- Knowledge of the benefits of having a Deaf interpreter (CDI) involved in an interpreting process
- Knowledge of the benefits of having additional interpreters (other than CDIs) involved in an interpreting process
- Knowledge of the benefits of having spoken language interpreters<sup>4</sup> (other than CDIs) involved in an interpreting process
- Knowledge of the content and type of discourse related to the setting in which the encounter will occur (i.e., the vocabulary and knowledge of subject matter required)
- Knowledge of cultural implications on communications
- Knowledge of current events
- Knowledge of the differences in roles of Deaf interpreters (CDI) and hearing interpreters
- Knowledge of the differences in roles of spoken language interpreters and sign language interpreter
- Knowledge of the distinct registers (formal, informal, intimate, consultative, frozen etc.)
- Knowledge of pertinent information required (i.e. language, physical limitations, etc.) about the interpreting needs of the consumers participating in the encounter
- Knowledge of the logistics of working with a CDI and other Deaf interpreters (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together
- Knowledge of the logistics of working in a team of interpreters (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together
- Knowledge of the logistics of working with interpreters of spoken languages other than English (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together
- Knowledge of theories and processes related to the interpreting process

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<sup>4</sup> Spoken language interpreters interpret from a spoken language other than English to English

- Knowledge of visual aids and other resources and their use in supporting the interpretation
- Knowledge of what information should be gathered to determine the requirements of the situation (nature of the assignment, the location, the participants, their skill level, etc.)
- Knowledge of workplace standards

## **ABILITIES**

- Ability to advocate for the interpreting process
- Ability to adjust interpretation to fit the register
- Ability to adjust the team approach during the encounter as needed
- Ability to advocate for consumers who are Deaf or hard-of-hearing to ensure rights provided under the law
- Ability to apply ethical standards to given situations
- Ability to assess group and interpersonal dynamics (Deaf and hearing participants and the impact of other parties who may be present)
- Ability to assess information about the Deaf consumers including age, language, and physical, mental or emotional conditions impacting the encounter
- Ability to assess information about the other consumers including age, language, and physical, mental or emotional conditions impacting the encounter
- Ability to assess potential conflicts of interest
- Ability to assess the cultural aspects of foreign-born participants in the encounter
- Ability to assess the cultural/multi-cultural characteristics of participants in the encounter
- Ability to assess the degree to which participants are self-empowered
- Ability to assess the density/complexity of information anticipated in the encounter
- Ability to assess the duration of the encounter
- Ability to assess the experience level of the participants in working with interpreters
- Ability to assess the needs of DeafBlind consumers (such as close vision, tactile, pro-tactile interpreting modalities)
- Ability to assess the register required
- Ability to assess whether a CDI is required
- Ability to assess personal linguistic competence
- Ability to assess personal physical, mental or emotional limitations
- Ability to conduct research about an encounter without violating client confidentiality
- Ability to correct errors when needed as unobtrusively as possible
- Ability to determine if there were misunderstandings or harm as a result of the interpreting encounter (and correct if possible)
- Ability to determine participants' history in the setting (i.e., is this an initial or ongoing event)
- Ability to determine the ideal placement of interpreters and other participants in relation to Deaf and hearing participants
- Ability to determine the logistics and feasibility of physically being present for the encounter
- Ability to determine the purpose and intended outcomes of the encounter

- Ability to determine when cultural mediation is required
- Ability to discern clues as to the consumer's satisfaction with an encounter
- Ability to establish rapport with participants
- Ability to explain the protocol of the interpreting process to the participants
- Ability to gather job notes, text books, slides and other pertinent information to the assignment
- Ability to gauge participants ability to self-advocate
- Ability to identify intentional changes in the register
- Ability to identify the range of sign language (i.e., the ASL, transliteration, finger spelling, print English to ASL Interpretation, etc.) required
- Ability to determine when it is appropriate to advocate on behalf of a consumer.
- Ability to initiate the conversation about providing or receiving feedback
- Ability to interpret fluently at various registers (formal, informal, intimate, consultative, frozen)
- Ability to maintain professional boundaries while respecting cultural differences
- Ability to maintain transparency in the interpreting process while making corrections
- Ability to produce an interpretation that captures prosodic information (e.g., in English: rhythm, volume, pitch, pausing, etc.; and in ASL: rhythm, velocity, size, pausing, etc.).
- Ability to mediate communication between participants of different backgrounds  
Ability to monitor the effectiveness of the interpretation (i.e., via back channeling, explicitly checking in with participants, etc.)
- Ability to operate equipment commonly used in interpreting (such as microphones, tablets, computers, etc.)
- Ability to perform consecutive interpreting from ASL and other sign language modalities to spoken English and from spoken English to ASL and other sign language modalities
- Ability to perform cultural mediation
- Ability to perform sight translation from written English to ASL and other sign language modalities
- Ability to perform simultaneous interpreting from ASL and other sign language modalities to spoken English and from spoken English to ASL and other sign language modalities
- Ability to provide objective feedback
- Ability to read and comprehend written English proficiently
- Ability to receptively understand the range of ASL to English continuum
- Ability to recognize when conditions are not safe, healthy or conducive to interpreting
- Ability to recognize when the interpreter or the team is not appropriate for the assignment and additional/different interpreters (such as trilingual interpreters, CDIs, specialized or more experienced interpreters, etc.) are needed to prevent harm to the consumers

- Ability to reflect on an encounter to determine the effectiveness of the interpretation and the cause of unsuccessful aspects of the interpretation
- Ability to research the background of the subject
- Ability to research the level of vocabulary and concepts likely to come up in a discussion
- Ability to resolve conflicts between team members
- Ability to select the appropriate approach for a given instance or situation
- Ability to self-assess competence to work in the range required
- Ability to separate personal beliefs and values (religious, political, cultural, etc.) from the assigned work situation
- Ability to take prudent actions to safeguard confidential records (for example ensuring the security of private information)
- Ability to the spectrum of the language used by consumers
- Ability to understand and match intent
- Ability to use non-verbal cues (such as appropriate facial grammar and expression)
- Ability to use VRI systems
- Ability to use VRS systems

## **SKILLS**

- Skill in incorporating visual aids in the interpreting process
- Skill in negotiating contract fees, terms and conditions
- Skill in process management (including pacing, turn taking, etc.)
- Skill in spoken English
- Skill in reading fingerspelling

## **PHYSICAL ABILITIES REQUIRED**

- Able to hear and understand dialogue clearly - with or without assistive technology devices
- Able to see clearly enough, with or without assistive technology devices, to readily access the visual communication
- Sufficient manual and facial dexterity to be able to clearly and correctly produce the parameters of ASL
- Able to speak clearly and loudly enough, with or without assistive technology devices, to communicate to participants relying on auditory communication in an encounter
- Able to cognitively process meaning from a source language and produce dynamically equivalent meaning quickly enough to perform simultaneous interpreting
- Physical stamina

## **ATTRIBUTES DESIRED**

The EPP determined that it would be beneficial to gather information on the attributes or personal characteristics that were desirable in an NIC interpreter. These attributes are as follows:

- “Deaf Heart”
- Appreciation of diverse cultures including Deaf and hearing cultures
- Social justice ideals
- A good attitude toward the deaf person – an ally
- Flexible/adaptable
- Works “with” deaf people not “for” deaf people
- Ethical
- Teamwork – especially with CDI
- Professional maturity

## **RATING SCALES**

The committee discussed the appropriate rating scales to be used in the survey for both the task and knowledge/skill domains. The following scales were adopted:

### *FREQUENCY*

*How often would you expect a newly certified NIC interpreter to perform this task?*

1. *Never*
2. *Rarely*
3. *Sometimes*
4. *Often*
5. *Always*

### *IMPORTANCE*

*How important is this task for competent performance of a newly certified NIC interpreter?*

1. *Not important*
2. *Somewhat important*
3. *Important*
4. *Very important*
5. *Extremely important*

*How important is this knowledge, skill or ability for competent performance of a newly certified NIC interpreter?*

1. *Not important*
2. *Somewhat important*
3. *Important*
4. *Very important*
5. *Extremely important*

## DEMOGRAPHIC QUESTIONS

In order to ensure that the survey respondents represented a cross-section of the individuals actually performing the job, the committee drafted the following demographic questions to be included in the survey:

*How do you identify yourself?*

*Male*

*Female*

*Other*

*What is the highest level of formal education that you have completed?*

*I did not graduate from high school*

*High school, high school equivalent or baccalaureate degree*

*Associates degree or certificate program*

*Bachelor's Degree*

*Master's Degree*

*Doctoral Degree*

*Post-Doctoral Degree*

*Which best describes your relationship to sign language interpreters?  
(Choose as many as apply.)*

### **Consumer**

*I am a Deaf consumer of interpreting services*

*I am a late-deafened consumer of interpreting services*

*I am a hard-of-hearing consumer of interpreting services*

*I am a DeafBlind consumer of interpreting services*

*I am a hearing consumer of interpreting services*

### **Interpreter**

*I am employed as a hearing interpreter full-time*

*I am employed as a hearing interpreter part-time*

*I am a hearing interpreter but not currently employed  
(unemployed, retired, etc.)*

*I am employed as a Deaf Interpreter full-time*

*I am employed as a Deaf interpreter part-time*



*I am a Deaf interpreter but not currently employed  
(unemployed, retired, etc.)*

**Employer**

*I recruit, hire, and/or supervise sign language interpreters*

**Educator**

*I am employed as an interpreter educator full-time*

*I am employed as an interpreter educator part-time*

*(The following questions will only be asked of respondents indicating that they are a sign language interpreter.)*

*Are you a Deaf parented interpreter?*

*Yes*

*No*

*Which credential(s) do you hold? (Select all that apply.)*

*RID certified interpreter*

*RID certified Deaf interpreter*

*State/provincial licensure*

*State/provincial certification*

*EIPA*

*Other \_\_\_\_\_*

*None*

*In what year did you acquire your first credential in interpreting?*

\_\_\_\_\_

*How many paid years as a professional interpreter do you have?*

*Less than 5 years*

*5 to 10 years*

*11 to 15 years*

*15 to 20 years*

*21 to 25 years*

*26 to 30 years*

*More than 30 years*

*What percentage of your interpreting service is performed in each of the following modes of service? (Must total 100%)*

*In-person interpreting \_\_\_\_\_%*

*Video Relay Service (VRS) interpreting \_\_\_\_\_%*

*Video Remote Interpreting (VRI) \_\_\_\_\_%*

*Which statement best describes your interpreting practice? (Select one.)*

*Self-directed*

*Directed by others*

*Which statement best describes the nature of your interpreting practice? (Select one.)*

*Generalist*

*Specialist*

*(The following questions will be asked of all respondents.)*

*What is your race/ethnicity? (Select all that apply)*

*White*

*Black or African American*

*American Indian and Alaska Native*

*Asian*

*Native Hawaiian and Other Pacific Islander*

*What is your ethnicity? (Select one.)*

*Hispanic or Latino*

*Non-Hispanic or non-Latino*

*What is your age?*

*Less than 30 years of age*

*31 to 40 years of age*

*41 to 50 years of age*

*51 to 60 years of age*

*More than 60 years of age*

*In what state/province do you live?*

*(See Appendix A)*

## **SURVEY ADMINISTRATION**

The Caviart Group used an Internet-based survey software system to deliver the final survey. Any computer with a web browser and a web connection could be used to access the survey.

On April 13, 2016 invitations to participate in the RID JTA survey were sent via email to 16,678 individuals on a mailing list provided by RID. Of this number, 779 invitations were returned as undeliverable<sup>5</sup>. Individuals were also able to participate in the survey using a generic link that was made available on the RID web site. Reminders were sent on April 19, 2016 and April 25, 2016, and the survey was closed on May 5, 2016.

A total of 4,152 individuals accessed the survey instrument online - 3,592 in response to the email invitation and 560 through the link. Of the people accessing the survey, 3,186 were identified as valid responses<sup>6</sup>.

### **Interpreters and Consumers**

The purpose of this Job/Task Analysis was to determine those tasks that are regularly performed by practicing signed language interpreters and to identify the knowledge, skills and abilities required to perform those tasks. To ensure that the survey collected appropriate information to achieve this goal, two parallel pathways were provided in the survey tool.

The first pathway was designed to gather input from practicing providers of interpreting services – herein defined as “interpreters.” The questions in this pathway asked about the respondents’ expectations of the tasks that are performed by newly certified NIC interpreters.

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<sup>5</sup> While the survey invitation was checked to avoid classification as spam, we are not able to determine how many survey invitations were actually delivered to invitees.

<sup>6</sup> Valid responses were those that rated 10 or more survey items, appeared to use the rating scale correctly (i.e., used more than one rating number, did not assign ratings to blank spaces, etc.) and identified themselves as actively involved in interpreting as a provider or consumer of interpreting services.

The second pathway was designed to gather input from those people who are directly impacted by the work of interpreters – people herein defined as “consumers” of interpreting services. For this group, the questions asked about those tasks that they needed NIC interpreters to perform.

Since some individuals fit into both “interpreter” and “consumer” groups, the survey allowed individuals to self-select the perspective from which they preferred to respond to the survey questions. Individuals were only allowed to select one pathway, however.

The vast majority of respondents (94%) opted to respond to the survey from the perspective of a provider of interpreting services (see Figure 1 and Table 1).

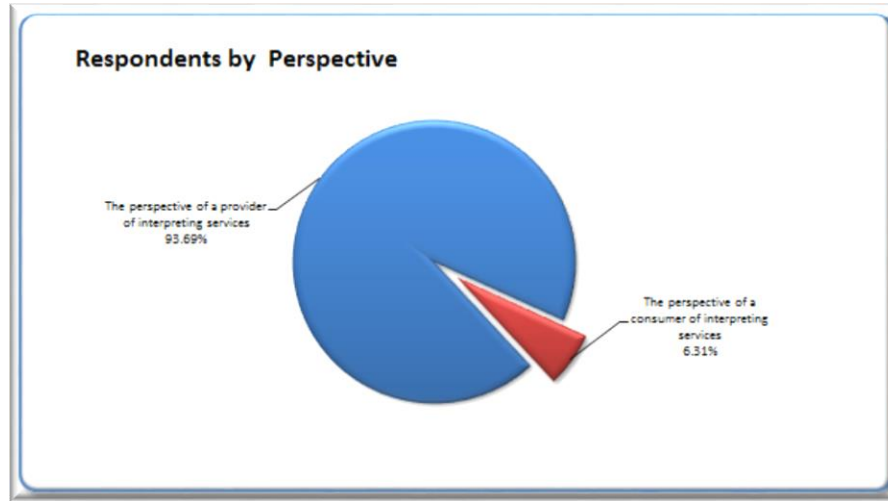


Figure 1. Respondents by Perspective

From which perspective would you prefer to respond to this survey? (Select one. You must answer this question to proceed with the survey.) *	N	%
The perspective of a provider of interpreting services	2,985	94%
The perspective of a consumer of interpreting services	201	6%
<b>Total</b>	<b>3,186</b>	<b>100%</b>

Table 1. Respondents by Perspective

Respondents were also asked to select the term that best describes their relationship to signed language interpreting. They were allowed to select as many terms as applied to them.

Figure 2 and Table 2 provide the breakdown of the terms selected by the “Interpreter” group (I) and Figure 3 and Table 3 provide the breakdown of how the terms selected by the “Consumer” group (C).

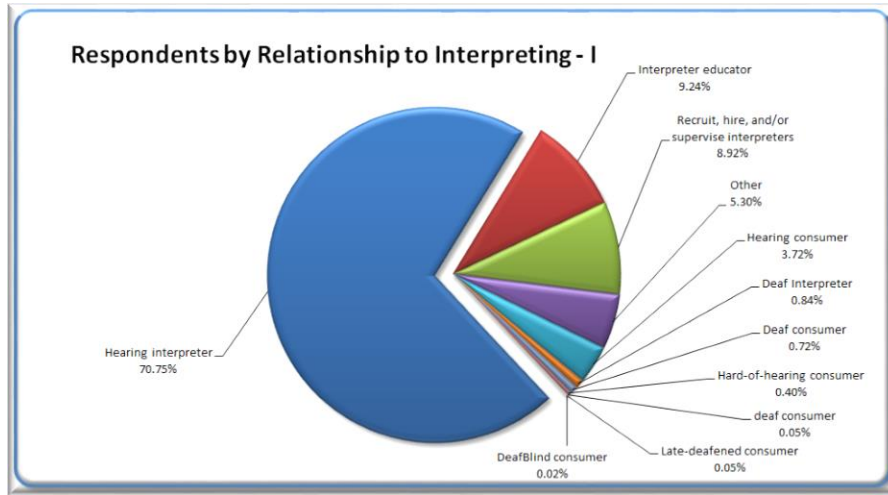


Figure 2. Respondents by Relationship to Interpreting – Interpreters

Which describes your relationship to signed language interpreting? (Select as many as apply.)	N	%
Hearing interpreter	2,856	71%
Interpreter educator	373	9%
Recruit, hire, and/or supervise interpreters	360	9%
Other	214	5%
Hearing consumer	150	4%
Deaf Interpreter	34	1%
Deaf consumer	29	1%
Hard-of-hearing consumer	16	0%
deaf consumer	2	0%
Late-deafened consumer	2	0%
DeafBlind consumer	1	0%
<b>Total</b>	<b>4,037</b>	<b>100%</b>

Table 2. Respondents by Relationship to Interpreting – Interpreters

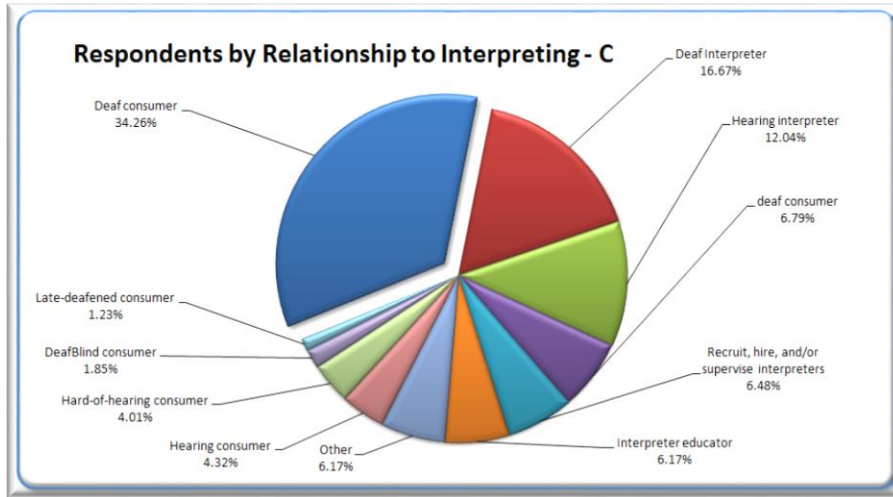


Figure 3. Respondents by Relationship to Interpreting - Consumers

Which describes your relationship to signed language interpreting? (Select as many as apply.)	N	%
Deaf consumer	111	34%
Deaf Interpreter	54	17%
Hearing interpreter	39	12%
deaf consumer	22	7%
Recruit, hire, and/or supervise interpreters	21	6%
Interpreter educator	20	6%
Other	20	6%
Hearing consumer	14	4%
Hard-of-hearing consumer	13	4%
DeafBlind consumer	6	2%
Late-deafened consumer	4	1%
<b>Total</b>	<b>324</b>	<b>100%</b>

Table 3. Respondents by Relationship to Interpreting - Consumers

Given the small number of respondents who identified themselves as consumers of interpreting services, the primary data analysis in this report focuses on the interpreter respondents. The data from the consumer respondents is used to identify any areas in which consumer’s assessment of the frequency and importance of services differs from the interpreter’s assessments.



