

A Practical Guide to Sight Translation of Assessments

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<i>Acknowledgements</i>	_____	<i>iii</i>
<i>Preface</i>	_____	<i>iv</i>
<i>Introduction: Why create and administer a test in the student’s native language?</i>	_____	<i>1</i>
<i>Part I: General Guidance for States and Districts</i>	_____	<i>3</i>
What is sight translation and how is it different from other modes of interpreting and other forms of assessment in the native language?	_____	<i>3</i>
Who typically performs sight translation?	_____	<i>4</i>
When is a sight translation appropriate as an accommodation?	_____	<i>5</i>
How can a district or state determine if sight translation is appropriate?	_____	<i>5</i>
In what content areas have states provided sight translations?	_____	<i>6</i>
Are there assessments for which sight translation is inappropriate?	_____	<i>7</i>
In what languages have states and districts provided sight translations?	_____	<i>8</i>
How can one find certified interpreters to carry out the sight translation of an assessment?	_____	<i>8</i>
How can districts and states identify appropriate individuals to perform sight translations?	_____	<i>10</i>
Who should <i>not</i> be selected to perform sight translations?	_____	<i>12</i>
How can the confidentiality of the test content be maintained when it is sight translated?	_____	<i>13</i>
What information should districts or states provide to the interpreter before the test administration to ensure validity and reliability?	_____	<i>13</i>
What evidence can districts and states develop that sight translation administrations are comparable to the regular English administration?	_____	<i>14</i>
<i>Part II: Guidelines for Interpreters Performing Sight Translations of Assessments</i>	_____	<i>15</i>
What are an interpreter’s obligations to the state or district?	_____	<i>15</i>
How should an interpreter prepare to perform a sight translation of a test?	_____	<i>15</i>
How is sight translating a test different from sight translating other documents?	_____	<i>15</i>
Are there ethical issues in sight translating a test?	_____	<i>16</i>
How should an interpreter respond to questions students commonly ask during the test administration?	_____	<i>16</i>
What are the most common do’s and don’ts of sight translation in a testing situation?	_____	<i>17</i>
Is there any paperwork an interpreter should fill out before or after administering the test?	_____	<i>17</i>
<i>Part III: An Alternative to Sight Translation: Recorded Oral Translation</i>	_____	<i>19</i>
What are the advantages and disadvantages of recorded translations vs. sight translations?	_____	<i>19</i>
What issues should districts and states consider when choosing between the two alternatives?	_____	<i>20</i>
What states have used recorded oral translation and in what languages?	_____	<i>20</i>
In what content areas have recorded oral translations been used by the states?	_____	<i>22</i>
Are there content areas for which it is inappropriate to use scripted oral translations?	_____	<i>22</i>

<i>References</i>	23
<i>Appendix A: Model Non-Disclosure Agreement for Sight Translators</i>	24
<i>Appendix B: Sight Translator/Interpreter Report Form</i>	25
<i>Appendix C: URLs for Locating Professional Interpreters</i>	27
<i>Appendix D: Links to Bilingual Glossaries for School Subjects</i>	40
<i>Appendix E: Guidelines for Sight Translators</i>	45
<i>Appendix F: Code of Ethics for Interpreters</i>	49

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Preface

Because there are many issues associated with the assessment of ELLs, the US Department of Education (ED) has recognized that many states have many questions concerning the testing of ELLs, which is required under the *No Child Left Behind Act*. As a result, it established the LEP Partnership. The purpose of the LEP Partnership is to provide additional technical assistance to states to help them address these issues. The LEP Partnership brings together state department of education professionals (from their Title I, Title III and assessment offices) several times per year to listen to presentations by national authorities concerning testing issues related to ELL inclusion in state assessment programs, and to provide an opportunity for informal discussions, interactions, and exchange of information. In addition, the US Department of Education has funded the development of a series of monographs related to the improvement of ELL assessments and assessment policies. These monographs are funded through ED's Assessment and Accountability Comprehensive Center, which is operated by West-Ed, a research, development, and technical assistance provider located in San Francisco, California. West-Ed, in turn, contracted with relevant organizations and individuals to write these monographs.

This particular document is intended to raise awareness of sight (oral) translation among those involved in state assessment programs at the state and district levels by describing issues related to sight translation. It is presented in an easy-to-read, frequently asked questions (FAQ) format so that states and districts can scan through the document and quickly find answers to the questions they face when considering offering sight translations of assessments. The intended audience is educators, not interpreters or translators, although one section of the document does include some information that may be given to interpreters by those involved in the administrations of state assessments.

Part I of this document provides general background and guidance on sight translation for states and districts; Part II provides guidance for using interpreters contracted to perform sight translations of assessments in schools; and Part III details one alternative to sight translation, recorded oral versions of assessments on CD-ROM or DVD, and compares the two techniques.

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Introduction: Why create and administer a test in the student's native language?

To a far greater degree than their native English-speaking peers, English Language Learners (ELL) must struggle to process the language of tests and negotiate the cultural expectations embedded in assessments. For ELLs, every test becomes a test of language proficiency, at least to some extent. The *Standards for Educational and Psychological Testing*, published by the American Educational Research Association (AERA), the American Psychological Association (APA) and the National Council on Measurement in Education (NCME), indicate that any test that employs language is, at least in part, a measure of language skills. Therefore, ELLs' "test results may not reflect accurately the qualities and competencies intended to be measured" (AERA et al., 1999, p. 91).

The *No Child Left Behind (NCLB) Act* of 2001 requires that all schools and all students be assessed annually in grades 3-8 and high school to demonstrate adequate yearly progress. One of the central requirements of NCLB is to include all students, even those who have been exempted from statewide assessments in the past, such as students with special needs and students with limited English proficiency. NCLB provides clear instructions regarding those populations in Section 1111(3)(C)(ix)(subclause III), requiring states to test limited English proficient students with "assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency." (United States Government, 2001).

Testing in a language other than English is permitted for a period of three years under NCLB. In addition, local schools are allowed to extend the testing in a non-English language for an additional two years if the student's lack of English proficiency would impede the tests in English from yielding valid and reliable results. (United States Government, 2001, Section 1111(3)(C)(x)).

Moreover, the Final Regulations for Title I document prepared by the Office of Elementary and Secondary Education (2006) reiterates previously published guidance to states: "LEP students must be included in a State's assessment of academic achievement in reading/language arts and mathematics, and must receive appropriate accommodations and, to the extent practicable, native language assessments." Thus, a student's limited proficiency in English should not be a barrier to assessing his or her non-linguistic skills and abilities. If the student is unable to demonstrate his or her abilities because of a lack of proficiency in English, the assessment should be given in the student's native language, if possible.

Legislation is not the only reason states are interested in assessing students through their native language, however. The valid and reliable assessments of an English language learner's knowledge, skills and abilities is an important psychometric issue. In the psychometric community, the false inflation or deflation of test scores due to measurement error is widely discussed. Specifically, attempts are often made to reduce construct-irrelevant variance. When the test requires proficiency in English to understand test items, and the student is not proficient in English, the lack of language proficiency depresses the test score. Thus, we may have English language proficiency playing a significant role in ELLs' scores on a mathematics assessment. Obviously, assessing ELLs in their native language is one possible way to get a more accurate assessment of other overall level of ability in the construct being

measured. The *Standards* provide support for this saying: “Testing practice should be designed to reduce threats to the reliability and validity of test score inferences that may arise from language differences” (AERA et al., 1999, p. 97).

Since assessments written in English are unlikely to adequately test what ELLs know and can do, test scores can be misleading and can result in inappropriate course placement and improper instructional decisions. This lack of understanding of ELLs’ knowledge and skills causes pedagogical problems as well, since teachers do not have enough information to inform their classroom practices and address students’ needs. Administering the test through the students’ native language is one way states can more accurately assess students’ mastery of the content, separate from their English language proficiency. For a survey and description of native language assessment programs in different states, see Stansfield and Bowles (2006).

With the increasing enrollment of ELLs in US schools, teachers, administrators, and legislators alike are becoming interested in assessment in the native language. Indeed, native language accommodations are appropriate for many ELLs, and many states and districts have begun assessing students through both written and orally translated assessments in languages other than English.

The literature on content assessment in the native language is scant, especially in the context of K-12 state assessment. This leaves many states not knowing where to turn for guidance about how to get started using assessments in the native language. Among the many issues states must consider are what languages they should offer; which of their assessments could or should be validly translated; whether a given student will be more appropriately accommodated using written or oral translations; how to identify qualified individuals to provide oral translations, and what steps to take to make the orally translated versions as comparable to the English versions as possible.