## **ANALYSIS OF DEMOGRAPHIC INFORMATION**

The following charts graphically depict the demographic information gathered in the job/task analysis survey for those individuals selecting the interpreter pathway. The purpose of collecting this data was to describe the population of individuals who responded to the survey and whose data was included in the final analysis. “N” represents the total number of responses for that demographic question. (Note: Respondents were not required to respond to any question after the pathway question.)

The first purpose of this analysis is to determine whether the respondent population is demographically representative of the population of professional signed language interpreters. The second purpose for this analysis is to determine whether the responses from any significant demographic sub-group differ from the responses from other sub-groups.

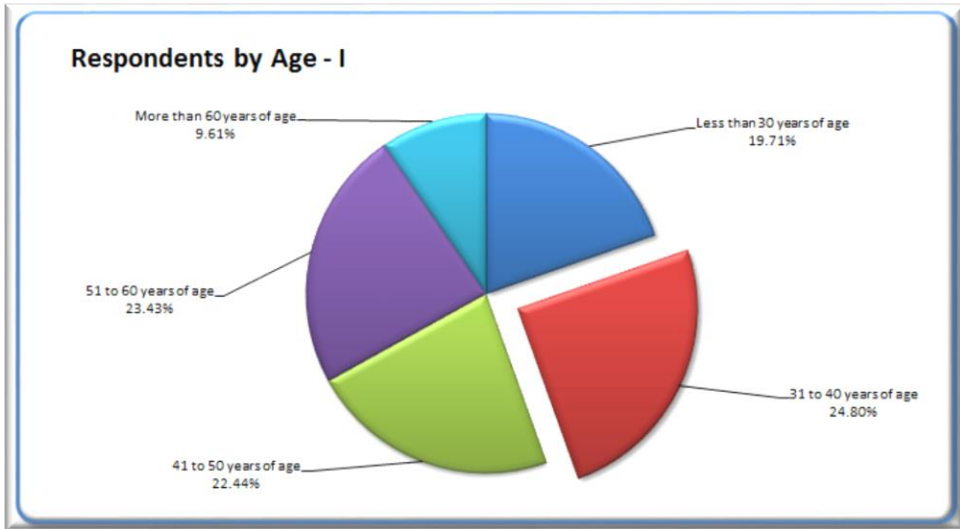


Figure 4. Respondents by Age – Interpreters

What is your age?	N	%
Less than 30 years of age	318	19.71%
31 to 40 years of age	400	24.80%
41 to 50 years of age	362	22.44%
51 to 60 years of age	378	23.43%
More than 60 years of age	155	9.61%
<b>Total</b>	<b>1,613</b>	<b>100%</b>

Table 4. Respondents by Age - Interpreters

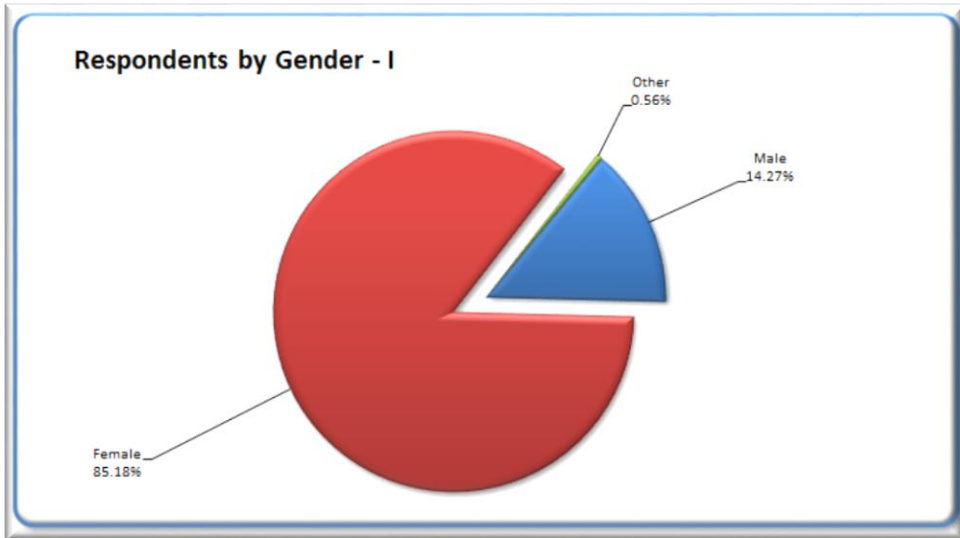


Figure 5. Respondents by Gender - Interpreters

How do you identify yourself?	N	%
Male	231	14.27%
Female	1,379	85.18%
Other	9	0.56%
<b>Total</b>	<b>1,619</b>	<b>100%</b>

Table 5. Respondents by Gender - Interpreters

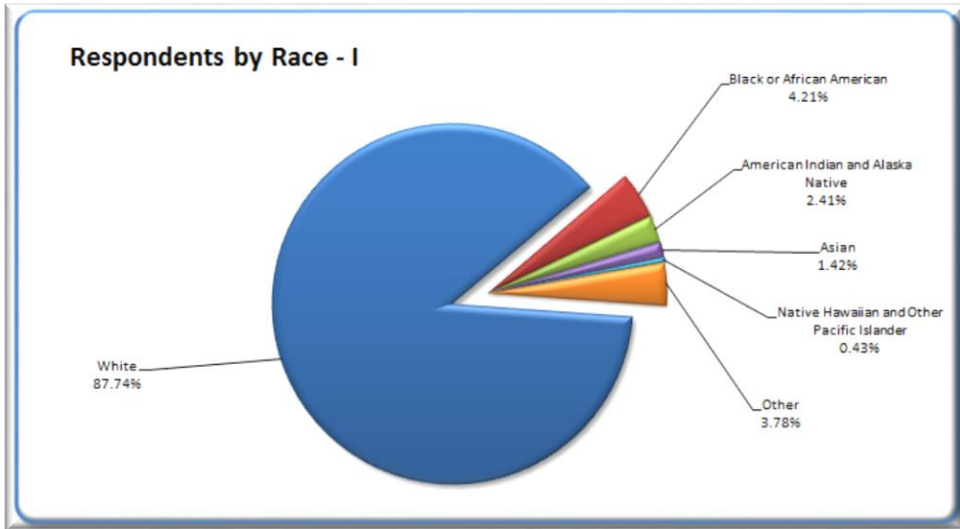


Figure 6. Respondents by Race – Interpreters

What is your race/ethnicity? (Select all that apply)	N	%
White	1417	87.74%
Black or African American	68	4.21%
American Indian and Alaska Native	39	2.41%
Asian	23	1.42%
Native Hawaiian and Other Pacific Islander	7	0.43%
Other	61	3.78%
<b>Total Responses</b>	<b>1,615</b>	<b>100%</b>

Table 6. Respondents by Race – Interpreters

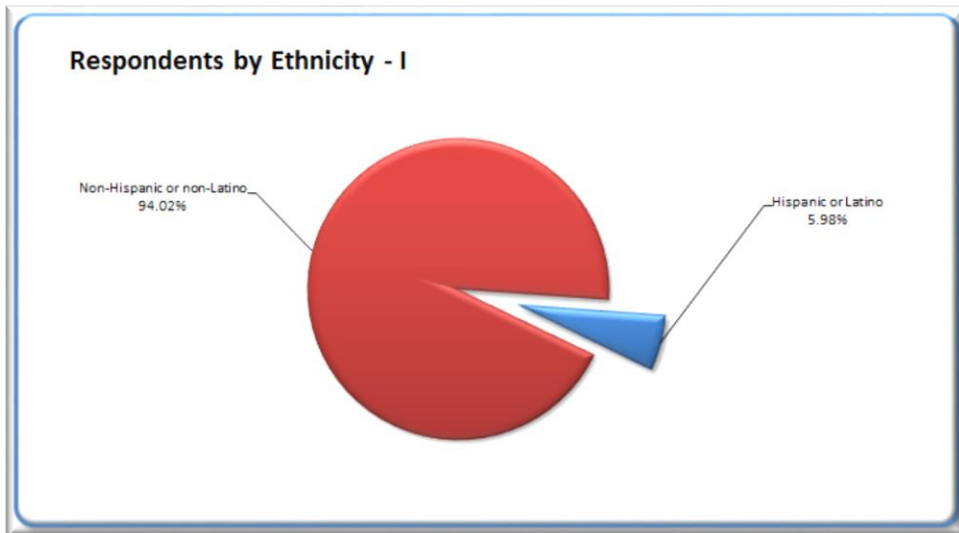


Figure 7. Respondents by Ethnicity – Interpreters

What is your ethnicity? (Select one)	N	%
Hispanic or Latino	92	5.98%
Non-Hispanic or non-Latino	1447	94.02%
<b>Total Responses</b>	<b>1,539</b>	<b>100%</b>

Table 7. Respondents by Ethnicity – Interpreters

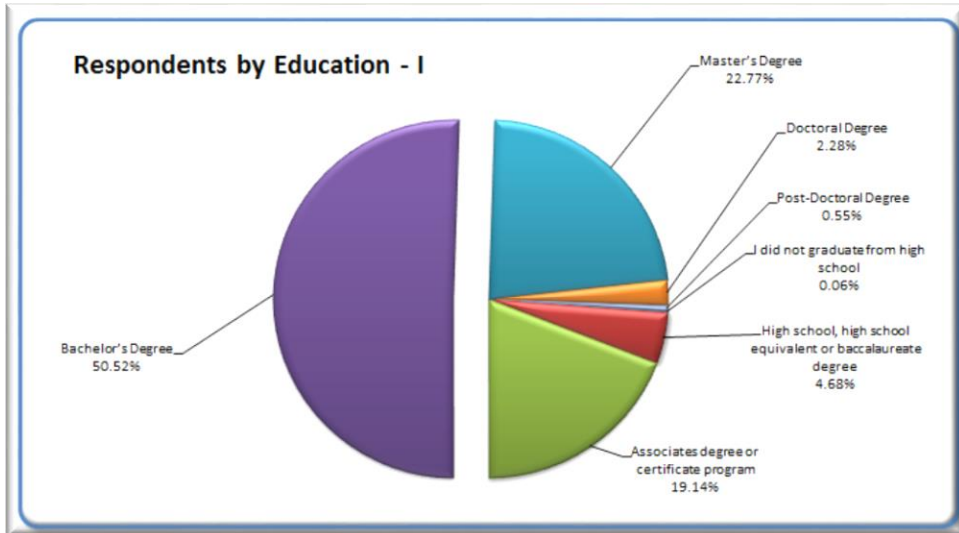


Figure 8. Respondents by Education – Interpreters

What is the highest level of formal education that you have completed?	N	%
I did not graduate from high school	1	0.06%
High school, high school equivalent or baccalaureate degree	76	4.68%
Associates degree or certificate program	311	19.14%
Bachelor's Degree	821	50.52%
Master's Degree	370	22.77%
Doctoral Degree	37	2.28%
Post-Doctoral Degree	9	0.55%
<b>Total</b>	<b>1625</b>	<b>100%</b>

Table 8. Respondents by Education – Interpreters

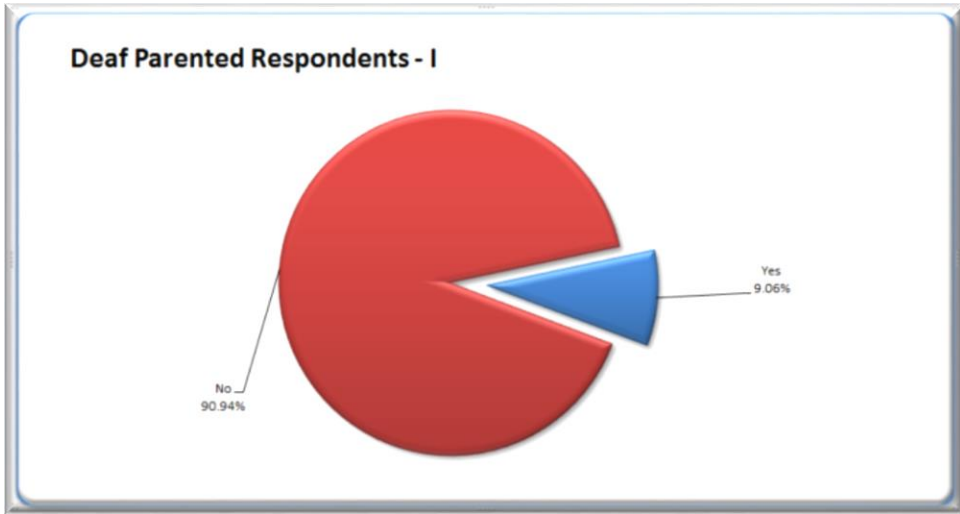


Figure 9. Deaf Parented Respondents – Interpreters

Are you a Deaf parented interpreter?	N	%
Yes	146	9.06%
No	1465	90.94%
<b>Total</b>	<b>1,611</b>	<b>100%</b>

Table 9. Deaf Parented Respondents – Interpreters

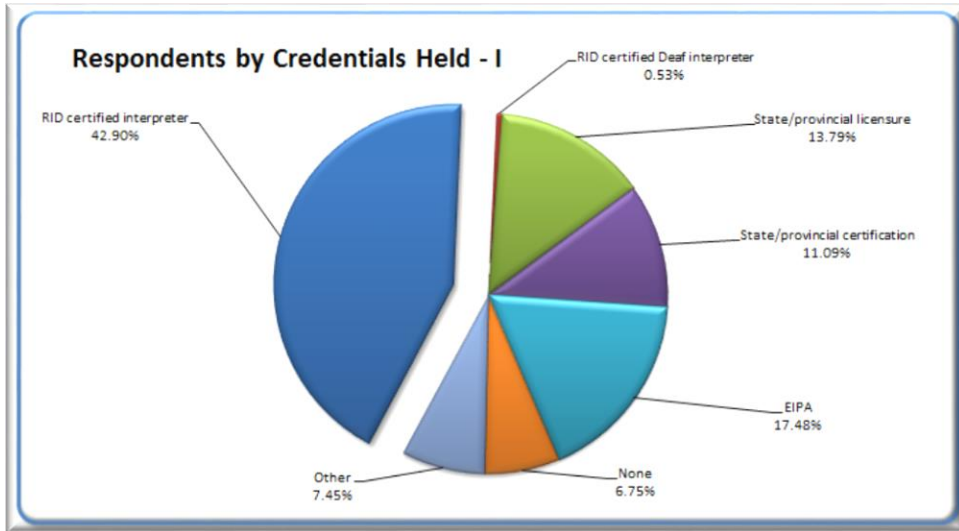


Figure 10. Respondents by Credentials Held – Interpreters

Which credential(s) do you hold? (Select all that apply)	N	%
RID certified interpreter	1048	42.90%
RID certified Deaf interpreter	13	0.53%
State/provincial licensure	337	13.79%
State/provincial certification	271	11.09%
EIPA	427	17.48%
None	165	6.75%
Other	182	7.45%
<b>Total</b>	<b>2443</b>	<b>100%</b>

Table 10. Respondents by Credentials Held - Interpreters<sup>7</sup>

<sup>7</sup> See Appendix G for list of “Other” credentials held.



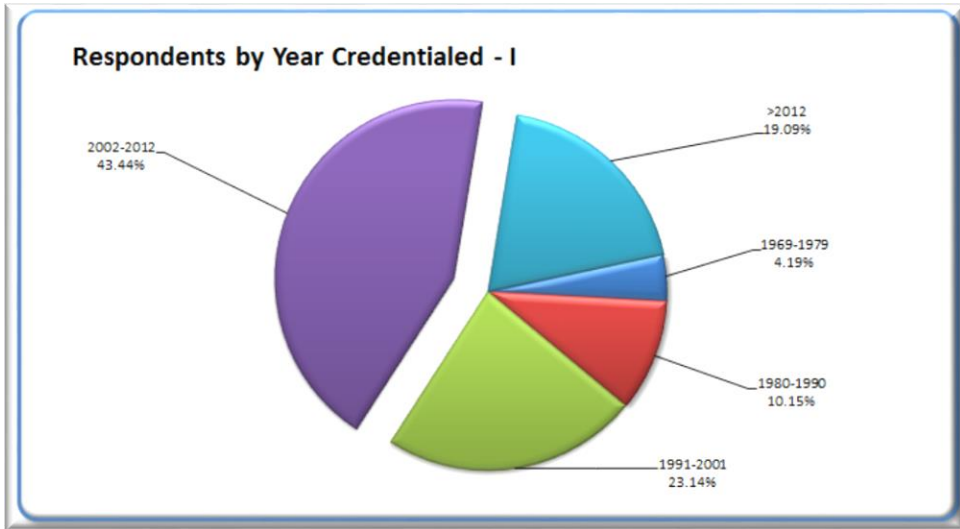


Figure 11. Respondents by Year Credentialed – Interpreters

In what year did you acquire your first credential in interpreting?	N	%
1969-1979	59	4.19%
1980-1990	143	10.15%
1991-2001	326	23.14%
2002-2012	612	43.44%
>2012	269	19.09%
<b>Total</b>	<b>1,409</b>	<b>100%</b>