Part I: General Guidance for States and Districts

What is sight translation and how is it different from other modes of interpreting and other forms of assessment in the native language?

Sight translation is the spontaneous oral translation of test items and/or directions from English to an ELL's native language. That is, sight translation involves rendering printed English test materials orally in the learner's native language.

Therefore, it is different from translated or transadapted tests and from tests that are separately developed in the native language (parallel development); both of these are provided in print form in the non-English language. Sight translation is also different from scripted oral translation, which provides ELLs with recorded audio versions of an assessment. Since scripted oral translations are recorded, they are standardized, eliminating variations between speakers in pauses, timing, volume, and other extraneous factors that accompany a spontaneous sight translation. With recorded oral translations, there is a guarantee of standardized administration across a state or district. Since sight translation is done spontaneously, no administration will be identical to any other administration, even when the same interpreter and non-English language are involved. That is, the same interpreter may interpret the text differently on two different occasions. The lack of standardized presentation is the chief disadvantage of sight translation.

On the other hand, scripted oral translations can be costly to produce, and for languages with few speakers enrolled in the schools, the cost may be prohibitive, making sight translation the best option, despite the fact that the translation is not standardized across administrations, and there is variation across interpreters as they render the assessment into another language. Also, unlike other forms of native language assessment, sight translation requires an interpreter (sometimes referred to as a sight translator) to be present while the test is being administered.

In sight translation, the interpreter orally renders the English version of a test into the student's native language. Thus, the administrator (who in this case is an interpreter) reads the assessment aloud, but instead of reading it in English, he or she "reads" it aloud in the student's native language. This form of accommodation is similar to reading the test aloud in English, except that the latter is read as printed, whereas a sight translation is translated from English. A major difference between sight translation and written translation is that the former is done extemporaneously "on the fly." Thus, it has more in common with interpretation than with written translation. For this reason, sight translation is a task that is best performed by an interpreter (see Appendix C). Interpreters translate extemporaneously, whereas translators do not work under the pressure of such immediacy. Translators are able to look up words and expressions in a bilingual dictionary, and they are able to reorganize and rewrite their translation before presenting it. An interpreter does not enjoy these luxuries. And, the interpreter must be able to enunciate clearly so that the rendering will be completely intelligible and decodable.

Who typically performs sight translation?

The task of sight translation is often considered the most difficult that interpreters face. This is because other modes of interpreting (consecutive and simultaneous) involve oral language exclusively. The interpreter interprets oral language into oral language (using a different language). In sight translation, the interpreter may have to interpret carefully prepared written language into oral language, often without the opportunity to carefully prepare it. Since formal written language usually involves longer, more complex sentences than oral language, the task of interpreting the text can be more challenging, particularly in the areas of appropriate and natural expression and grammatical coordination. Also, the interpreter has to move to a different system of organizational cues, moving from punctuation to the use of pauses and intonation, and this involves segmenting the ideas in a way that is often quite different from the way ideas are organized in writing. Another reason why sight translation is difficult is because professional interpreters perform it less frequently than other modes of interpreting.

Professional interpreters typically recognize three modes of interpreting: consecutive interpreting, simultaneous interpreting, and sight translation. Among these three modes of interpreting, some interpreters find sight translation to be the most difficult, but this is possibly because they perform the other modes of interpreting more frequently.

For example, a court interpreter will most often interpret simultaneously to the defendant while the attorneys, the judge or witnesses are speaking in the courtroom. A court interpreter will interpret consecutively, when an attorney is questioning a non-English speaking witness or the defendant on the witness stand. After the attorney asks a question, the interpreter renders it into the target language, and then listens to the answer. After the question is answered, the interpreter renders the answer into English. A sight translation is performed when a document (an “exhibit”) is entered into evidence. In that case, the interpreter sight translates the document for the defendant into the non-English language so that the defendant may understand its content. If the document is written in the foreign language, the judge may request that a sight translation be read aloud to the court, in which case the court reporter records the English version in the record of the proceeding. (See Appendix C to locate directories of court interpreters on the Web.)