Table 11. Respondents by Year Credentialed – Interpreters

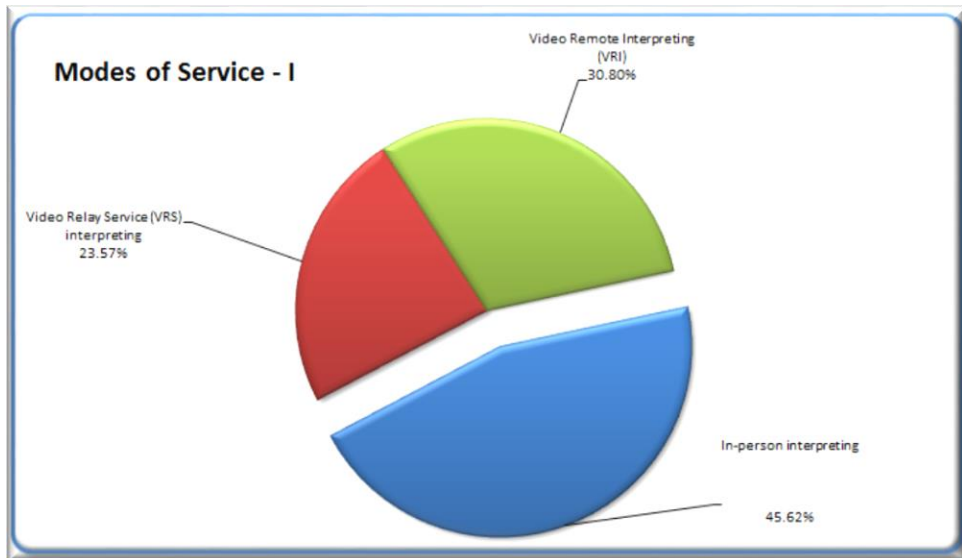


Figure 12. Respondents by Modes of Service – Interpreters

What percentage of your interpreting service is performed in each of the following modes of service? (Must total 100%)	N	% Involved in setting	% Total Time	N where setting = 100%
In-person interpreting	1376	86%	85%	987
Video Relay Service (VRS) interpreting	711	44%	14%	33
Video Remote Interpreting (VRI)	929	58%	2%	3
<b>Total respondents</b>	<b>1600</b>		<b>100%</b>	

Table 12. Respondents by Modes of Service – Interpreters

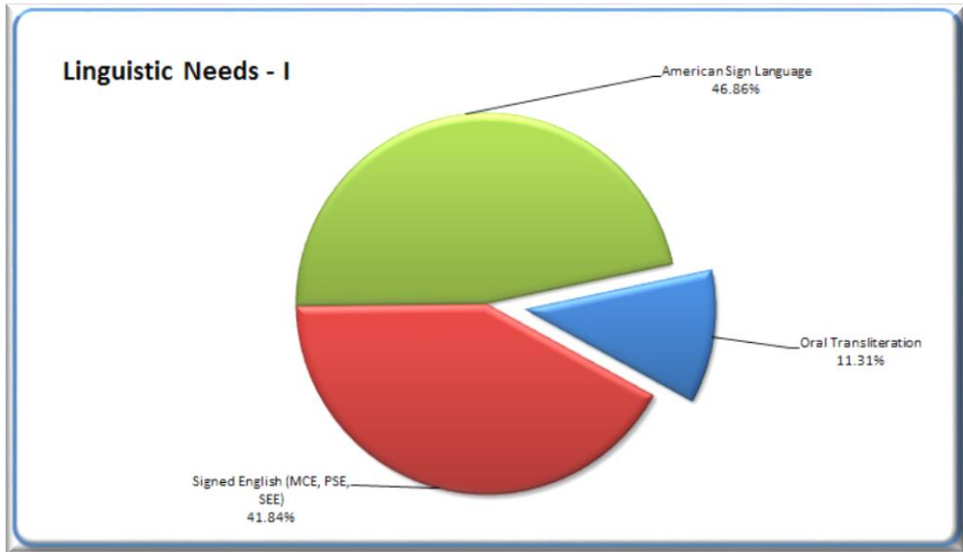


Figure 13. Respondents by Linguistic Needs of Consumers - Interpreters

What percentage of your interpreting service is performed for Deaf or hard of hearing consumers with the following linguistic needs? (Must total 100%)	N	% Involved in setting	% Total Time	N where setting = 100%
Oral Transliteration	383	23%	2%	2
Signed English (MCE, PSE, SEE)	1417	86%	34%	12
American Sign Language	1587	96%	64%	160
<b>Total respondents</b>	<b>1652</b>		<b>100%</b>	

Table 13. Respondents by Linguistic Needs of Consumers - Interpreters

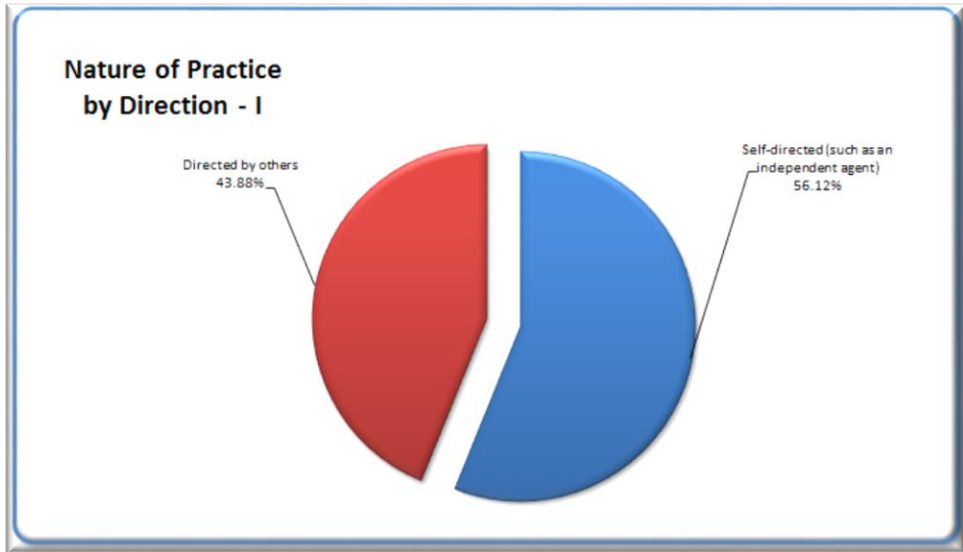


Figure 14. Respondents by Nature of Practice (Direction) - Interpreters

Which statement best describes your interpreting practice? (Select one)	N	%
Self-directed (such as an independent agent)	903	56%
Directed by others	706	44%
<b>Total respondents</b>	<b>1609</b>	<b>100%</b>

Table 14. Respondents by Nature of Practice (Direction) – Interpreters



Figure 15. Respondents by Nature of Practice (Generalist v. Specialist) – Interpreters

Which statement best describes the nature of your interpreting practice? (Select one)	N	%
Generalist	1196	74%
Specialist	414	26%
Total respondents	1610	100%

Table 15. Respondents by Nature of Practice (Generalist v. Specialist) – Interpreters

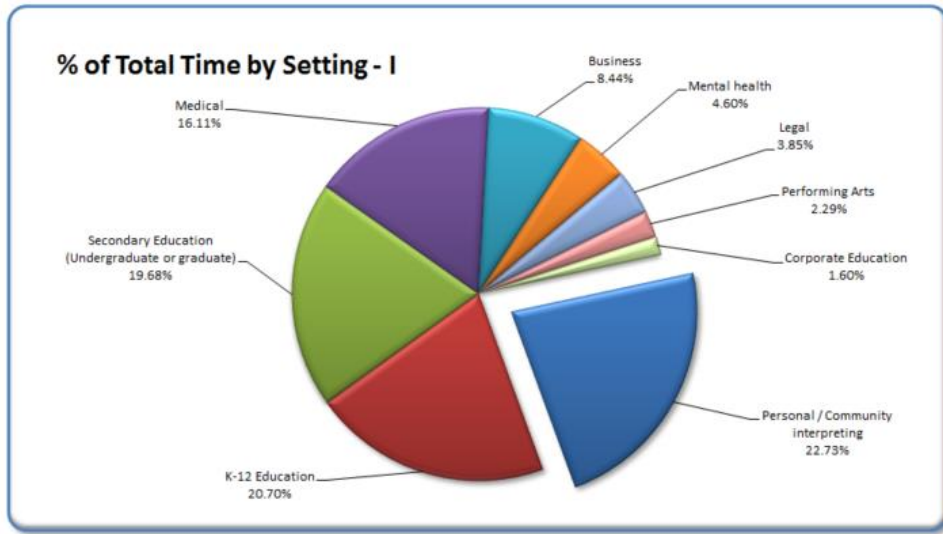


Figure 16. Respondents by % of Total Time by Setting – Interpreters

What percentage of your interpreting service is performed in the following settings? (Must total 100%)	N	% Involved in setting	% Total Time	N where setting = 100%
Personal / Community interpreting	1376	87%	23%	49
K-12 Education	711	45%	21%	50
Secondary Education (Undergraduate or graduate)	929	59%	20%	19
Medical	978	62%	16%	7
Business	757	48%	8%	6
Mental health	605	38%	5%	4
Legal	362	23%	4%	5
Performing Arts	443	28%	2%	1
Corporate Education	268	17%	2%	1
Total respondents	1582		100%	

Table 16. Respondents by % of Total Time by Setting – Interpreters

## **DATA ANALYSIS**

The purpose of the data analysis is to determine whether the survey population validates that the knowledge, skills and abilities identified by the EPP are required for the job of NIC certified interpreters. Tasks are evaluated slightly differently from knowledge, skills and abilities.

The analysis first identifies tasks that are performed by a majority of the population and are deemed to be important for competent practice. The analysis then identifies knowledge, skills and abilities that are deemed to be important for competent practice.

Important knowledge, skills and abilities are then linked to important tasks. These knowledge, skills and abilities in the context of these tasks should be included in the examination specification.

To assist in the interpretation of the survey results, cut-points were established to differentiate more important activities and knowledge areas from less important activities and knowledge areas. Activities and knowledge areas not meeting one or more of the criteria were flagged for potential omission from the certification examination. The cut-points that were set in this study and their rationales are provided below.

## **ANALYSIS OF TASKS**

### **PERCENT “DO”**

The first analysis was to establish the percentage of respondents who indicated that they perform the task in their job. The respondents were asked to indicate how frequently they performed the task. The “Percent Do” scale reflects the percentage of the respondents that indicated that they performed the task at least occasionally. If less than 50% of the respondents indicated that they “never” perform the task, the task was not considered to be a core task for this job and was therefore not included for consideration in the certification program.

No tasks fell below this flag.

### **MEAN IMPORTANCE RATINGS**

Mean importance ratings were computed for all task statements. The importance scale ranged from 1 (not important) to 5 (extremely important). Statements with mean importance ratings of less than 3.00 (the point on the scale that was defined as “important”) were flagged for review as potentially not sufficiently important to assess in the NIC examination.

Importance ratings play a critical role in the design of certification examinations. Professional and legal guidelines indicate that if content is to be included in an examination, the developer or user must be able to demonstrate that it is important for competent performance (AERA, 1985). The 3.00 cut-point recommended by The Caviart Group is consistent with this requirement of demonstrating job relevance.



**STANDARD DEVIATION OF IMPORTANCE RATINGS**

Finally, the standard deviation of importance responses was calculated. This is a measure of the degree to which the respondents agreed with each other. Low standard deviations indicate a high level of agreement while higher numbers mean that there was less agreement as to how the importance of the statement should be rated. Statements with a standard deviation above 1.50 were flagged for special review by the subject matter experts committee due to the relatively high level of disagreement among the survey respondents.

**TASKS BY “% DO” AND MEAN IMPORTANCE**

The table on the following page indicates the data collected for the task statements included in the survey. The meaning for each column is as follows:

<b>Task</b>	The task as stated in the survey.
<b>Count = 1 (Never)</b>	The number of respondents indicating they “Never” perform the task (Response value = 1).
<b>N (F)</b>	The total number of qualified respondents rating the frequency for this task.
<b>% Do</b>	The percentage of respondents to the frequency question indicating that they perform this task (i.e., rating > 1)
<b>Mean Freq</b>	The mean of the responses for frequency for this task.
<b>SD Freq</b>	The standard deviation of responses for frequency for this task.
<b>N (I)</b>	The total number of qualified respondents rating the importance for this task.
<b>Mean Importance</b>	The mean of the frequency responses for importance for this task.

**SD Importance**

The standard deviation of responses for importance for this task.

**2I + F**

A calculation of 2 times the mean importance rating plus the mean frequency rating.

(Note: The 5 highest rated tasks are highlighted in green and the 5 lowest rated tasks are highlighted in red for informational purposes.)

## Tasks by "% Do" and Mean Importance

Context	Task	Count=1 (Never)	N (F)	% Do	Mean Freq	SD Freq	N (I)	Mean Importance	SD Imp	2I + F
					Flag < .50	Flag < 3.0		Flag >1.50	Flag < 3.0	
<b>Pre-commitment activities (i.e., those activities that occur before the interpreter accepts or declines an engagement)</b>										
	Gather information about the encounter	12	2,899	99.59%	4.33	0.87	2,930	4.39	1.87	13.11
	Determine the interpreting needs of all participants in the encounter	22	2,899	99.24%	4.26	0.97	2,922	4.48	0.77	13.22
	Determine the language level required	33	2,883	98.86%	4.22	1.01	2,903	4.51	0.75	13.24
	Determine personal ability to interpret the encounter	20	2,886	99.31%	4.49	0.87	2,902	4.75	0.55	14.00
	Determine the need for additional interpreters including Certified Deaf Interpreters (CDIs)	106	2,892	96.33%	3.57	1.23	2,906	4.25	0.90	12.07
	Establish the business relationship (i.e., rate, invoicing terms, etc.)	70	2,880	97.57%	3.97	1.12	2,910	3.93	1.03	11.83
<b>Pre-encounter activities (i.e., those activities that occur before interpreting begins)</b>										
	Conduct research/reading into subject matter of the engagement	21	2,716	99.23%	3.65	0.95	2,725	3.90	0.92	11.46
	Assess the skills/needs/preferences of Deaf and hearing participants	18	2,712	99.34%	4.19	0.96	2,725	4.42	0.77	13.02
	Determine if cultural brokering is required	71	2,690	97.36%	3.70	1.12	2,701	4.07	0.94	11.84
	Assess the layout of the physical space (for in-person and/or VRI encounters)	47	2,697	98.26%	4.10	1.04	2,707	3.97	0.94	12.04
	Assess the technology required (such as microphones for in-person encounters and/or other technology for remote interpreting)	92	2,690	96.58%	3.42	1.16	2,710	3.73	1.04	10.87
	Explain the role of the interpreter to participants	41	2,700	98.48%	3.43	0.94	2,715	3.81	0.99	11.04
	Collaborate with CDIs	247	2,631	90.61%	2.73	1.14	2,637	3.96	1.00	10.65
	Collaborate with other NIC interpreters	34	2,625	98.70%	3.60	0.89	2,635	4.00	0.92	11.60
	Collaborate with interpreters who interpret in spoken languages other than English	549	2,614	79.00%	2.25	1.03	2,623	2.90	1.23	8.04
<b>Encounter (i.e., those activities that occur during the interpreted event)</b>										

Facilitate the encounter	74	2,468	97.00%	3.91	1.12	2,469	3.97	1.09	11.85
Perform simultaneous interpreting (i.e., when interpreting occurs at the speed of the conversation and within a few seconds of the conversation)	12	2,513	99.52%	4.08	0.70	2,513	4.17	0.89	12.41
Perform consecutive interpreting (i.e., when interpreting occurs during the intentional pause at the end of one or more ideas)	66	2,514	97.37%	3.16	0.98	2,511	3.98	0.98	11.12
Perform spoken English to ASL interpreting	4	2,501	99.84%	4.38	0.66	2,506	4.68	0.60	13.75
Perform ASL to spoken English interpreting	4	2,499	99.84%	4.09	0.84	2,507	4.70	0.59	13.49
Perform spoken English to English-like signing (transliteration)	33	2,501	98.68%	3.63	0.86	2,509	4.21	0.96	12.04
Perform English-like signing (transliteration) to spoken English	32	2,407	98.67%	3.54	0.85	2,404	4.18	0.96	11.89
Perform printed English to ASL (i.e., sight) interpreting	101	2,402	95.80%	2.76	0.87	2,398	3.76	1.08	10.28
Communicate content and affect between all parties in the encounter	7	2,388	99.71%	4.57	0.77	2,388	4.72	0.59	14.01
Adjust communication (language level and/or modality) to meet the skills/needs of the Deaf and hearing consumers of interpreting services	6	2,398	99.75%	4.48	0.80	2,403	4.78	0.52	14.04
Perform cultural mediation	16	2,377	99.33%	3.80	0.90	2,379	4.45	0.75	12.69
Monitor the encounter for participant comprehension and adjust accordingly	9	2,322	99.61%	4.53	0.80	2,324	4.73	0.57	13.98
Maintain the register of the participants	8	2,310	99.65%	4.47	0.80	2,315	4.53	0.70	13.52
Maintain boundaries (i.e., in accordance with professional conduct standards)	2	2,317	99.91%	4.60	0.68	2,320	4.68	0.61	13.95
Work with CDIs	252	2,318	89.13%	2.49	0.94	2,310	3.97	1.01	10.43
Work with other NIC interpreters	21	2,306	99.09%	3.61	0.78	2,298	4.11	0.89	11.83
Work with interpreters of spoken languages other than English	429	2,312	81.44%	2.15	0.85	2,316	2.99	1.23	8.13
<b>Post-encounter (i.e., those activities that occur after the interpreter leaves the location of the interpreted event)</b>									
Assess the encounter (to determine the effectiveness of the interpretation)	19	2,256	99.16%	4.22	0.97	2,258	4.37	0.80	12.96

Seek feedback about the encounter from participants, colleagues, mentors, etc. (debriefing, follow up calls, surveys, etc.)	55	2,253	97.56%	3.36	1.00	2,261	3.84	0.99	11.05
Provide feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)	59	2,252	97.38%	3.40	1.00	2,256	3.88	0.97	11.16
Complete business aspects of interpreting (invoicing, record keeping, etc.)	22	2,237	99.02%	4.40	0.91	2,254	4.28	0.91	12.96

*Table 17. Tasks by "% Do" and Mean Importance*

## **ANALYSIS OF KNOWLEDGE, SKILLS AND ABILITIES (KSAs)**

### **MEAN IMPORTANCE RATINGS**

Mean importance ratings were computed for all knowledge, skills and abilities (KSAs) statements. The importance scale ranged from 1 (not important) to 5 (extremely important). Statements with mean importance ratings of less than 3.00 (the point on the scale that is defined as “important”) were flagged as potentially failing the importance rating.

Importance ratings play a critical role in the design of certification examinations. Professional and legal guidelines indicate that if content is to be included in an examination, the developer or user must be able to demonstrate that it is important for competent performance (AERA, 1985). The 3.00 cut-point recommended by The Caviart Group is consistent with this requirement of demonstrating job relevance.

### **STANDARD DEVIATION OF IMPORTANCE RATINGS**

Finally, the standard deviation of importance responses was calculated. This is a measure of the degree to which the respondents agreed with each other. Low standard deviations indicate a high level of agreement while higher numbers mean that there was less agreement as to how the importance of the statement should be rated. Statements with a standard deviation above 1.50 were flagged for special review by the subject matter experts committee due to the relatively high level of disagreement among the survey respondents.

<b>Knowledge, Skills and Abilities by Mean Importance</b>			
<b>Knowledge</b>	<b>N</b>	<b>Mean Importance</b>	<b>SD Imp</b>
		<b>Flag &lt; 3.0</b>	<b>Flag &gt;1.50</b>
Knowledge of appropriate technology and environmental controls for privacy and confidentiality in remote interpreting	2,174	3.64	1.136
Knowledge of basic concepts of video relay service (VRS) and video remote interpreting (VRI) technologies	2,169	3.26	1.058
Knowledge of best practices and research concerning the most appropriate interpreting approach for given situations (i.e., consecutive or simultaneous, ASL, transliteration, fingerspelling, print English to ASL interpretation, etc.)	2,175	4.18	0.902
Knowledge of business insurance (errors and omissions, professional liability, etc.)	2,167	3.36	1.053
Knowledge of characteristics of cultural and systemic oppression	2,167	4.01	0.968
Knowledge of community resources available to interpreters (such as Deaf centers, ASL dictionaries, the Deaf community, other interpreters, etc.)	2,172	3.92	0.944
Knowledge of computer platforms used in remote interpreting (i.e., types, connectivity, compatibility, etc.)	2,164	2.59	1.077
Knowledge of how an individual's cultural background impacts how they provide or receive feedback	2,171	3.85	1.039
Knowledge of Deaf culture and other cultures	2,163	4.64	0.647
Knowledge of interpreting related document retention/destruction requirements	2,156	3.45	1.126
Knowledge of environmental impacts on signed language communication (such as the impact of natural and artificial lighting, back lighting, sight lines, distances, etc.)	2,144	3.98	0.899
Knowledge of environmental impacts on spoken language communication (such as acoustics, distances, participant placement, etc.)	2,143	3.90	0.938
Knowledge of ethical practice standards (including but not limited to the RID Code of Professional Conduct)	2,142	4.62	0.665

Knowledge of government reporting requirements for small businesses (such as taxes, 1099s, etc.)	2,143	3.33	1.087
Knowledge of interpreting industry/area standards and best practices	2,131	4.14	0.863
Knowledge of interpreting protocols for roles of the interpreter in various settings	2,136	4.32	0.791
Knowledge of the risks of repetitive motion injuries in interpreting and preventative strategies	2,137	3.85	1.003
Knowledge of non-verbal cues in interpreting (such as facial grammar, expression, etc.)	2,134	4.71	0.567
Knowledge of how personal limitations/biases impact an interpreter's ability to respond appropriately to the requirements of an encounter	2,134	4.40	0.778
Knowledge of physical requirements of various types of encounters (that is, the physical demand that will be placed on the interpreter)	2,133	4.02	0.899
Knowledge of potential impact of social media on maintaining ethical standards (i.e., intentional and unintentional compromises of ethical standards on social media)	2,080	4.10	0.951
Knowledge of requirements for maintaining the confidentiality of assignments and records (both in print and electronic format)	2,082	4.50	0.765
Knowledge of resources about supervising and/or mentoring other interpreters	2,078	3.31	1.029
Knowledge of rights of Deaf and hard of hearing persons under the ADA and other laws affecting interpreting services	2,077	4.23	0.843
Knowledge of situations that require multiple interpreters or multiple interpreter teams	2,077	4.09	0.842
Knowledge of best small business practices	2,078	3.06	1.036
Knowledge of best practices for teaming	2,070	4.11	0.827
Knowledge of state and local laws (including licensure) that apply to interpreting	2,079	4.09	0.939
Knowledge of strategies for dealing with vicarious trauma and burnout	2,076	3.84	0.965
Knowledge of the aspects of cross-cultural communication	2,075	4.25	0.812
Knowledge of the benefits of receiving feedback about an encounter	2,035	3.78	0.907
Knowledge of the benefits of having a Deaf interpreter (CDI) involved in an interpreting process	2,036	3.94	0.931
Knowledge of the benefits of having additional interpreters (other than CDIs) involved in an interpreting process	2,034	3.90	0.893
Knowledge of the benefits of having spoken language interpreters (other than CDIs) involved in an interpreting process	2,033	3.16	1.086
Knowledge of the content and type of discourse related to the setting in which the encounter will occur (i.e., the vocabulary and knowledge of subject matter required)	2,034	4.39	0.731



Knowledge of cultural implications on communications	2,030	4.25	0.817
Knowledge of current events	2,027	3.73	0.914
Knowledge of the differences in roles of Deaf interpreters (CDI) and hearing interpreters	2,026	3.91	0.917
Knowledge of the differences in roles of spoken language interpreters and signed language interpreters	2,025	3.26	1.074
Knowledge of the distinct registers (formal, informal, intimate, consultative, frozen, etc.)	2,027	4.19	0.879
Knowledge of pertinent information required (i.e. language, physical limitations, etc.) about the interpreting needs of the consumers participating in the encounter	1,949	4.22	0.825
Knowledge of the logistics of working with a CDI and other Deaf interpreters (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together	1,951	3.95	0.923
Knowledge of the logistics of working in a team of interpreters (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together	1,947	4.13	0.818
Knowledge of the logistics of working with interpreters of spoken languages other than English (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together	1,945	3.26	1.117
Knowledge of theories and processes related to the interpreting process	1,945	3.62	1.059
Knowledge of visual aids and other resources and their use in supporting the interpretation	1,937	3.68	0.943
Knowledge of what information should be gathered to determine the requirements of the situation (nature of the assignment, the location, the participants, their skill level, etc.)	1,941	4.28	0.792
Knowledge of workplace standards	1,940	3.77	0.934

*Table 18. Knowledge, Skills and Abilities by Mean Importance - Knowledge*

<b>Knowledge, Skills and Abilities by Mean Importance</b>			
<b>Abilities</b>	<b>N</b>	<b>Mean</b>	<b>SD Imp</b>
		<b>Importance</b>	
		<b>Flag &lt; 3.0</b>	<b>Flag &gt;1.50</b>
Ability to advocate for the interpreting process	1,921	4.19	0.827
Ability to adjust interpretation to fit the register	1,917	4.45	0.691
Ability to adjust the team approach during the encounter as needed	1,914	4.27	0.771
Ability to advocate for consumers who are Deaf or hard-of-hearing to ensure rights provided under the law	1,916	3.85	1.036
Ability to apply ethical standards to a given situations	1,917	4.62	0.667
Ability to assess group and interpersonal dynamics (Deaf and hearing participants and the impact of other parties who may be present)	1,917	4.13	0.857
Ability to assess information about the Deaf consumers including age, language, and physical, mental or emotional conditions impacting the encounter	1,915	4.17	0.876
Ability to assess information about the other consumers including age, language, and physical, mental or emotional conditions impacting the encounter	1,915	3.94	0.968
Ability to assess potential conflicts of interest	1,910	4.34	0.807
Ability to assess the cultural aspects of participants in the encounter	1,909	4.04	0.900
Ability to assess the cultural/multi-cultural characteristics of participants in the encounter	1,849	3.76	0.967
Ability to assess the degree to which participants are self-empowered	1,848	3.59	1.070
Ability to assess the density/complexity of information anticipated in the encounter	1,847	4.13	0.846
Ability to assess the duration of the encounter	1,846	3.59	1.012
Ability to assess the experience level of the participants in working with interpreters	1,838	3.51	0.996
Ability to assess the needs of DeafBlind consumers (such as close vision, tactile, pro-tactile interpreting modalities)	1,840	4.18	0.942
Ability to assess the register required	1,844	4.19	0.848
Ability to assess whether a CDI is required	1,840	4.12	0.914
Ability to assess personal linguistic competence	1,842	4.46	0.758
Ability to assess personal physical, mental or emotional limitations	1,840	4.42	0.792
Ability to conduct research about an encounter without violating client confidentiality	1,800	3.73	1.109
Ability to correct errors when needed as unobtrusively as possible	1,802	4.40	0.738
Ability to determine if there were misunderstandings or harm as a result of the interpreting encounter (and correct if possible)	1,802	4.57	0.663

Ability to determine participants' history in the setting (i.e., is this an initial or ongoing event)	1,799	3.41	0.976
Ability to determine the ideal placement of interpreters and other participants in relation to Deaf and hearing participants	1,798	3.93	0.890
Ability to determine the logistics and feasibility of physically being present for the encounter	1,792	3.78	0.955
Ability to determine the purpose and intended outcomes of the encounter	1,798	3.97	0.949
Ability to determine when cultural mediation is required	1,795	4.10	0.855
Ability to discern clues as to the consumer's satisfaction with an encounter	1,797	3.86	0.922
Ability to establish rapport with participants	1,791	4.13	0.911
Ability to explain the protocol of the interpreting process to the participants	1,749	3.80	0.951
Ability to gather job notes, text books, slides and other pertinent information to the assignment	1,740	3.52	0.997
Ability to gauge participants ability to self-advocate	1,741	3.43	1.030
Ability to identify intentional changes in the register	1,742	4.01	0.881
Ability to identify the range of signed language (i.e., the ASL, transliteration, fingerspelling, print English to ASL Interpretation, etc.) required	1,741	4.32	0.794
Ability to determine when it is appropriate to advocate on behalf of a consumer.	1,744	4.00	0.969
Ability to initiate the conversation about providing or receiving feedback	1,736	3.51	0.994
Ability to interpret fluently at various registers (formal, informal, intimate, consultative, frozen, etc.)	1,742	4.43	0.789
Ability to maintain professional boundaries while respecting cultural differences	1,745	4.52	0.699
Ability to maintain transparency in the interpreting process while making corrections	1,743	4.30	0.803
Ability to produce an interpretation that captures prosodic information (e.g., in English: rhythm, volume, pitch, pausing, etc.; and in ASL: rhythm, velocity, size, pausing, etc.).	1,709	4.26	0.861
Ability to monitor the effectiveness of the interpretation (i.e., via back channeling, explicitly checking in with participants, etc.)	1,708	4.36	0.780
Ability to operate equipment commonly used in interpreting (such as microphones, tablets, computers, etc.)	1,703	3.02	1.002
Ability to perform consecutive interpreting from ASL and other signed language modalities to spoken English and from spoken English to ASL and other sign language modalities	1,705	4.22	0.915
Ability to perform cultural mediation	1,704	4.06	0.905
Ability to perform sight translation from written English to ASL and other signed language modalities	1,705	3.56	1.050

Ability to perform simultaneous interpreting from ASL and other signed language modalities to spoken English and from spoken English to ASL and other signed language modalities	1,705	4.49	0.763
Ability to provide objective feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)	1,703	3.77	0.933
Ability to read and comprehend written English proficiently	1,704	4.63	0.667
Ability to receptively understand the range of ASL to English continuum	1,683	4.56	0.704
Ability to recognize when conditions are not safe, healthy or conducive to interpreting	1,685	4.37	0.788
Ability to recognize when the interpreter or the team is not appropriate for the assignment and additional/different interpreters (such as trilingual interpreters, CDIs, specialized or more experienced interpreters, etc.) are needed to prevent an adverse effect on the consumers	1,683	4.44	0.747
Ability to reflect on an encounter to determine the effectiveness of the interpretation and the cause of unsuccessful aspects of the interpretation	1,684	4.25	0.792
Ability to research the background of the subject	1,677	3.68	0.983
Ability to research the level of vocabulary and concepts likely to come up in a discussion	1,680	3.88	0.912
Ability to resolve conflicts between team members	1,675	3.83	0.990
Ability to self-assess competence to perform services required	1,678	4.45	0.725
Ability to separate personal beliefs and values (religious, political, cultural, etc.) from the assigned work situation	1,681	4.61	0.670
Ability to take prudent actions to safeguard confidential records (for example ensuring the security of private information)	1,668	4.37	0.827
Ability to comprehend and produce the spectrum of the language used by consumers	1,662	4.52	0.694
Ability to understand and match intent	1,662	4.66	0.580
Ability to use non-verbal cues (such as appropriate facial grammar and expression)	1,663	4.65	0.599
Ability to use VRI systems	1,658	2.45	1.013
Ability to use VRS systems	1,659	2.52	1.033

Table 19. Knowledge, Skills and Abilities by Mean Importance – Abilities

<b>Knowledge, Skills and Abilities by Mean Importance</b>			
<b>Skills</b>	<b>N</b>	<b>Mean Importance</b>	<b>SD Imp</b>
Skill in incorporating visual aids in the interpreting process	1,653	3.35	1.039
Skill in negotiating contract fees, terms and conditions	1,657	3.34	1.023
Skill in process management (including pacing, turn taking, etc.)	1,660	4.06	0.847
Skill in spoken English	1,657	4.68	0.587
Skill in producing and understanding fingerspelling	1,656	4.53	0.658

*Table 20. Knowledge, Skills and Abilities by Mean Importance –Skills*

## RESPONSE ANALYSIS BY DEMOGRAPHIC SUB-GROUPS

It is critically important that a certification examination test for the knowledge, skills and abilities required to perform professional tasks regardless of the demographic characteristics of the individual. This ensures that the test is not biased for or against any portion of the candidate population.

The Caviart Group analyzed the frequency and importance of the task questions based for each demographic question on the survey. (Populations with fewer than 50 respondents were not included in this study.) The following populations were excluded or grouped for this reason.

<b>Demographic Question</b>	<b>Response Item(s) Excluded or Grouped</b>
Age	None
Gender	“Other” - excluded due to small numbers
Race/Ethnicity	Responses from individuals selecting “American Indian and Alaska Native”, “Asian”, “Native Hawaiian and Other Pacific Islander” and “Other” were grouped under the heading “All others” due to small numbers
Ethnicity	None
Education	“I did not graduate from high school”, “Doctoral Degree” and “Post-Doctoral Degree” - excluded due to small numbers
Credentials Held	“RID certified Deaf interpreter” - excluded due to small numbers
Year Credentialed	None
Region	States/Territories were grouped into geographic regions, “East”, “South”, “Central”,

and “West” due to the small numbers in each state.

If the mean importance rating of any sub-groups fell below 3.00, the KSA was flagged for special review and consideration by the EPP to determine whether that KSA should be included in the examination.

No flags were failed by any subgroup with greater than 50 respondents. In addition, all of the demographic subgroups showed strong correlation as to the mean frequency and importance of the tasks performed. The lowest correlation for any compared subgroups was .94 which is very high.

It is reasonable for RID to conclude from this analysis that the tasks performed and the corresponding knowledge, skills and abilities required are the same regardless of any of these demographic characteristics.

Tables 21 through 29 provide the correlation of mean responses to the task frequency and importance questions in the survey.

<b>Correlation by age</b>					
	<b>Less than 30 years of age</b>	<b>31 to 40 years of age</b>	<b>41 to 50 years of age</b>	<b>51 to 60 years of age</b>	<b>More than 60 years of age</b>
<b>Number of Responses</b>	318	400	362	378	155
<b>Less than 30 years of age</b>		0.99	0.98	0.97	0.96
<b>31 to 40 years of age</b>			0.99	0.97	0.96
<b>41 to 50 years of age</b>				0.99	0.98
<b>51 to 60 years of age</b>					0.99
<b>More than 60 years of age</b>					

Table 21. Correlation of Mean Task Ratings by Respondents’ Age - Interpreters

Correlation by location				
	Central	East	South	West
Number of Responses	395	387	376	416
Central		0.98	1.00	0.99
East			0.98	0.99
South				0.98
West				

Table 22 Correlation of Mean Task Ratings by Respondents' Location – Interpreters

Correlation by gender		
	Male	Female
Number of Responses	231	1379
Male		0.98
Female		

Table 23. Correlation of Mean Task Ratings by Respondents' Gender - Interpreters

Correlation by ethnicity		
	Hispanic or Latino	Non-Hispanic or non-Latino
Number of Responses	92	1447
Hispanic or Latino		0.98
Non-Hispanic or non-Latino		

Table 24. Correlation of Mean Task Ratings by Respondents' Ethnicity – Interpreters

Correlation by race/ethnicity			
	White	Black or African American	All others
Number of Responses	1417	68	130
White		0.96	0.97
Black or African American			0.97
All others			

Table 25. Correlation of Mean Task Ratings by Respondents' Race/Ethnicity – Interpreters



Correlation by education				
	High school, high school equivalent or baccalaureate degree	Associates degree or certificate program	Bachelor's Degree	Master's Degree
Number of Responses	395	387	376	416
High school, high school equivalent or baccalaureate degree		0.97	0.96	0.95
Associates degree or certificate program			0.99	0.99
Bachelor's Degree				0.99
Master's Degree				

Table 26. Correlation of Mean Task Ratings by Respondents' Education – Interpreters

Correlation by year credentialed					
	1969-1979	1980-1990	1991-2001	2002-2012	>2012
Number of Responses	59	143	326	612	269
1969-1979		0.98	0.95	0.95	0.94
1980-1990			0.98	0.98	0.99
1991-2001				0.99	0.99
2002-2012					0.99
>2012					

Table 27. Correlation of Mean Task Ratings by Respondents' Year Credentialed – Interpreters

Correlation by credentials held						
	RID certified interpreter	State/provincial licensure	State/provincial certification	EIPA	None	Other
Number of Responses	549	42	58	105	155	54
RID certified interpreter		0.96	0.97	0.96	0.98	0.95
State/provincial licensure			0.96	0.97	0.96	0.95
State/provincial certification				0.96	0.98	0.94
EIPA					0.98	0.96
None						0.96
Other						

Table 28. Correlation of Mean Task Ratings by Respondents' Credentials Held - Interpreters

Correlation by percent of service by setting									
	Personal / Community	K-12 Ed.	Secondary Ed.	Medical	Business	Mental health	Legal	Performing Arts	Corporate Ed.
Number of Responses	1376	443	711	929	362	978	605	757	268
Personal / Community		0.99	1.00	1.00	1.00	1.00	0.99	0.99	0.99
K-12 Ed.			0.99	0.98	0.98	0.98	0.96	0.99	0.97
Secondary Ed.				0.99	1.00	0.99	1.00	0.98	0.99
Medical					0.99	1.00	0.98	0.99	0.99
Business						0.99	0.99	0.99	0.99
Mental health							0.99	0.99	0.99
Legal								0.98	0.98
Performing Arts									0.98
Corporate Ed.									

Table 29. Correlation of Mean Task Ratings by Percent of Service by Setting - Interpreters

## COMPARISON OF CONSUMER RESPONSES AND INTERPRETER RESPONSES

Part of this study was designed to collect information from consumers of interpreting services. The purpose of this exercise was to determine the degree to which the needs of consumers aligned with the tasks performed by interpreters. The information presented here is intended to inform the decision making of the RID leaders determining the final NIC examination specification.

Given the relatively small number of respondents who self-identified as consumers of interpreting services, we are unable to conclude whether the respondent population is representative of the needs of the larger population of consumers of interpreting services. Therefore, the data presented herein is not intended to be interpreted as a statistically significant description of the needs of such consumers.

Figure 17 compares the mean frequency rating of tasks provided by consumers and by interpreters. The data is organized from highest to lowest mean rating assigned by consumers.