Medical interpreters typically use consecutive interpretation. For example, if a doctor or nurse asks the patient a question, the interpreter subsequently translates the question and waits for the answer, which is then rendered into English. Medical interpreters also perform sight translation. For example, a medical interpreter may sight translate an informed consent form, allowing surgery or some other form of medical treatment. Such forms are usually written in very formal legal language. A medical interpreter may also sight translate the wording on a medicine bottle or a prescription, especially if it pertains to dosage, or the instructions for self-administering a medical test. Thus, medical interpreters are also accustomed to performing sight translation. (See Appendix C to locate directories of medical interpreters on the Web.)

Diplomatic interpreters, such as those employed by the US State Department, the United Nations, or other international agencies, also are asked to sight translate documents, although less frequently. Nonetheless, diplomatic interpreters should be able to perform sight

translations without problem, since they are usually highly literate in both languages.

In most cases, full time translators and interpreters devote themselves exclusively to one occupation (either translation or interpretation). However, some individuals serve as both translators and interpreters. Some school districts employ full time translator/interpreters who carry out both kinds of tasks. These individuals should be suitable to conduct sight translation, if they have experience in carrying it out. Experience would come from sight translating documents for parents or children into their native language. If a school district translator/interpreter does not have experience with sight translation, he or she may still be able to sight translate an assessment but it will require careful preparation.

When is a sight translation appropriate as an accommodation?

There are three situations where sight translation is appropriate for an ELL: 1) the number of students who would benefit from a written translation is too small to justify the expense of creating it, 2) the student is not literate in his or her native language, and 3) the use of sight translation would not alter the construct being measured.

When the number of students is too small to justify the expense of creating a formal written translation, a sight translation can provide access to the test questions and some indication of the student's overall level of mastery of state standards for the subject being assessed. A school district may have ELLs enrolled from dozens of different native language backgrounds. Providing a written translation of assessments for all grades and for all languages is not practical, due to the high cost involved and the few students who would benefit. Thus, sight translation is a more practical way to include ELLs in the assessment program.

Also, written translation assumes that the student is literate in his or her native language, which often is not the case. Thus, even when a written translation is available, sight translation may be a more appropriate accommodation for most students. However, when the numbers justify written translation, they usually justify the preparation of a recorded oral translation as well. (See Part III of this document.)

One should not use sight translation if it will alter the construct being measured. For example, it would be inappropriate to sight translate the English passages on a reading comprehension test. Instead of reading in English, the student would be listening in another language. This would radically alter the construct being tested.

How can a district or state determine if sight translation is appropriate?

Several factors go into a state or district's decision of how to assess ELLs in their native language. In order to make an informed decision, it is essential to have an accurate description of the population(s) of ELLs that would be served by the native language assessment(s). A home language survey should be given, so that the necessary decision-makers know what languages are represented in the state. In addition, the home language survey can ask if the student is literate in their native language, how many years of schooling the student has had in

that language, etc. This information can be used to determine the languages, the numbers, and the percent of literacy among members of the language group.

ELLs from certain language backgrounds, such as Hmong (Cambodian), tend not to be literate in their native language. In this case, written assessments in those languages would not be useful. There are actually a large number of languages where the percentage of adult literate native speakers is low, and among children, the percentage would be even lower. Thus, often the language itself will determine whether written translation is even a consideration. School officials can look up the literacy rate for a language in Ethnologue (Gordon, 2005), which provides basic information on nearly 7000 languages and dialects, alternate names of these languages, the number and location of speakers, and their literacy rate. Ethnologue, which is available on the Web (www.ethnologue.com) in a searchable format, is a longstanding and invaluable useful tool for anyone interested in the languages of the world. The Wikipedia (www.wikipedia.org) is also a useful tool and provides more detailed information on hundreds of languages and their speakers. Because the information on languages in the Wikipedia is factual in nature, it is generally reliable and accurate.

On the basis of a well constructed Home Language Survey, a state or district can decide the number of students that would be served by a written or oral translation, and which is more appropriate. When oral translation is appropriate, the state can opt for an orally presented assessment, either a sight translation or a scripted oral translation. If there are large enough populations of speakers of a language, a state or district may opt for scripted oral translation, since an audio recording enables standardized administrations from site to site and from examinee to examinee. However, when small populations of speakers are involved, the cost of a scripted oral translation may not be warranted, and sight translation may be chosen instead.