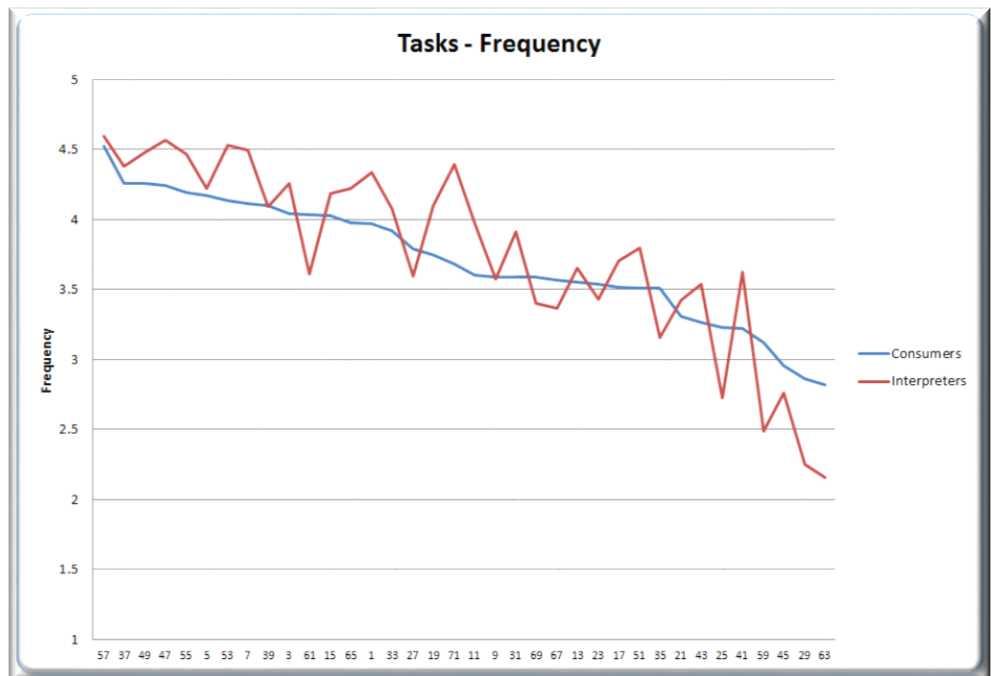


Figure 17. Mean Ratings of Task by Frequency – Consumers and Interpreters

Figure 18 compares the mean importance rating of tasks provided by consumers and by interpreters. The data is organized from highest to lowest mean rating assigned by consumers.

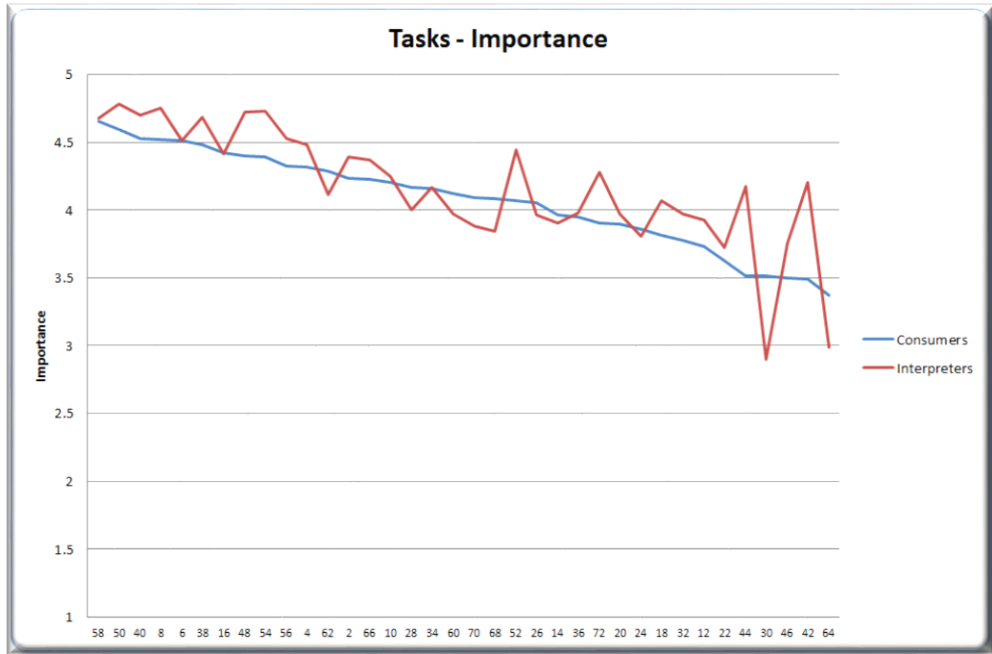


Figure 18. Mean Ratings of Task by Importance – Consumers and Interpreters

The correlation between interpreters and consumers for mean rating of importance of tasks was .81 and for mean rating of frequency of tasks was .90.

Table 30 provides means for all task-by-importance ratings by each group. Table 31 provides means for all task-by-frequency ratings by each group.

Tasks receiving a mean importance rating of less than 3.0 are flagged in red. Tasks for which the difference between the mean consumer rating and the mean interpreter rating is greater than .10 are also flagged in red.

<b>Tasks by Importance</b>				
<b>Seq. #</b>	<b>Task</b>	<b>Mean Consumer Rating</b>	<b>Mean Interpreter Rating</b>	<b>Difference (Interpreters - Consumers)</b>
		Flag < 3.00	Flag < 3.00	Flag < -.10
2	Gather information about the encounter	4.23	4.39	0.16
4	Determine the interpreting needs of all participants in the encounter	4.32	4.48	0.16
6	Determine the language level required	4.51	4.51	0.00
8	Determine personal ability to interpret the encounter	4.52	4.75	0.24
10	Determine the need for additional interpreters including Certified Deaf Interpreters (CDIs)	4.21	4.25	0.05
12	Establish the business relationship (i.e., rate, invoicing terms, etc.)	3.73	3.93	0.20
14	Conduct research/reading into subject matter of the engagement	3.97	3.91	-0.06
16	Assess the skills/needs/preferences of Deaf and hearing participants	4.42	4.42	0.00
18	Determine if cultural brokering is required	3.81	4.07	0.25
20	Assess the layout of the physical space (for in-person and/or VRI encounters)	3.89	3.97	0.08
22	Assess the technology required (such as microphones for in-person encounters and/or other technology for remote interpreting)	3.63	3.72	0.10
24	Explain the role of the interpreter to participants	3.86	3.81	-0.05
26	Collaborate with CDIs	4.06	3.96	-0.10
28	Collaborate with other NIC interpreters	4.17	4.00	-0.17
30	Collaborate with interpreters who interpret in spoken languages other than English	3.51	2.90	-0.62
32	Facilitate the encounter	3.78	3.97	0.20
34	Perform simultaneous interpreting (i.e., when interpreting occurs at the speed of the conversation and within a few seconds of the conversation)	4.16	4.17	0.00

36	Perform consecutive interpreting (i.e., when interpreting occurs during the intentional pause at the end of one or more ideas)	3.95	3.98	0.04
38	Perform spoken English to ASL interpreting	4.48	4.68	0.20
40	Perform ASL to spoken English interpreting	4.53	4.70	0.17
42	Perform spoken English to English-like signing (transliteration)	3.49	4.20	0.71
44	Perform English-like signing (transliteration) to spoken English	3.52	4.17	0.66
46	Perform printed English to ASL (i.e., sight) interpreting	3.50	3.76	0.26
48	Communicate content and affect between all parties in the encounter	4.40	4.72	0.33
50	Adjust communication (language level and/or modality) to meet the skills/needs of the Deaf and hearing consumers of interpreting services	4.60	4.78	0.18
52	Perform cultural mediation	4.07	4.45	0.38
54	Monitor the encounter for participant comprehension and adjust accordingly	4.39	4.73	0.34
56	Maintain the register of the participants	4.32	4.52	0.20
58	Maintain boundaries (i.e., in accordance with professional conduct standards)	4.65	4.68	0.02
60	Work with CDIs	4.13	3.97	-0.15
62	Work with other NIC interpreters	4.29	4.11	-0.18
64	Work with interpreters of spoken languages other than English	3.37	2.99	-0.38
66	Assess the encounter (to determine the effectiveness of the interpretation)	4.23	4.37	0.14
68	Seek feedback about the encounter from participants, colleagues, mentors, etc. (debriefing, follow up calls, surveys, etc.)	4.08	3.84	-0.24
70	Provide feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)	4.09	3.88	-0.21
72	Complete business aspects of interpreting (invoicing, record keeping, etc.)	3.90	4.28	0.38

Table 30. Mean Rating of Tasks by Importance – Consumers and Interpreters

**Tasks by Frequency**

Seq. #	Task	Mean Consumer Rating	Mean Interpreter Rating	Difference (Consumers - Interpreters)
		Flag < 3.00	Flag < 3.00	Flag < -.10
1	Gather information about the encounter	3.97	4.34	-0.37
3	Determine the interpreting needs of all participants in the encounter	4.04	4.26	-0.22
5	Determine the language level required	4.17	4.22	-0.05
7	Determine personal ability to interpret the encounter	4.12	4.49	-0.38
9	Determine the need for additional interpreters including Certified Deaf Interpreters (CDIs)	3.59	3.58	0.02
11	Establish the business relationship (i.e., rate, invoicing terms, etc.)	3.60	3.98	-0.37
13	Conduct research/reading into subject matter of the engagement	3.55	3.65	-0.10
15	Assess the skills/needs/preferences of Deaf and hearing participants	4.03	4.19	-0.16
17	Determine if cultural brokering is required	3.51	3.70	-0.19
19	Assess the layout of the physical space (for in-person and/or VRI encounters)	3.74	4.10	-0.36
21	Assess the technology required (such as microphones for in-person encounters and/or other technology for remote interpreting)	3.31	3.42	-0.11
23	Explain the role of the interpreter to participants	3.54	3.43	0.11
25	Collaborate with CDIs	3.23	2.73	0.50
27	Collaborate with other NIC interpreters	3.79	3.60	0.19
29	Collaborate with interpreters who interpret in spoken languages other than English	2.87	2.25	0.61
31	Facilitate the encounter	3.59	3.91	-0.32
33	Perform simultaneous interpreting (i.e., when interpreting occurs at the speed of the conversation and within a few seconds of the conversation)	3.92	4.08	-0.16
35	Perform consecutive interpreting (i.e., when interpreting occurs during the intentional pause at the end of one or more ideas)	3.51	3.16	0.35
37	Perform spoken English to ASL interpreting	4.26	4.38	-0.12
39	Perform ASL to spoken English interpreting	4.10	4.09	0.01
41	Perform spoken English to English-like signing (transliteration)	3.22	3.62	-0.40
43	Perform English-like signing (transliteration) to spoken English	3.26	3.54	-0.28
45	Perform printed English to ASL (i.e., sight) interpreting	2.96	2.76	0.20

47	Communicate content and affect between all parties in the encounter	4.24	4.57	-0.32
49	Adjust communication (language level and/or modality) to meet the skills/needs of the Deaf and hearing consumers of interpreting services	4.26	4.48	-0.22
51	Perform cultural mediation	3.51	3.80	-0.29
53	Monitor the encounter for participant comprehension and adjust accordingly	4.14	4.53	-0.40
55	Maintain the register of the participants	4.20	4.47	-0.27
57	Maintain boundaries (i.e., in accordance with professional conduct standards)	4.53	4.60	-0.07
59	Work with CDIs	3.12	2.49	0.63
61	Work with other NIC interpreters	4.04	3.61	0.43
63	Work with interpreters of spoken languages other than English	2.82	2.16	0.67
65	Assess the encounter (to determine the effectiveness of the interpretation)	3.98	4.22	-0.24
67	Seek feedback about the encounter from participants, colleagues, mentors, etc. (debriefing, follow up calls, surveys, etc.)	3.56	3.36	0.20
69	Provide feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)	3.59	3.41	0.18
71	Complete business aspects of interpreting (invoicing, record keeping, etc.)	3.68	4.40	-0.72

Table 31. Mean Rating of Tasks by Frequency – Consumers and Interpreters



**PHYSICAL ABILITIES**

Physical Ability	Mean Consumer Rating	N Consumers	Mean Interpreter Rating	N Interpreters
Able to hear and understand dialogue clearly - with or without assistive technology devices	4.48	123	4.48	1,647
Able to see clearly enough, with or without assistive technology devices, to readily access the visual communication	4.42	124	4.44	1,648
Sufficient manual and facial dexterity to be able to clearly and correctly produce the parameters of ASL	4.56	124	4.51	1,646
Able to speak clearly and loudly enough, with or without assistive technology devices, to communicate to participants relying on auditory communication in an encounter	4.37	124	4.42	1,648
Able to cognitively process meaning from a source language and produce dynamically equivalent meaning quickly enough to perform simultaneous interpreting	4.49	124	4.66	1,644
Sufficient physical stamina	4.22	122	4.17	1,643

*Table 32. Mean Rating of Physical Abilities - Consumers and Interpreters*

## ATTRIBUTES

Attribute	Mean Consumer Rating	N Consumers	Mean Interpreter Rating	N Interpreters
“Deaf Heart”	3.99	123	3.84	1,638
Appreciation of diverse cultures including Deaf and hearing cultures	4.35	124	4.29	1,650
Social justice ideals	3.72	123	3.57	1,647
A good attitude toward deaf clients – an ally	4.40	123	4.32	1,652
Flexible/adaptable	4.51	124	4.60	1,648
Works “with” deaf people not “for” deaf people	4.53	124	4.46	1,648
Ethical	4.76	124	4.84	1,652
Teamwork – especially with CDI	4.57	123	4.41	1,647
Professional maturity	4.75	124	4.61	1,648

*Table 33. Mean Rating of Attributes - Consumers and Interpreters*

## REVIEW OF SURVEY RESULTS

On August 23, 2016 the RID (CASLI)<sup>8</sup> examination committee met to review the results of the JTA. After reviewing the data and this report, the following questions were raised for further consideration and research by the members of the committee<sup>9</sup>:

1. Is the demographic makeup of the respondent population representative of the demographic makeup of the interpreting profession?
2. Should the task “Collaborate with interpreters who interpret in spoken languages other than English” and/or “Work with interpreters of spoken languages other than English” be included in the test? Why or why not” (See data on pages 51 and 52 respectively. Also see page 70 for consumer responses to this question. )
3. Should “Perform printed English to ASL (i.e., sight) interpreting” be included in the test? Why or why not” (See page 52. Also see page 73 for consumer response.)
4. Should “Knowledge of computer platforms used in remote interpreting (i.e., types, connectivity, compatibility, etc.)”? Why or why not” (see page 55.)
5. Should “Ability to use VRI systems” be included in the test? Why or why not? (See page 60.)
6. Should “Ability to use VRS systems” be included in the test? Why or why not? (See page 60.)

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<sup>8</sup> In July, 2016 RID created a subsidiary organization known as The Center for Assessment of Sign Language Interpreters (CASLI) to manage RID’s examination programs.

<sup>9</sup> The specific tasks to be reviewed were identified because their mean importance ratings fell below the recommended cut.

The committee also asked for further information that would indicate whether any of the subgroup analyses could have been affected by individuals who had responded to relatively few questions in the survey.

After several weeks of review and discussion, the CASLI examination committee concluded the following (committee responses are in red):

1. Is the demographic makeup of the respondent population representative of the demographic makeup of the interpreting profession?

**Yes – the demographic makeup of the respondents is in keeping with other available information concerning the demographic mix of the interpreting profession.**

2. Should the task “Collaborate with interpreters who interpret in spoken languages other than English” and/or “Work with interpreters of spoken languages other than English” be included in the test? Why or why not” (See data on pages 51 and 52 respectively. Also see page 70 for consumer responses to this question.)

**Yes – the knowledge about collaborating with interpreters of spoken languages other than English should be included in the selected response portion of the NIC examination.**

3. Should “Perform printed English to ASL (i.e., sight) interpreting” be included in the test? Why or why not” (See page 52. Also see page 73 for consumer response.)

**Yes – while CDIs perform this task more often than NIC interpreters this ability should be included in the NIC examination.**

4. Should “Knowledge of computer platforms used in remote interpreting (i.e., types, connectivity, compatibility, etc.)”? Why or why not” (see page 55.)

No – this knowledge is not required for new certificants and is not relevant to the core purpose of the profession.

5. Should “Ability to use VRI systems” be included in the test? Why or why not? (See page 60.)

No – the ability to use systems is dependent on the proprietary specifics of the system used and are not required for general practice.

6. Should “Ability to use VRS systems” be included in the test? Why or why not? (See page 60.)

No – the ability to use systems is dependent on the proprietary specifics of the system used and are not required for general practice.

### **Subgroup Analysis Information**

Valid responses were those that rated 10 or more survey items, appeared to use the rating scale correctly (i.e., used more than one rating number, did not assign ratings to blank spaces, etc.) and identified themselves as actively involved in interpreting as a provider or consumer of interpreting services.

There were 189 questions about tasks and knowledge, skills and abilities in the survey. The number of responses included as valid responses ranged from 10 to 189 with a mean of 136 responses.

Given that the demographic questions appeared at the end of the survey, it is understandable that individuals who did not complete all or most of the questions also did not respond to the demographic questions.

There was also a concern about the number of responses provided by the smaller demographic populations based on race. The data for these populations are as follows:

White respondents ranged from 60 to 189 responses with a mean of 187 responses.

Black or African American respondents ranged from 146 to 189 responses with a mean of 185 responses.

Asian respondents ranged from 106 to 189 responses with a mean of 181 responses.

Other respondents ranged from 104 to 189 responses with a mean of 185 responses.

Based on this information, it would appear that there was little difference between the subgroups in terms of the number of responses provided. Nor does it appear that the correlations calculated for these groups would be significantly affected by the number of responses provided per respondent.

## **CONCLUSION**

The analysis of the data collected through this Job/Task Analysis study confirm that the study has appropriately and accurately identified the tasks performed by newly certified interpreters and the knowledge and abilities required to perform those tasks.

Therefore, an examination specification can be constructed using this data that will result in a valid, fair and legally defensible certification examination.

**APPENDIX A –  
STATES/TERRITORIES/  
PROVINCES LISTED IN  
DEMOGRAPHIC  
QUESTION**

**U.S. States/Territories** Alabama

Alaska  
American Samoa  
Arizona  
Arkansas  
Baker Island  
California  
Colorado  
Connecticut  
Delaware  
District of Columbia  
Florida  
Georgia  
Guam  
Hawaii  
Howland Island  
Idaho  
Illinois  
Indiana  
Iowa  
Jarvis Island  
Johnston Atoll  
Kansas  
Kentucky  
Kingman Reef  
Louisiana  
Maine  
Maryland  
Massachusetts  
Michigan  
Midway Islands  
Minnesota  
Mississippi  
Missouri  
Montana  
Navassa Island  
Nebraska

Nevada  
New Hampshire  
New Jersey  
New Mexico  
New York  
North Carolina  
North Dakota  
Northern Mariana Islands  
Ohio  
Oklahoma  
Oregon  
Palmyra Atoll  
Pennsylvania  
Puerto Rico  
Rhode Island  
South Carolina  
South Dakota  
Tennessee  
Texas  
Utah  
Vermont  
Virgin Islands  
Virginia  
Wake Island  
Washington  
West Virginia  
Wisconsin  
Wyoming

**Canadian Provinces**

Alberta  
British Columbia  
Manitoba  
New Brunswick  
Newfoundland  
Northwest Territories  
Nova Scotia  
Nunavut  
Ontario  
Prince Edward Island  
Quebec  
Saskatchewan  
Yukon Territory



## APPENDIX B – SUMMARY OF PARTICIPANTS’ QUALIFICATIONS

### Focus Groups

Name	Group	Gender	Age	Hearing Status	CODA	Ethnicity	Geographic Location	Education Level	Credentials	Yrs, Interpreting
Sandie Busby	Employer	Female	Over 45	Hearing	No	Euro American	Central	Doctorate	NIC	> 10
Beth Brown	Employer	Female	30 - 45	Hearing	No	Euro American	West	Bachelors	RID Ed:K-12, EIPA 4.0	5 to 10
Tamar Lani	Employer	Female	30 - 45	Hearing	No	Pacific Islander (Hawaiian)	West	Masters	CI, CT, NIC, SC:L	> 10
Teresa R Moon Flaherty	Employer	Female	Over 45	Hearing	Yes	Mix	Midwest	Bachelors	NAD, CI, CT, NIC	> 10
Joan Engelmann	Employer	Female	30 - 45	Hearing	No	American Indian, Euro American	Midwest	Masters	NIC Adv	> 10
Emily Wallis	Employer	Female	30 - 45	Hearing	Yes	Euro American	Northeast	Bachelors	CI, CT, NIC, Edu:K-12	> 10
Windy Rossi	Provider	Female	Over 45	Hearing	No	White	Central	Associates	RID Master	> 10
Marisa Keane (Ruiz)	Provider	Female	30 - 45	Hearing	No	Euro American, Hispanic	West	Masters	NIC	<5
Anna Witter-Merithew	Provider	Female	Over 45	Hearing	Yes	Euro American	Southeast	Masters	CSC; SC:L, SC:PA, OIC:C, CI and CT	> 10
James Wiggins	Provider	Male	Over 45	Hearing	Yes	African American, American Indian, Euro American, Hispanic	Northeast	Bachelors	CI/CT	> 10
Marian Lage Mahoney	Provider	Female	30 - 45	Hearing	Yes	Euro American	Midwest	Bachelors	CI, CT, NIC adv	> 10
Daniel Langholtz	Consumer	Male	Over 45	Deaf	No	Euro American	Southeast	Masters	CDI	>10

### Experienced Practitioner Panel


Name	Group	Gender	Age	Hearing Status	CODA	Ethnicity	Geographic Location	Education Level	Credentials	Yrs, Interpreting
Megan Johnson	EPP	Female	Under 30	Hearing	No	White	Northeast	Bachelors	NIC	> 10
Martin Yost	EPP	Male	Over 45	Hearing	No	White	West	Associates	NIC-Advanced	> 10
Kenya Rutherford	EPP	Female	30 - 45	Hearing	No	African American	Central	Associates	NIC Master. BEI III	5 to 10
Erin Mair	EPP	Female	Over 45	Hard of Hearing	No	American Indian, Euro American	Midwest	Bachelors	CI	> 10
Abraham Dekat	EPP	Male	Under 30	Hearing	No	White	Central	Associates	Rid Certified, QAST V	5 to 10
Brayen Brown	EPP	Male	30 - 45	Hearing	No	White	West	Bachelors	Nic	5 to 10
Pamela Sue Conine	EPP	Female	30 - 45	Hearing	Yes	White	Midwest	Masters	CI/CT, NIC-Master	> 10
Kelly Decker	EPP	Female	30 - 45	Hearing	Yes	White	Northeast	Bachelors	NIC-Advanced	5 to 10
Leonardo Alvarez	EPP	Male	30 - 45	Hearing	No	Hispanic	Northeast	Masters	NIC	5 to 10
Stephanie Sforza	EPP	Female	31 - 45	Deaf	No	Euro American	Southeast	Masters	CDI	<5
Judith Viera	EPP	Female	Over 45	Deaf	No	Euro American	West	Masters	RSC	>10


## APPENDIX C – SUMMARY OF FOCUS GROUP SURVEY RESPONSES

	Hearing Participants		Deaf Participants		Mean Rating difference (Hearing - Deaf)
	Mean	StDev	Mean	StDev	
The statements below refer to exchanges that involve "ordinary consumers" which is intended to refer to individuals who are not experts in the subject					
<b>The newly certified NIC interpreter, working alone, should be able to perform competently</b>					
a. In any engagement that involves informal exchanges between ordinary consumers on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to current events	9.23	1.09	9.7	0.6	-0.44
b. In any engagement that involves formal and informal exchanges between ordinary consumers on a variety of abstract and concrete topics relating to work, school, home, and leisure activities, as well as topics relating to current	8.77	1.48	9.7	0.6	-0.90
c. In any engagement that involves vocabulary and subject matter that would normally be understood by ordinary consumers with little or no formal	9.46	0.88	9.7	0.6	-0.21
d. In any engagement that involves vocabulary and subject matter that would normally be understood by ordinary consumers with a 10th grade education.	9.54	0.78	10.0	0.0	-0.46
e. In any engagement that involves vocabulary and subject matter that would normally be understood by ordinary consumers one year of general college education.	9.42	0.90	8.3	2.9	1.08
f. In any engagement that involves vocabulary and subject matter that would normally be understood by ordinary consumers with a non-technical undergraduate degree.	8.77	2.09	9.3	0.6	-0.56
g. In any engagement regardless of the subject matter or level of vocabulary	4.15	3.16	6.3	2.3	-2.18
<b>The newly certified NIC interpreter, working alone, should be able to perform competently</b>					
a. In any low-risk situation (that is, where someone's life or livelihood is not on the line or when there is flexibility in terms of time)	9.08	1.61	8.3	2.9	0.74
b. In any situation regardless of risk to the participants	3.50	3.48	5.0	5.7	-1.50
<b>The newly certified NIC interpreter, working alone, should be able to perform competently</b>					
a. In one-on-one conversations	9.54	0.78	10.0	0.0	-0.46
b. In group conversations with 2 to 5 people	9.00	1.29	6.3	1.2	2.67
c. In group conversations with 6 to 20 people	6.08	3.28	4.0	1.7	2.08
d. In group conversations with 20+ people	5.23	3.77	3.7	1.5	1.56
e. In one-on-one consultations	8.75	1.22	10.0	0.0	-1.25
f. In small group consultations/workshops	7.42	2.54	8.7	1.2	-1.25
g. In large group information settings such as workshops, religious services, etc.	6.00	3.16	6.5	2.1	-0.50

<b>The newly certified NIC interpreter, working alone, should be able to perform competently</b>						
a) In any personal or personal business setting	8.08	2.50	9.3	1.2	-1.26	
b) In any business setting	6.69	2.78	9.3	1.2	-2.64	
c) In any K-12 educational setting	6.92	3.07	9.3	1.2	-2.41	
d) In any college educational setting	6.92	2.87	7.7	2.5	-0.74	
e) In any setting except for specialized settings such as medical, mental health or legal settings or when working with especially vulnerable individuals (i.e. disabilities, low language skills or some other condition that requires specialized communications skills and strategies for normal communication)	6.77	3.14	9.3	1.2	-2.56	
f) In any setting including specialized settings	3.17	3.54	6.5	4.9	-3.33	
<b>The newly certified NIC interpreter should:</b>						
a) Be proficient in ASL and spoken English (i.e., understandable by individuals who are accustomed to dealing with non-native signers and speakers and able to communicate with some repetition of issues and some errors that interfere with or distract from the communication)	9.38	1.39	8.0	2.6	1.38	
b) Be advanced in ASL and spoken English (understandable without difficulty by individuals who are unaccustomed to dealing with non-native signers and speakers and able to communicate with few errors that interfere with or distract from the communication)	8.62	1.26	8.7	1.5	-0.05	
c) Be superior in ASL and spoken English (as understandable as a native speaking person with virtually no errors that ever interfere with communication or distract a native signer or speaker from the message)	5.69	1.93	7.7	2.5	-1.97	
<b>The newly certified NIC interpreter should:</b>						
a) Be able to directly access and produce the visual and/or auditory cues and nuances of each language	9.08	1.44	9.7	0.6	-0.59	
b) Be able to immediately access and produce the visual and/or auditory cues and	8.62	1.76	9.7	0.6	-1.05	
c) Be able to grasp ideas that are spoken/signed and heard/seen only once, and express those ideas in the other language instantly, accurately, completely and in an appropriate style	7.46	1.71	9.3	1.2	-1.87	
d) Be able to work effectively with NIC team members	9.31	0.85	10.0	0.0	-0.69	
e) Be able to work effectively with CDI team members	8.62	1.76	9.7	0.6	-1.05	
f) Be able to perform cultural brokering	8.85	1.07	8.3	1.5	0.51	

## ADDITIONAL PRE-FOCUS GROUP SURVEY COMMENTS

Are there any other statements that you feel should be included in the description of what consumers can expect from an interpreter who had just received the NIC credential? 		
<a href="#">27271079</a>	02/21/2015	My experience tells me that consumers often are unaware of someone who just earned the NIC credential vs someone who has been credentialed for 5+ to 20+ years and have additional continuing education. A statement in the description directing their attention to actual RID card. i.e. Perhaps a color coded system would assist in differentiating someone with less than five years of NIC experience.
<a href="#">27279091</a>	02/22/2015	Ability to self-assess appropriateness for a job.
<a href="#">27279713</a>	02/23/2015	
<a href="#">27285329</a>	02/23/2015	It was hard to answer some of the questions. My opinion is a newly certified Intwrpreter should be proficient in most settings, but, to say they need to be perfect and know all subject matters, I disagree. I really wish we had the tiers of certification, Basic, Advanced and Master. I live in Texas and Intwrpreters choose to be BEI certified because it has levels, therefore a way for them to advance their pay. In Texas, the NIC is paid the same as the BEI Basic. The only way to raise your pay is to take the BEI test. Therefore, some people do not bother with the NIC.
<a href="#">27290875</a>	02/23/2015	
<a href="#">27291891</a>	02/23/2015	The NIC credentialed individual should have an array of interpersonal and interpersonal skills as well as the technical skills discussed in the survey.
<a href="#">27296379</a>	02/24/2015	I feel that interpreters should be required to go through formal supervision or structured reflective practices prior to sitting before certification. They should have documented supervision hours. This follows other practice professions such as people in the psychology field.
<a href="#">27319194</a>	02/24/2015	NIC is a minimum standard and we owe it to our consumers (hearing and deaf) that there is accurate exchange of information as presented. Testing should reflect average interactions with consumers as well as ethical situations. ASL to English should sound like English; interpreter should be able to navigate through cultural aspect so both consumers are understood.
<a href="#">27334477</a>	02/25/2015	
<a href="#">27336290</a>	02/25/2015	

Are there any other statements that you feel should be included in the description of what consumers can expect from an interpreter who had just received the NIC credential? 		
<a href="#">27346395</a>	02/26/2015	
<a href="#">27352748</a>	02/26/2015	
<a href="#">27363794</a>	02/26/2015	
<a href="#">27415977</a>	03/03/2015	
<a href="#">27419889</a>	03/03/2015	
<a href="#">27419597</a>	03/03/2015	I am new on this. I am not sure what is require to get NIC. How many years to be involving deaf community or hand out with Deaf people? I haven't seen the test to see how hard to get NIC etc...
<a href="#">27430453</a>	03/04/2015	has resources for ongoing self-evaluation/self-improvement such as have access to mentoring
<a href="#">27433439</a>	03/04/2015	
<a href="#">27434698</a>	03/04/2015	

## APPENDIX D – NIC PRE-JTA SURVEY AS DISTRIBUTED

**NIC**  
*Moving Forward Together*

**NIC Pre-JTA Focus Group Survey**

5%

[Exit Survey](#)

1 NIC Pre JTA Focus Group 0 10

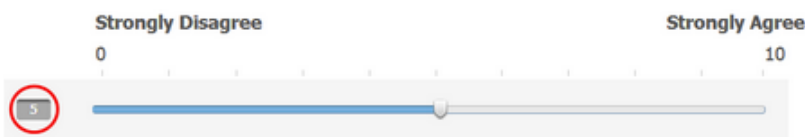
**NIC Pre-JTA Focus Group Survey**

We have created this brief survey to gather information from all individuals who will be participating in the NIC Focus Group meetings. Your participation in completing this survey in advance of the meeting will greatly assist in ensuring that the Focus Group meeting is efficient and effective.

The following pages present a series of statements about what consumers can expect from interpreters who hold the NIC credential.

Using the sliders to the right of each statement, please indicate the degree to which you agree or disagree with the statement. (You can click and drag the slider to the right or you can click on a point in the slider scale and the slider will jump to that position.)

Note that the slider is on a 10 point scale. "0" Strongly Disagree is on the left and "10" Strongly Agree is on the right. The rating in the middle, a rating of "5", indicates that you neither agree nor disagree with the statement. The numeric value of your rating appears in the box to the left of the slider as shown below.





## NIC Pre-JTA Focus Group Survey

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0.5%

[Exit Survey](#)



Please indicate your name. (We will not share your response with others but we need to know who has completed the survey.)



**The statements below refer to exchanges that involve "ordinary consumers" which is intended to refer to individuals who are not experts in the subject matter.**



**1. The newly certified NIC interpreter, working alone, should be able to perform competently:**

	Strongly Disagree	Strongly Agree
	0	10
a. In any engagement that involves informal exchanges between ordinary consumers on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to current events	<input type="checkbox"/>	<input type="range"/>
b. In any engagement that involves formal and informal exchanges between ordinary consumers on a variety of abstract and concrete topics relating to work, school, home, and leisure activities, as well as topics relating to current events	<input type="checkbox"/>	<input type="range"/>
c. In any engagement that involves vocabulary and subject matter that would normally be understood by ordinary consumers with little or no formal education.	<input type="checkbox"/>	<input type="range"/>
d. In any engagement that involves vocabulary and subject matter that would normally be understood by ordinary consumers with a 10th grade education.	<input type="checkbox"/>	<input type="range"/>
e. In any engagement that involves vocabulary and subject matter that would normally be understood by ordinary consumers one year of general college education.	<input type="checkbox"/>	<input type="range"/>
f. In any engagement that involves vocabulary and subject matter that would normally be understood by ordinary consumers with a non-technical undergraduate degree.	<input type="checkbox"/>	<input type="range"/>
g. In any engagement regardless of the subject matter or level of vocabulary required	<input type="checkbox"/>	<input type="range"/>

Continue





## NIC Pre-JTA Focus Group Survey

47%

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[Exit Survey](#)



**2. The newly certified NIC interpreter, working alone, should be able to perform competently:**

Strongly Disagree 0 Strongly Agree 10

a. In any low-risk situation (that is, where someone's life or livelihood is not on the line or when there is flexibility in terms of time)

b. In any situation regardless of risk to the participants

Continue



## NIC Pre-JTA Focus Group Survey

5/8

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### 3. The newly certified NIC interpreter, working alone, should be able to perform competently:

	Strongly Disagree	Strongly Agree
	0	10
a. In one-on-one conversations	<input type="checkbox"/>	<input type="checkbox"/>
b. In group conversations with 2 to 5 people	<input type="checkbox"/>	<input type="checkbox"/>
c. In group conversations with 6 to 20 people	<input type="checkbox"/>	<input type="checkbox"/>
d. In group conversations with 20+ people	<input type="checkbox"/>	<input type="checkbox"/>
e. In one-on-one consultations	<input type="checkbox"/>	<input type="checkbox"/>
f. In small group consultations/workshops	<input type="checkbox"/>	<input type="checkbox"/>
g. In large group information settings such as workshops, religious services, etc.	<input type="checkbox"/>	<input type="checkbox"/>

[Continue](#)



## NIC Pre-JTA Focus Group Survey

70%

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[Exit Survey](#)



**4. The newly certified NIC interpreter, working alone, should be able to perform competently:**

Strongly Disagree 0 Strongly Agree 10

- a) In any personal or personal business setting
- b) In any business setting
- c) In any K-12 educational setting
- d) In any college educational setting
- e) In any setting except for specialized settings such as medical, mental health or legal settings or when working with especially vulnerable individuals (i.e. disabilities, low language skills or some other condition that requires specialized communications skills and strategies for normal communication)
- f) In any setting including specialized settings

[Continue](#)



## NIC Pre-JTA Focus Group Survey

52%

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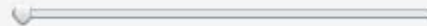
[Exit Survey](#)



### 5. The newly certified NIC interpreter should:

Strongly Disagree 0 Strongly Agree 10

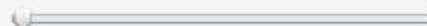
a) Be proficient in ASL and spoken English (i.e., understandable by individuals who are accustomed to dealing with non-native signers and speakers and able to communicate with some repetition of issues and some errors that interfere with or distract from the communication)



b) Be advanced in ASL and spoken English (understandable without difficulty by individuals who are unaccustomed to dealing with non-native signers and speakers and able to communicate with few errors that interfere with or distract from the communication)



c) Be superior in ASL and spoken English (as understandable as a native speaking person with virtually no errors that ever interfere with communication or distract a native signer or speaker from the message)



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## NIC Pre-JTA Focus Group Survey

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### 6. The newly certified NIC interpreter should:

Strongly Disagree 0 Strongly Agree 10

- a) Be able to directly access and produce the visual and/or auditory cues and nuances of each language
- b) Be able to immediately access and produce the visual and/or auditory cues and nuances of each language
- c) Be able to grasp ideas that are spoken/signed and heard/seen only once, and express those ideas in the other language instantly, accurately, completely and in an appropriate style
- d) Be able to work effectively with NIC team members
- e) Be able to work effectively with CDI team members
- f) Be able to perform cultural brokering

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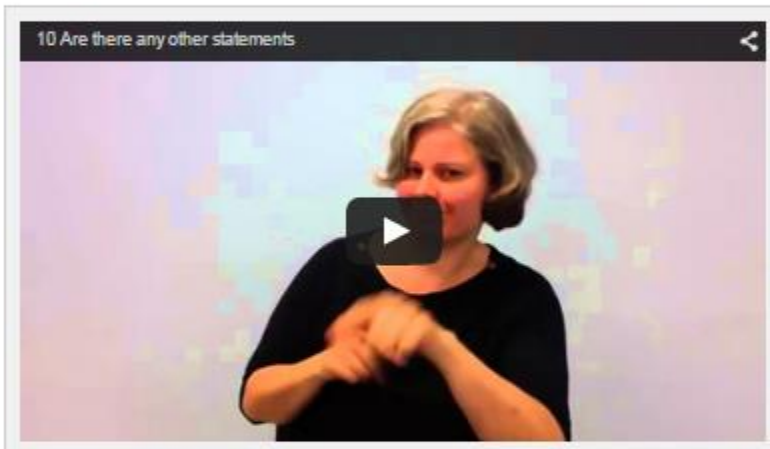


## NIC Pre-JTA Focus Group Survey

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**Are there any other statements that you feel should be included in the description of what consumers can expect from an interpreter who had just received the NIC credential?**

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## APPENDIX E – NIC JTA SURVEY AS DISTRIBUTED (CONSUMER PATHWAY)



The Registry of Interpreters for the Deaf (RID) has commissioned this study of interpreting professionals and the hearing and Deaf consumers whom they serve. The results will be used to define the content of a new National Interpreter Certification (NIC) examination and will ensure that it is a valid assessment. Your participation will help to ensure that the results accurately reflect the knowledge, skills and abilities actually required for interpreters to provide interpreting services competently.