In what content areas have states provided sight translations?

In principle, any content area that could be assessed in a non-English language without altering the construct being measured would be a viable candidate for sight translation. In their review of SY 2006-2007 state policies regarding accommodation of ELLs, Shafer Willner, Rivera, Acosta, and Staehr (in press) found that, similar to the Rivera et al. (2006) review of 2000-2001 policies, sight translation is much more likely to be allowed in non-Reading/Language Arts content areas, such as mathematics and science. In 2006-2007, a total of 13 states allowed a sight translation of tests into the native language. These states are AL, DE, KY, MI, MN, MO, NM, NY, PA, TX, UT, WI, WY. The content areas where it was most commonly allowed were mathematics, social studies, and science.

In situations where the student writes his or her responses to constructed response items, states often request that the interpreter translate the responses to English in the student's test book or answer document. In that case, it is important to convey to the interpreter that the translation should be faithful, and should not correct, modify or expand on the student's response. Interpreters are sometimes unaware that test raters are accustomed to seeing incomplete responses and are able to evaluate them accordingly.

Are there assessments for which sight translation is inappropriate?

Not all assessments are equally suited for sight translation. Exit exams, such as state high school graduation exams, are usually administered only in English. For instance, as shown in Table 1 below, New Jersey state policy lists English language proficiency as a requirement for graduation. Therefore, state policy prohibits the high school exit exam from being translated. This situation may change in the future as concerns about the equity of different graduation rates by language group emerge.

Sight translation is also inappropriate for content areas such as English Language Arts (ELA), Reading, and Writing. If these assessments were sight translated, the construct being assessed would change. An orally translated Reading assessment would no longer require examinees to decode printed language, nor would it test their ability to read and comprehend text. Thus, sight translation should never be used for a test of reading. It is similarly inappropriate to allow the sight translator to translate the stimulus passage, but allow the student to then respond to the reading comprehension questions in English. On the other hand, a few states permit the written and sight translation of certain reading comprehension items, if the translation does not give away the answers to any questions. For example, a vocabulary item that offers four possible synonyms or definitions of a word in the passage should not be translated, because upon translating the item, the meaning of the word will become clear to the student, when in fact he did not know the word in English. In most states, only the directions to a reading test can be translated to the student's native language, and this policy is appropriate given the nature of the inferences that will be made from the test score.

For a test of Writing, it may be acceptable to sight translate a stand-alone prompt in order to ensure that the prompt is fully comprehended, but it is probably more practical to provide a written translation, since the student will have to refer to it several times in composing his or her response. In some states' tests of ELA, reading and writing are intertwined, so that the student must first read a passage and then write a response to a question or a prompt based on the passage. In such a case, comprehension of the content and writing ability are intertwined, thus it would be inappropriate to sight translate the stimulus passage for the student. Similarly, the interpreter may not translate or define words in the stimulus passage or in the question or prompt. In general, it is not appropriate to translate a test of English Language Arts, because it changes the construct being measured from English to another language. Except for those states that wish to assess Language Arts in the student's native language (i.e. New Mexico and Texas), translation of a Language Arts assessment is generally not warranted and may indeed be inappropriate.

The review by Shafer Willner et al. (in press) of 2006-2007 state accommodation policies revealed that eleven states listed content areas or components of their statewide assessment systems for which oral translation is prohibited. Of the 11 states, 11 prohibited sight translation of reading assessments and 8 states prohibited sight translation of writing assessments. These states and the tests for which sight translation is prohibited are presented in Table 1 below. Since knowledge and ability in mathematics is a non-linguistic construct, a native language version of a mathematics assessment should measure the same construct as the English language version of the test. However, 5 states prohibit the sight translation of mathematics assessments.

Table 1. States that Specify the Components for which Sight Translation is Prohibited

Accommodation	States		
	Math	Reading	Writing
Test items translated orally into native language	5 AL, AZ, CT, ID, MN,	11 AL, AZ,CT, ID, MN, MO, OH, OK, PA, UT, WI	8 AL, AZ, CT, ID, MN, MO, PA, WI

In what languages have states and districts provided sight translations?