The survey consists of three sections as follows:

1. Tasks
2. Knowledge, Skills and Abilities
3. Demographic Questions

It will take you about 20 minutes to respond to these questions. You may leave the survey and return at another time if you need to. The system will record your responses for all completed pages. If you do leave the site, be sure to use the same link to return to the survey.

Each person can take the survey only one time.

Thank you for your participation in this important study.

**CONTACT US** - This survey is being conducted for RID by The Caviart Group, LLC, a professional certification and testing consulting company. Please email [cchaffee@thecaviartgroup.com](mailto:cchaffee@thecaviartgroup.com) if you have any questions. You should expect a response within 2 business days.

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National Interpreter Certification (NIC) Job/Task Analysis Survey



Which describes your relationship to signed language interpreting? (Select as many as apply.)

- a. I am a Deaf consumer of interpreting services
- b. I am a deaf consumer of interpreting services
- c. I am a late-deafened consumer of interpreting services
- d. I am a hard-of-hearing consumer of interpreting services
- e. I am a DeafBlind consumer of interpreting services
- f. I am a hearing consumer of interpreting services
- g. I am a hearing interpreter
- h. I am a Deaf Interpreter
- i. I recruit, hire, and/or supervise interpreters
- j. I am an interpreter educator
- Other (please explain)

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**



**From which perspective would you prefer to respond to this survey? (Select one. You must answer this question to proceed with the survey.) \***

- The perspective of a provider of interpreting services
- The perspective of a consumer of interpreting services

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National Interpreter Certification (NIC) Job/Task Analysis Survey



## Tasks

This section presents a list of tasks that certified interpreters may perform. "Tasks" are things that professionals do to carry out their job. Tasks are grouped by "Context," which provides an indication of the setting or major functional area in which the task may occur.

There are two rating scales for each task - one for "Frequency" and one for "Importance."

### Frequency

The frequency question asks "How often do you need an NIC interpreter to perform this task?"

There are five responses available ranging from "Never" to "Always."

### Importance

This scale asks "How important is this task is to competent performance of the job of an NIC interpreter?"

There are five responses available ranging from "Not Important" to "Very Important."

Frequency and importance are not always linked. Professionals may do some tasks very often, but the task may not be terribly important to performing the job competently. Conversely, there may be other tasks that are performed very infrequently that are very important to the job.

Example: Doctors frequently treat patients with a common cold, but they may only see a life-threatening infection a few times in their career. The importance of correctly treating a cold, however, is much lower than the importance of correctly treating the infection.

Be certain to provide a rating for both "Frequency" and "Importance" for each task.

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National Interpreter Certification (NIC) Job/Task Analysis Survey



For each of the following tasks please indicate how often you need an NIC interpreter to perform the task and how important the task is to competent performance of their job.

**Context: Pre-commitment activities (i.e., those activities that occur before the interpreter accepts or declines an engagement)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
a. Gather information about the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Determine the interpreting needs of all participants in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Determine the language level required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determine personal ability to interpret the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Determine the need for additional interpreters including Certified Deaf Interpreters (CDIs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Establish the business relationship (i.e., rate, invoicing terms, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



**Context: Encounter (continued)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
g. Perform English-like signing (transliteration) to spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Perform printed English to ASL (i.e., sight) interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Communicate content and affect between all parties in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Adjust communication (language level and/or modality) to meet the skills/needs of the Deaf and hearing consumers of interpreting services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Perform cultural mediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-- Intentionally Blank--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



**Context: Encounter (continued)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
i. Monitor the encounter for participant comprehension and adjust accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Maintain the register of the participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Maintain boundaries (i.e., in accordance with professional conduct standards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Work with CDIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Work with other RID certified hearing interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Work with interpreters of spoken languages other than English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



For each of the following tasks please indicate how often you need an NIC interpreter to perform the task and how important the task is to competent performance of their job.

**Context: Post-encounter (i.e., those activities that occur after the interpreter leaves the location of the interpreted event)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
a. Assess the encounter (to determine the effectiveness of the interpretation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Seek feedback about the encounter from participants, colleagues, mentors, etc. (debriefing, follow up calls, surveys, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Provide feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Complete business aspects of interpreting (invoicing, record keeping, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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National Interpreter Certification (NIC) Job/Task Analysis Survey



## Knowledge, Skills and Abilities

This section presents a list of knowledge, skills and abilities; physical abilities; and attributes that NIC interpreters may need to perform important tasks.

Knowledge refers to facts or concepts that one must possess to perform a task.

A skill is an observable competence that is required to perform a task.

An ability is the competence to use knowledge and skills to complete a task.

For example to write a novel an author needs to have the knowledge of grammar, composition, literary devices, etc.; skill in character development, document organization, word processing, etc.; and the ability to use this knowledge and skill to create an interesting and thought provoking story.

There is one scale for each item - "Importance."

This scale asks "How important is this knowledge, skill or ability to competent performance of the job of an NIC interpreter?"

There are five responses available ranging from "Not Important" to "Very Important."

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this knowledge to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of appropriate technology and environmental controls for privacy and confidentiality in remote interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge of basic concepts of video relay service (VRS) and video remote interpreting (VRI) technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge of best practices and research concerning the most appropriate interpreting approach for given situations (i.e., consecutive or simultaneous, ASL, transliteration, fingerspelling, print English to ASL interpretation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knowledge of business insurance (errors and omissions, professional liability, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Knowledge of characteristics of cultural and systemic oppression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge of community resources available to interpreters (such as Deaf centers, ASL dictionaries, the Deaf community, other interpreters, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knowledge of computer platforms used in remote interpreting (i.e., types, connectivity, compatibility, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knowledge of how an individual's cultural background impacts how they provide or receive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Knowledge of Deaf culture and other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Knowledge of interpreting related document retention/destruction requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this knowledge to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of environmental impacts on signed language communication (such as the impact of natural and artificial lighting, back lighting, sight lines, distances, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge of environmental impacts on spoken language communication (such as acoustics, distances, participant placement, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge of ethical practice standards (including but not limited to the NAD-RID Code of Professional Conduct)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knowledge of government reporting requirements for small businesses (such as taxes, 1099s, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Knowledge of interpreting industry/area standards and best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge of interpreting protocols for roles of the interpreter in various settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knowledge of the risks of repetitive motion injuries in interpreting and preventative strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knowledge of non-verbal cues in interpreting (such as facial grammar, expression, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Knowledge of personal limitations/biases impacting an interpreter's ability to respond appropriately to the requirements of an encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Knowledge of physical requirements of various types of encounters (that is, the physical demand that will be placed on the interpreter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this knowledge to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of potential impact of social media on maintaining ethical standards (i.e., intentional and unintentional compromises of ethical standards on social media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge of requirements for maintaining the confidentiality of assignments and records (both in print and electronic format)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge of resources about supervising and/or mentoring other interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knowledge of rights of Deaf and hard of hearing persons under the ADA and other laws affecting interpreting services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Knowledge of situations that require multiple interpreters or multiple interpreter teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge of best small business practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knowledge of best practices for teaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knowledge of state and local laws (including licensure) that apply to interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Knowledge of strategies for dealing with vicarious trauma and burnout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Knowledge of the aspects of cross-cultural communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this knowledge to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of the benefits of receiving feedback about an encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge of the benefits of having a Deaf interpreter (CDI) involved in an interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge of the benefits of having additional interpreters (other than CDIs) involved in an interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knowledge of the benefits of having spoken language interpreters (other than CDIs) involved in an interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Knowledge of the content and type of discourse related to the setting in which the encounter will occur (i.e., the vocabulary and knowledge of subject matter required)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge of cultural implications on communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knowledge of current events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knowledge of the differences in roles of Deaf interpreters (CDI) and hearing interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Knowledge of the differences in roles of spoken language interpreters and sign language interpreter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Knowledge of the distinct registers (formal, informal, intimate, consultative, frozen etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this knowledge to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of pertinent information required (i.e., language, physical limitations, etc.) about the interpreting needs of the consumers participating in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge of the logistics of working with a CDI and other Deaf interpreters (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge of the logistics of working in a team of interpreters (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knowledge of the logistics of working with interpreters of spoken languages other than English (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Knowledge of theories and processes related to the interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge of visual aids and other resources and their use in supporting the interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knowledge of what information should be gathered to determine the requirements of the situation (nature of the assignment, the location, the participants, their skill level, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knowledge of workplace standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this ability to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to advocate for the interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to adjust interpretation to fit the register	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to adjust the team approach during the encounter as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to advocate for consumers who are Deaf or hard-of-hearing to ensure rights provided under the law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to apply ethical standards to a given situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to assess group and interpersonal dynamics (Deaf and hearing participants and the impact of other parties who may be present)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to assess information about the Deaf consumers including age, language, and physical, mental or emotional conditions impacting the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to assess information about the other consumers including age, language, and physical, mental or emotional conditions impacting the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to assess potential conflicts of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Ability to assess the cultural aspects of participants in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this ability to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to assess the cultural/multi-cultural characteristics of participants in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to assess the degree to which participants are self-empowered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to assess the density/complexity of information anticipated in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to assess the duration of the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to assess the experience level of the participants in working with interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to assess the needs of DeafBlind consumers (such as close vision, tactile, pro-tactile interpreting modalities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to assess the register required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to assess whether a CDI is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to assess personal linguistic competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Ability to assess personal physical, mental or emotional limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this ability to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to conduct research about an encounter without violating client confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to correct errors when needed as unobtrusively as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to determine if there were misunderstandings or harm as a result of the interpreting encounter (and correct if possible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to determine participants' history in the setting (i.e., is this an initial or ongoing event)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to determine the ideal placement of interpreters and other participants in relation to Deaf and hearing participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to determine the logistics and feasibility of physically being present for the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to determine the purpose and intended outcomes of the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to determine when cultural mediation is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to discern clues as to the consumer's satisfaction with an encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Ability to establish rapport with participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this ability to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to explain the protocol of the interpreting process to the participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to gather job notes, text books, slides and other pertinent information to the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to gauge participants ability to self-advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to identify intentional changes in the register	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to identify the range of signed language (i.e., the ASL, transliteration, fingerspelling, print English to ASL Interpretation, etc.) required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to determine when it is appropriate to advocate on behalf of a consumer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to initiate the conversation about providing or receiving feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to interpret fluently at various registers (formal, informal, intimate, consultative, frozen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to maintain professional boundaries while respecting cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Ability to maintain transparency in the interpreting process while making corrections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this ability to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to produce an interpretation that captures prosodic information (e.g., in English: rhythm, volume, pitch, pausing, etc.) and in ASL: rhythm, velocity, size, pausing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to monitor the effectiveness of the interpretation (i.e., via back channeling, explicitly checking in with participants, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to operate equipment commonly used in interpreting (such as microphones, tablets, computers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to perform consecutive interpreting from ASL and other signed language modalities to spoken English and from spoken English to ASL and other sign language modalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to perform cultural mediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to perform sight translation from written English to ASL and other signed language modalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to perform simultaneous interpreting from ASL and other signed language modalities to spoken English and from spoken English to ASL and other signed language modalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to provide objective feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to read and comprehend written English proficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this ability to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to receptively understand the range of ASL to English continuum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to recognize when conditions are not safe, healthy or conducive to interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to recognize when the interpreter or the team is not appropriate for the assignment and additional/different interpreters (such as trilingual interpreters, CDIs, specialized or more experienced interpreters, etc.) are needed to prevent an adverse effect on the consumers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to reflect on an encounter to determine the effectiveness of the interpretation and the cause of unsuccessful aspects of the interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to research the background of the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to research the level of vocabulary and concepts likely to come up in a discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to resolve conflicts between team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to self-assess competence to perform services required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to separate personal beliefs and values (religious, political, cultural, etc.) from the assigned work situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**



**How important is this ability to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to take prudent actions to safeguard confidential records (for example ensuring the security of private information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to comprehend and produce the spectrum of the language used by consumers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to understand and match intent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to use non-verbal cues (such as appropriate facial grammar and expression)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to use VRI systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to use VRS systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this skill to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Skill in incorporating visual aids in the interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Skill in negotiating contract fees, terms and conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Skill in process management (including pacing, turn taking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Skill in spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Skill in producing and understanding fingerspelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



**How important is this physical ability to competent performance of the job of an NDC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Able to hear and understand dialogue clearly - with or without assistive technology devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Able to see clearly enough, with or without assistive technology devices, to readily access the visual communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sufficient manual and facial dexterity to be able to clearly and correctly produce the parameters of ASL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Able to speak clearly and loudly enough, with or without assistive technology devices, to communicate to participants relying on auditory communication in an encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Able to cognitively process meaning from a source language and produce dynamically equivalent meaning quickly enough to perform simultaneous interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Sufficient physical stamina	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey



How important is this attribute to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. "Deaf Heart"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Appreciation of diverse cultures including Deaf and hearing cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Social justice ideals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A good attitude toward deaf clients – an ally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Flexible/adaptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Works "with" deaf people not "for" deaf people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ethical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teamwork – especially with CDI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Professional maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### National Interpreter Certification (NIC) Job/Task Analysis Survey

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## Demographic Questions

The following demographics questions are optional, but can help us determine if there are trends within certain populations. The questions do not ask that you identify yourself and the responses will only be used to analyze groups of respondents.

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How do you identify yourself?

- a. Male
- b. Female
- c. Other



What is the highest level of formal education that you have completed?

- a. I did not graduate from high school
- b. High school, high school equivalent or some college level courses
- c. Associates degree or certificate program
- d. Bachelor's Degree
- e. Master's Degree
- f. Doctoral Degree
- g. Post-Doctoral Degree



What percentage of your interpreting needs are performed in each of the following modes of service? (Must total 100%)

- |   |                       |                      |   |
|---|-----------------------|----------------------|---|
| a. In-person interpreting                 | <input type="range"/> | <input type="text"/> | % |
| b. Video Relay Service (VRS) interpreting | <input type="range"/> | <input type="text"/> | % |
| c. Video Remote Interpreting (VRI)        | <input type="range"/> | <input type="text"/> | % |

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100%

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National Interpreter Certification (NIC) Job/Task Analysis Survey



What is your age?

- a. Less than 30 years of age
- b. 31 to 40 years of age
- c. 41 to 50 years of age
- d. 51 to 60 years of age
- e. More than 60 years of age



In what state/province do you live?

-- Select --



**What is your race? (Select all that apply)**

- a. White
- b. Black or African American
- c. American Indian and Alaska Native
- d. Asian
- e. Native Hawaiian and Other Pacific Islander
- Other



**What is your ethnicity? (Select one)**

- a. Hispanic or Latino
- b. Non-Hispanic or non-Latino

Continue



Thank you for participating in our study. Information on the results of the study will be published on the RID web page ([www.rid.org](http://www.rid.org)) when the study is completed.

[Thank You for completing this survey](#)

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## APPENDIX F – NIC JTA SURVEY AS DISTRIBUTED (INTERPRETER PATHWAY)



*Moving Forward Together*

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### National Interpreter Certification (NIC) Job/Task Analysis Survey

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**NOTE:** You have indicated that you wish to respond to this survey from the perspective of a provider of interpreting services. The instructions and questions from this point forward are provided in text only. The consumers of interpreting services will receive instructions and questions both in ASL and in text.

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## National Interpreter Certification (NIC) Job/Task Analysis Survey

# Tasks

This section presents a list of tasks that certified interpreters may perform. "Tasks" are things that professionals do to carry out their job. Tasks are grouped by "Context," which provides an indication of the setting or major functional area in which the task may occur.

There are two rating scales for each task - one for "Frequency" and one for "Importance."

### Frequency

The frequency question asks "How often do newly certified NIC interpreters perform this task?"

There are five responses available ranging from "Never" to "Always."

### Importance

This scale asks "How important is this task to competent performance of the job of a newly certified NIC interpreter?"

There are five responses available ranging from "Not Important" to "Very Important."

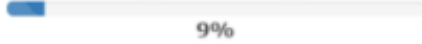
Frequency and importance are not always linked. Professionals may do some tasks very often, but the task may not be terribly important to performing the job competently. Conversely, there may be other tasks that are performed very infrequently that are very important to the job.

Example: Doctors frequently treat patients with a common cold, but they may only see a life-threatening infection a few times in their career. The importance of correctly treating a cold, however, is much lower than the importance of correctly treating the infection.

Be certain to provide a rating for both "Frequency" and "Importance" for each task.

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National Interpreter Certification (NIC) Job/Task Analysis Survey

For each of the following tasks please indicate how often a newly certified NIC interpreter would perform the task and how important the task is to competent performance of their job.

**Context: Pre-commitment activities (i.e., those activities that occur before the interpreter accepts or declines an engagement)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
a. Gather information about the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Determine the interpreting needs of all participants in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Determine the language level required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determine personal ability to interpret the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Determine the need for additional interpreters including Certified Deaf Interpreters (CDIs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Establish the business relationship (i.e., rate, invoicing terms, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey

For each of the following tasks please indicate how often a newly certified NIC interpreter would perform the task and how important the task is to competent performance of their job.

**Context: Pre-encounter activities (i.e., those activities that occur before interpreting begins)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
a. Conduct research/reading into subject matter of the engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Assess the skills/needs/preferences of Deaf and hearing participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Determine if cultural brokering is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Assess the layout of the physical space (for in-person and/or VRI encounters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Assess the technology required (such as microphones for in-person encounters and/or other technology for remote interpreting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Explain the role of the interpreter to participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey

**Context: Pre-encounter activities (continued)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
g. Collaborate with CDIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Collaborate with other NIC interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Collaborate with interpreters who interpret in spoken languages other than English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-- Intentionally Blank--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-- Intentionally Blank--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-- Intentionally Blank--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey

For each of the following tasks please indicate how often a newly certified NIC interpreter would perform the task and how important the task is to competent performance of their job.

**Context: Encounter (i.e., those activities that occur during the interpreted event)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
a. Facilitate the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Perform simultaneous interpreting (i.e., when interpreting occurs at the speed of the conversation and within a few seconds of the conversation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Perform consecutive interpreting (i.e., when interpreting occurs during the intentional pause at the end of one or more ideas)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Perform spoken English to ASL interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Perform ASL to spoken English interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Perform spoken English to English-like signing (transliteration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey

**Context: Encounter (continued)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
g. Perform English-like signing (transliteration) to spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Perform printed English to ASL (i.e., sight) interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Communicate content and affect between all parties in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Adjust communication (language level and/or modality) to meet the skills/needs of the Deaf and hearing consumers of interpreting services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Perform cultural mediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-- Intentionally Blank--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey

**Context: Encounter (continued)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
i. Monitor the encounter for participant comprehension and adjust accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Maintain the register of the participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Maintain boundaries (i.e., in accordance with professional conduct standards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Work with CDIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Work with other NIC interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Work with interpreters of spoken languages other than English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey

For each of the following tasks please indicate how often a newly certified NIC interpreter would perform the task and how important the task is to competent performance of their job.

**Context: Post-encounter (i.e., those activities that occur after the interpreter leaves the location of the interpreted event)**

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
a. Assess the encounter (to determine the effectiveness of the interpretation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Seek feedback about the encounter from participants, colleagues, mentors, etc. (debriefing, follow up calls, surveys, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Provide feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Complete business aspects of interpreting (invoicing, record keeping, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-- Intentionally Blank--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-- Intentionally Blank--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Moving Forward Together



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## National Interpreter Certification (NIC) Job/Task Analysis Survey

# Knowledge, Skills and Abilities

This section presents a list of knowledge, skills and abilities; physical abilities; and attributes that NIC interpreters may need to perform important tasks.

Knowledge refers to facts or concepts that one must possess to perform a task.

A skill is an observable competence that is required to perform a task.

An ability is the competence to use knowledge and skills to complete a task.

For example to write a novel an author needs to have the knowledge of grammar, composition, literary devices, etc.; skill in character development, document organization, word processing, etc.; and the ability to use this knowledge and skill to create an interesting and thought provoking story.

There is one scale for each item - "*Importance.*"

This scale asks "How important is this knowledge, skill or ability to competent performance of the job of an NIC interpreter?"

There are five responses available ranging from "Not Important" to "Very Important."

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this knowledge to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of appropriate technology and environmental controls for privacy and confidentiality in remote interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge of basic concepts of video relay service (VRS) and video remote interpreting (VRI) technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge of best practices and research concerning the most appropriate interpreting approach for given situations (i.e., consecutive or simultaneous, ASL, transliteration, fingerspelling, print English to ASL interpretation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knowledge of business insurance (errors and omissions, professional liability, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Knowledge of characteristics of cultural and systemic oppression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge of community resources available to interpreters (such as Deaf centers, ASL dictionaries, the Deaf community, other interpreters, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knowledge of computer platforms used in remote interpreting (i.e., types, connectivity, compatibility, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knowledge of how an individual's cultural background impacts how they provide or receive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Knowledge of Deaf culture and other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Knowledge of interpreting related document retention/destruction requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this knowledge to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of environmental impacts on signed language communication (such as the impact of natural and artificial lighting, back lighting, sight lines, distances, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge of environmental impacts on spoken language communication (such as acoustics, distances, participant placement, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge of ethical practice standards (including but not limited to the NAD-RID Code of Professional Conduct)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knowledge of government reporting requirements for small businesses (such as taxes, 1099s, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Knowledge of interpreting industry/area standards and best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge of interpreting protocols for roles of the interpreter in various settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knowledge of the risks of repetitive motion injuries in interpreting and preventative strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knowledge of non-verbal cues in interpreting (such as facial grammar, expression, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Knowledge of how personal limitations/biases impact an interpreter's ability to respond appropriately to the requirements of an encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Knowledge of physical requirements of various types of encounters (that is, the physical demand that will be placed on the interpreter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this knowledge to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of potential impact of social media on maintaining ethical standards (i.e., intentional and unintentional compromises of ethical standards on social media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge of requirements for maintaining the confidentiality of assignments and records (both in print and electronic format)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge of resources about supervising and/or mentoring other interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knowledge of rights of Deaf and hard of hearing persons under the ADA and other laws affecting interpreting services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Knowledge of situations that require multiple interpreters or multiple interpreter teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge of best small business practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knowledge of best practices for teaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knowledge of state and local laws (including licensure) that apply to interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Knowledge of strategies for dealing with vicarious trauma and burnout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Knowledge of the aspects of cross-cultural communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this knowledge to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of the benefits of receiving feedback about an encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge of the benefits of having a Deaf interpreter (CDI) involved in an interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge of the benefits of having additional interpreters (other than CDIs) involved in an interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knowledge of the benefits of having spoken language interpreters (other than CDIs) involved in an interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Knowledge of the content and type of discourse related to the setting in which the encounter will occur (i.e., the vocabulary and knowledge of subject matter required)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge of cultural implications on communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knowledge of current events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knowledge of the differences in roles of Deaf interpreters (CDI) and hearing interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Knowledge of the differences in roles of spoken language interpreters and signed language interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Knowledge of the distinct registers (formal, informal, intimate, consultative, frozen, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this knowledge to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of pertinent information required (i.e. language, physical limitations, etc.) about the interpreting needs of the consumers participating in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge of the logistics of working with a CDI and other Deaf interpreters (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge of the logistics of working in a team of interpreters (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knowledge of the logistics of working with interpreters of spoken languages other than English (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Knowledge of theories and processes related to the interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge of visual aids and other resources and their use in supporting the interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knowledge of what information should be gathered to determine the requirements of the situation (nature of the assignment, the location, the participants, their skill level, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knowledge of workplace standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this ability to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to advocate for the interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to adjust interpretation to fit the register	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to adjust the team approach during the encounter as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to advocate for consumers who are Deaf or hard-of-hearing to ensure rights provided under the law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to apply ethical standards to a given situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to assess group and interpersonal dynamics (Deaf and hearing participants and the impact of other parties who may be present)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to assess information about the Deaf consumers including age, language, and physical, mental or emotional conditions impacting the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to assess information about the other consumers including age, language, and physical, mental or emotional conditions impacting the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to assess potential conflicts of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Ability to assess the cultural aspects of participants in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this ability to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to assess the cultural/multi-cultural characteristics of participants in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to assess the degree to which participants are self-empowered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to assess the density/complexity of information anticipated in the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to assess the duration of the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to assess the experience level of the participants in working with interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to assess the needs of DeafBlind consumers (such as close vision, tactile, pro-tactile interpreting modalities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to assess the register required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to assess whether a CDI is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to assess personal linguistic competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Ability to assess personal physical, mental or emotional limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this ability to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to conduct research about an encounter without violating client confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to correct errors when needed as unobtrusively as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to determine if there were misunderstandings or harm as a result of the interpreting encounter (and correct if possible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to determine participants' history in the setting (i.e., is this an initial or ongoing event)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to determine the ideal placement of interpreters and other participants in relation to Deaf and hearing participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to determine the logistics and feasibility of physically being present for the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to determine the purpose and intended outcomes of the encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to determine when cultural mediation is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to discern clues as to the consumer's satisfaction with an encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Ability to establish rapport with participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this ability to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to explain the protocol of the interpreting process to the participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to gather job notes, text books, slides and other pertinent information to the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to gauge participants ability to self-advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to identify intentional changes in the register	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to identify the range of signed language (i.e., the ASL, transliteration, fingerspelling, print English to ASL Interpretation, etc.) required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to determine when it is appropriate to advocate on behalf of a consumer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to initiate the conversation about providing or receiving feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to interpret fluently at various registers (formal, informal, intimate, consultative, frozen, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to maintain professional boundaries while respecting cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Ability to maintain transparency in the interpreting process while making corrections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this ability to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to produce an interpretation that captures prosodic information (e.g., in English: rhythm, volume, pitch, pausing, etc.; and in ASL: rhythm, velocity, size, pausing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to monitor the effectiveness of the interpretation (i.e., via back channeling, explicitly checking in with participants, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to operate equipment commonly used in interpreting (such as microphones, tablets, computers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to perform consecutive interpreting from ASL and other signed language modalities to spoken English and from spoken English to ASL and other sign language modalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to perform cultural mediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to perform sight translation from written English to ASL and other signed language modalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to perform simultaneous interpreting from ASL and other signed language modalities to spoken English and from spoken English to ASL and other signed language modalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to provide objective feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to read and comprehend written English proficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**How important is this ability to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to receptively understand the range of ASL to English continuum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to recognize when conditions are not safe, healthy or conducive to interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to recognize when the interpreter or the team is not appropriate for the assignment and additional/different interpreters (such as trilingual interpreters, CDIs, specialized or more experienced interpreters, etc.) are needed to prevent an adverse effect on the consumers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to reflect on an encounter to determine the effectiveness of the interpretation and the cause of unsuccessful aspects of the interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to research the background of the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to research the level of vocabulary and concepts likely to come up in a discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to resolve conflicts between team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to self-assess competence to perform services required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to separate personal beliefs and values (religious, political, cultural, etc.) from the assigned work situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### National Interpreter Certification (NIC) Job/Task Analysis Survey

**How important is this ability to competent performance of the job of an NIC interpreter?**

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to take prudent actions to safeguard confidential records (for example ensuring the security of private information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to comprehend and produce the spectrum of the language used by consumers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to understand and match intent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to use non-verbal cues (such as appropriate facial grammar and expression)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to use VRI systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to use VRS systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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65%

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### National Interpreter Certification (NIC) Job/Task Analysis Survey

How important is this skill to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Skill in incorporating visual aids in the interpreting process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Skill in negotiating contract fees, terms and conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Skill in process management (including pacing, turn taking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Skill in spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Skill in producing and understanding fingerspelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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National Interpreter Certification (NIC) Job/Task Analysis Survey

How important is this physical ability to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Able to hear and understand dialogue clearly - with or without assistive technology devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Able to see clearly enough, with or without assistive technology devices, to readily access the visual communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sufficient manual and facial dexterity to be able to clearly and correctly produce the parameters of ASL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Able to speak clearly and loudly enough, with or without assistive technology devices, to communicate to participants relying on auditory communication in an encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Able to cognitively process meaning from a source language and produce dynamically equivalent meaning quickly enough to perform simultaneous interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Sufficient physical stamina	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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69%

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National Interpreter Certification (NIC) Job/Task Analysis Survey

How important is this attribute to competent performance of the job of an NIC interpreter?

	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. "Deaf Heart"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Appreciation of diverse cultures including Deaf and hearing cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Social justice ideals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A good attitude toward deaf clients – an ally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Flexible/adaptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Works "with" deaf people not "for" deaf people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ethical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teamwork – especially with CDI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Professional maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Demographic Questions

The following demographics questions are optional, but can help us determine if there are trends within certain populations. The questions do not ask that you identify yourself and the responses will only be used to analyze groups of respondents.

**How do you identify yourself?**

- a. Male
- b. Female
- c. Other

**What is the highest level of formal education that you have completed?**

- a. I did not graduate from high school
- b. High school, high school equivalent or baccalaureate degree
- c. Associates degree or certificate program
- d. Bachelor's Degree
- e. Master's Degree
- f. Doctoral Degree
- g. Post-Doctoral Degree

**Are you a Deaf parented interpreter?**

- a. Yes
- b. No

**Which credential(s) do you hold? (Select all that apply)**

- a. RID certified interpreter
- b. RID certified Deaf interpreter
- c. State/provincial licensure
- d. State/provincial certification
- e. EIPA
- f. None
- g. Other

**In what year did you acquire your first credential in interpreting?**

**How many paid years as a professional interpreter do you have?**

- a. Less than 5 years
- b. 6 to 10 years
- c. 11 to 15 years
- d. 15 to 20 years
- e. 21 to 25 years
- f. 26 to 30 years
- g. More than 30 years

**In what year did you acquire your first credential in interpreting?**

-- Select -- ▾

**How many paid years as a professional interpreter do you have?**

- a. Less than 5 years
- b. 6 to 10 years
- c. 11 to 15 years
- d. 15 to 20 years
- e. 21 to 25 years
- f. 26 to 30 years
- g. More than 30 years

**What percentage of your interpreting service is performed in the following settings? (Must total 100%)**

a. Personal / Community Interpreting	<input type="range"/>	<input type="text"/>	%
b. Performing Arts	<input type="range"/>	<input type="text"/>	%
c. K-12 Education	<input type="range"/>	<input type="text"/>	%
d. Secondary Education (Undergraduate or graduate)	<input type="range"/>	<input type="text"/>	%
e. Legal	<input type="range"/>	<input type="text"/>	%
f. Medical	<input type="range"/>	<input type="text"/>	%
g. Mental health	<input type="range"/>	<input type="text"/>	%
h. Business	<input type="range"/>	<input type="text"/>	%
i. Corporate Education	<input type="range"/>	<input type="text"/>	%

0



86%

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National Interpreter Certification (NIC) Job/Task Analysis Survey

What percentage of your interpreting service is performed in each of the following modes of service? (Must total 100%)

a. In-person interpreting   %

b. Video Relay Service (VRS) interpreting   %

c. Video Remote Interpreting (VRI)   %

0

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**What percentage of your interpreting service is performed for Deaf or hard of hearing consumers with the following linguistic needs? (Must total 100%)**

a. Oral Transliteration	<input type="range"/>	<input type="text"/>	%
b. Signed English (MCE, PSE, SEE)	<input type="range"/>	<input type="text"/>	%
c. American Sign Language	<input type="range"/>	<input type="text"/>	%

0

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92%

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### National Interpreter Certification (NIC) Job/Task Analysis Survey

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**Which statement best describes your interpreting practice? (Select one)**

- a. Self-directed (such as an independent agent)
- b. Directed by others

**Which statement best describes the nature of your interpreting practice? (Select one)**

- a. Generalist
- b. Specialist

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100%

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**National Interpreter Certification (NIC) Job/Task Analysis Survey**

**What is your age?**

- a. Less than 30 years of age
- b. 31 to 40 years of age
- c. 41 to 50 years of age
- d. 51 to 60 years of age
- e. More than 60 years of age

**In what state/province do you live?**

-- Select --

**What is your race/ethnicity? (Select all that apply)**

- a. White
- b. Black or African American
- c. American Indian and Alaska Native
- d. Asian
- e. Native Hawaiian and Other Pacific Islander
- Other

**What is your ethnicity? (Select one)**

- a. Hispanic or Latino
- b. Non-Hispanic or non-Latino

Continue



Thank you for participating in our study. Information on the results of the study will be published on the RID web page ([www.rid.org](http://www.rid.org)) when the study is completed.

[Thank You for completing this survey](#)

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## APPENDIX G – “OTHER” RESPONSES TO CREDENTIALS HELD

3 Bachelor of Science degrees, Teaching Certificate in Deaf/ hard of hearing, 2 Teaching Certificate	IMIA
ACCI	in process
Agency	Intern
AOPC	ISAS Certified Sub Teacher
BA in interpreting	ITP Certificate
Basic Orientation to the Courts certificate	itp graduate
BEI	MA Deaf Ed
BEI	MA Deaf Ed
BEI	master mentor, state legal certification
BEI	Master's Degree in ASL Interpretation
BEI II	master's in Ed. of Deaf
BEI Master	NAD
BEI Trilingual	NAD
BEI, SLPI	NAD
BEI-A	NAD
Bridging the Gap	NAD
COI TESOL	NAD
coreCHI; NAD	NAD
Court	NAD
Court	NAD
DRI	NAD
Ed: K-12	NAD
Ed:K-12	NAD
Ed:K-12, VQAS-III, NIC-written	NAD
Educational license interreter	Nad
Educational Signed Skills Evaluation for Interpreters (ESSE: I/R), EIPA Written Knowledge Test and NIC Written Knowledge Test, Specialized DeafBlind SSP, Interpreter and DeafBlind Intervener Training	NAD
EIC from The Educational Interpreter Certificat Program	NAD
EIPA 3.4	NAD
EIPA 3.8	NAD & QMHI (mental health)
ESSE	NAD 4
ESSE	NAD 4
ESSE:I/R	NAD 5
Had State Certification in another state.	NAD Cert.
Half of State licensure	NAD Certification
Hqas credential	NAD certified
I became an interpreter at the request of deaf individuals before many of these were available in the field.	NAD Certified

NAD Certified	Pre-certified Interpreter Passed Knowledge portion of NIC
NAD Certified	Pre-certified RID interpreter
NAD Certified	pre-certified. Testing within the year
NAD Certified Interpreter	pre-employment certification and ITP
NAD Certified Interpreter	QA
NAD certified sales	QA
NAD III	QA but expired
NAD III	QA3
NAD III	QAST (regional)
NAD III	QMHI
NAD III	QMHI
NAD III	QMHI
NAD III	RID k-12
NAD III (expired)	RID K-12
NAD IV	RID Knowledge Exam certified interpreter
NAD IV	Rid Pre-certified
NAD IV	Rid pre-certified
NAD IV	RID pre-certified interpreter
NAD IV: Advanced	RID written
NAD Master	RID written/ in certain process
NAD MASTER V	RID: Ed:K-12
NAD V	RID:K-12
NAD V	RID-Associate
NAD V	RSC & CLIP-R
NAD V	SC: L
NAD, CA Community Colleges Teaching Credential	SC:L
NADIV	SC:L
National Intervener Credential (DeafBlind)	SC:L
NCC	SC:L
NIC Candidate for Certification	SC:L
NIC Knowledge/Written Exam	SC:L
NIC Precertified	SC:L
NIC Written	SC:L
NIC Written	SCL
NIC Written (working toward NIC)	Screened and qualified interpreter
NIC written test	Sign Talk Assessment Test for Educational Settings
NJ DDHH screened	ST. LEGAL
Passed NICE written	State Authorization (Educational)
Passed the NIC Written exam. Provisional certification lapsed, (unfortunately due to negligence and lack of finances) in 2015. Studying to take performance exam and interview to become fully certified this year (2016) after the moratorium of lifted.	State Certification - 2016
passed written NIC failed performance NIC three times.	State Level Interpreter Certificate
Precert	state QA
Pre-certified	State QA level
Pre-certified	State registered
Pre-certified	State Registered

State screening

State screening

Successfully completed the written knowledge portion of the NIC

Teaching credentials

Texas BEI 5 BEI Court

Texas BEI Advanced

the test was suspended

Tri Lingual Educator

Trilingual and Court

until this yr

VQAS

VQAS

VQAS

VQAS