States and districts typically provide little documentation of their sight translation practice. In most states where sight translation is an allowed accommodation, districts are permitted to decide in which languages sight translations should be provided. Since sight translations are most commonly provided for ELLs who are illiterate in their native language, or for ELLs who come from language backgrounds with small numbers of speakers, each district is likely to have a multitude of languages in which sight translations are provided, and these are likely to vary somewhat from area to area, based on the distributions of the ELL population.

The Los Angeles Unified School District (LAUSD) has a website devoted to its Interpretation Services, and it lists full-time interpreters on staff in Spanish, Haitian Creole, Korean, Armenian, Chinese, Vietnamese, and Russian. This suggests that the district’ highest demand for sight translation and other interpretation services is in those languages, but it by no means precludes the sight translation of assessments into other (less common) languages.

How can one find certified interpreters to carry out the sight translation of an assessment?

One insight that states and districts that have provided sight translations share is that it is often difficult to identify certified and/or qualified interpreters to perform sight translations, especially in the uncommonly taught languages, and in languages where the number of students needing a sight translation is low. In part, the difficulty in finding a certified interpreter is due to the fact that there are few interpreter certification programs in the US, and most of these certify interpreters for legal or medical interpreting only. The Administrative Office of the US Courts certifies Spanish-English court interpreters to practice in federal courts. This is a national certification program, in that those who pass the associated exams may practice in any federal court in the country. The National Association of Judiciary Interpreters and Translators also has a certification test for its members who work in English

and Spanish.

The National Center for State Courts operates the Consortium for State Court Interpreter Certification, and about 40 states belong to this consortium. The Consortium has interpreter certification exams in 14 languages. These languages are Arabic, Cantonese, French, Haitian Creole, Hmong, Korean, Laotian, Mandarin, Portuguese, Russian, Serbian, Somali, Spanish, and Vietnamese. Once an interpreter passes the certification exam, the Administrative Office of the Courts in the interpreter's state will include him or her in its registry (a legal term used by court systems meaning a list of approved interpreters) and it may post the registry with the interpreter's contact information on its website. The URLs for these websites are available in Appendix C of this publication. Not all state court systems post their registry, preferring instead to simply distribute it directly to its courts. Appendix C includes those states whose registry was available to the public in December 2007. These may change over time, with some states publishing their registry and others removing their registry from their website. Currently only two states, California and Washington, certify medical interpreters, but in California this certification applies only to administrative hearings, such as those associated with Workers Compensation hearings.

Several states, and sometime cities or metropolitan areas, have professional associations for interpreters. While these associations typically do not offer certification, they do often have a website and list the contact information for their members. There are a few national associations of interpreters as well. Again, such sites are included in Appendix C. Translator certification is available through the American Translators Association (see Appendix C) in 15 languages: Arabic, Chinese, Croatian, Danish, Dutch, Finnish, French, German, Hungarian, Italian, Japanese, Polish, Portuguese, Russian, and Spanish.

As one can conclude from the above, in the United States, certified translators or interpreters are only available in 25 languages, while many school districts have ELLs that represent over 100 native languages. In the absence of official certification, states and districts can locate interpreters by consulting the membership directories of professional associations of translations and interpreters. Even though the directory contains the name and contact information of uncertified interpreters, these interpreters have experience interpreting and are dedicated enough to join a professional association. Thus, these directories should be consulted first, since one is likely to find an individual with sight translation skills. First preference should be given to interpreters, then to translators. Some translators will list themselves as interpreters also, if they feel able to do that kind of work.

If one can not find an interpreter or translator for a given language one should then look for educated native speakers of the language with a strong command of English and knowledge of the content areas being assessed. For some languages and in some locations, educated native speakers of the non-English language are nearly impossible to find, and in some situations, the only available speakers of a language may be parents, relatives, or other community members who have no interpreting experience and perhaps lack a thorough knowledge of the content areas being assessed.

The individuals selected must be well educated and be highly proficient in both languages. They must have good eyesight because they will have to read the test content while they are

simultaneously sight translating to the other language. It must be remembered that individuals inexperienced in sight translation will require much preparation and practice in order to deliver the translation with natural pacing and rate on the day of the test.

In the past, states and districts have found that some of these individuals have an interest in ensuring that students perform well on the assessments and thus may not be impartial in the way they administer the test to the student. These volunteers' good intentions to help students in their community, combined with a lack of training in interpreting, may lead to breaches in test security and in some cases, to interpreters cueing students the correct answers. States and districts have found that they have had to select interpreters from among the available speakers of the language and they have had to make the best of the human resources available to them.

To sum up, it can be difficult to find qualified interpreters to perform sight translations and when one does, efforts must be made to ensure that the person selected is properly oriented and briefed on the task, before they administer the test. (See Appendix A and E for measures that should be taken to properly orient sight translators to the task of administering a state assessment.) Later in this document some safeguards are proposed to mediate the issue of variability in test administration with sight translations.

How can districts and states identify appropriate individuals to perform sight translations?

Where possible, states and districts should attempt to find individuals with the following qualifications to perform sight translations of assessments. First, the ideal sight translator is highly literate and possesses rapid interpretation skills, which are necessary for the natural rendering of test stimuli and items. This implies that the ideal interpreter for this type of job has previous experience, not necessarily in rendering test content into the target language, but in sight translation from English to the target language in general. Certified interpreters typically fit this profile, and by locating a certified interpreter in languages for which they exist, states and districts can ensure that the individual selected will have already acquired the interpreting skills necessary to do the job (see Appendix C).

Second, it is crucial that the interpreter be highly proficient in the target language as well as in English, and that the interpreter have a solid knowledge of both American culture and the student's native country or geographic region.

The ideal interpreter to sight translate assessments should also be familiar with rules, expectations and requirements of the educational institutions that solicit their services. Some states and/or districts may therefore prefer to contract with sight translators who have a background in education and/or assessment. At a minimum, the interpreter should be familiar with the US K-12 educational system, even if only as a parent who has a child in the system. If the sight translator is not familiar with the state educational system or the US public education system, then additional orientation to the task will be necessary.

Shafer Willner et al. (in press) found that ten states listed requirements for sight translators in

their policy documents on accommodation. The requirements are presented in Table 2 below and reflect minimal expectations for sight translators. Only Wisconsin’s policy seems to focus on important prerequisite language skills as well as knowledge of the context of the administration. Most importantly, it appears that none of the states has as complete a set of requirements as the one proposed above in this section. States and districts are encouraged to formalize requirements for interpreters who are asked to perform sight translations in the interest of equitable test administration for all students.

Table 2. Qualifications Required of Sight Translators in State Policies

State	Policy
Delaware	Interpreter/test administrator must be proficient in the native language.
Idaho	The administration of the test must be by a testing coordinator or trained ESL staff.
Minnesota	If a translator is needed, districts must use a local process to hire someone who is qualified. MDE and Metro ECSU have set up a database of language interpreters at http://www.ecsu.k12.mn.us/interpreter/ .
New York	The Bilingual/ESL Technical Assistance Centers (BETACs) can assist schools in locating suitable translators.
Ohio	<p>What about oral translations of the tests in the student’s native language by a bilingual interpreter?</p> <p>Oral translators will be asked to translate and transcribe student oral and written answers into a regular answer document that is to be returned to the test contractor. Oral translators must follow the guidelines for scribing as presented in Appendix K. Oral translations will be conducted in the presence of a test administrator, who must be a certificated/licensed employee of the school district. For March test administrations, test contractors will provide assistance to districts in locating and compensating translators for any language where a translated CD-ROM is not available.</p> <p>District personnel can serve as translators for their students. (Another district staff MUST also serve as a test administrator if a district staff person is providing translation services.) If districts choose to provide their own translators, they must coordinate with the appropriate contractor, so that an Oral Translation Kit can be provided. (The kit includes the script and other materials needed for translation).</p>
Oklahoma	<p>A qualified translator is a person who has a high proficiency in both English and the child’s native language, and who also has some familiarity with the instructional and assessment context before working with the child and text.</p> <p>Additionally, audiotapes of instructions and test items made by a qualified translator may be used when a qualified translator cannot be physically present at the time of testing; District Test Coordinator must destroy tape(s). Some sources for locating qualified translators are: local community colleges and universities, private English-language schools for college level foreign students, adult English as- a-second-</p>

	language programs, private translation services, hospitals, businesses dealing with non-English speaking countries, etc.
Pennsylvania	Qualified interpreters. Districts may identify qualified interpreters and must document the process and/or criteria used to select interpreters. Interpreters may have access to the mathematics test one day prior to administration to aid them in preparation for translating the assessment. Interpreters may only access the assessment in a secure setting; the assessment may not leave the building; interpreters must sign a Confidentiality Agreement. Interpreters may work with one student or small groups of students depending on the test setting. Interpreters should not answer clarifying questions that may be asked about test questions or the writing prompt.
Utah	A student’s teacher should not be the interpreter in testing situations unless a second person is present to monitor for quality and fairness.
Wisconsin	Preference should be given to individuals with Bachelor’s Degrees in Modern Languages. When this is not possible, be sure that translators have the following qualifications: <ol style="list-style-type: none"> 1. mastery of the target language 2. familiarity with both cultures 3. extensive general vocabulary in both languages 4. ability to express thoughts clearly and concisely in both languages. Translators should participate in all aspects of staff training related to test administration and test security, with additional training on the Guidelines for Using the Translation Accommodation.
Wyoming	A teacher or qualified person translates written directions to the student.

Who should *not* be selected to perform sight translations?

It is unlikely that there will be interpreters meeting all of the above mentioned criteria for every non-English language. In those cases where a qualified interpreter can not be found, practicality necessitates that some criteria be set aside. Nevertheless, there are some hard and fast requirements that should never be ignored in the context of interpretation.

First, children and minors should not be employed to sight translate assessments. Even though they may be proficient to some extent in English and in the target language, children and minors should never be given the responsibility of accurately rendering test materials into another language, nor should they be trusted to maintain test security. Adult persons of legal age who can understand the ethical ramifications of translating educational assessments are the only group who should be allowed to perform sight translations.

Second, one must remember that not just any native speaker of a language can perform sight translations. Individuals who are not highly proficient in the target language and in English should not be selected as sight translators, since their linguistic deficiencies will result in inaccurate translations. Furthermore, individuals with little or no formal education should not

be selected to perform sight translations, since they are likely to miscomprehend test items and/or be unable to render more abstract concepts into the target language, or use precise wording that is equivalent to the original phrasing of the items in English.

How can the confidentiality of the test content be maintained when it is sight translated?

Several safeguards can be implemented to maintain the confidentiality of test content. First and foremost, sight translators should be educated about their rights and responsibilities when administering a test. States and districts employing interpreters for the purpose of sight translation should explicitly tell interpreters that the test content is confidential and that they should not discuss any of the test items or even the general content of the test with anyone. Second, interpreters should not be permitted to take any test materials out of the school. Third, states and districts should require interpreters to sign a non-disclosure or confidentiality agreement as part of this educational session on rights and responsibilities (See Appendix A for a sample non-disclosure agreement.). For more information and some materials your state or district could use to inform interpreters about their job, please refer to Part II of this document, which provides guidance to the interpreters, and Appendix E: Guidelines for Sight Translators.

There is anecdotal evidence from states that on occasion sight translators have given unwarranted assistance to students taking a test. This can occur when a student asks for help, when the sight translator offers help, or emphasizes a particular option when reading it, or in a number of other ways. This situation is easily prevented by tape recording the entire sight translation. States have reported that this policy is effective in discouraging any abuse of the system by both student and sight translator.

What information should districts or states provide to the interpreter before the test administration to ensure validity and reliability?

To ensure that the sight translated assessment is as valid and reliable as possible, states and districts should provide certain documents and information to interpreters prior to the test administration. First, interpreters should be allowed time to familiarize themselves with the test administration procedures, answer documents, and the test items themselves. They should have access to these materials in a secure setting, such as the school, and should not be permitted to take any test materials with them outside of the school at any time, either before or after the test administration (see Appendix E).

In addition, if the school, district, or classroom teacher uses textbooks or glossaries in the target language, the interpreter should have access to those materials as well. This ensures that the interpreter uses the same translations for key terms and content area specific vocabulary that the students are accustomed to hearing in class or reading in their textbooks. Since the interpreter may not be familiar with the existence of bilingual glossaries for school subjects, he or she should be made aware of them and directed to them by school personnel in advance of the test administration.

A few states (most notably New York) have created bilingual glossaries of school subjects for

use in bilingual classrooms and for translating assessments. New York City Public Schools have created glossaries in a substantial number of languages, and these can be used to aid the person preparing to do a sight translation. For a list of bilingual glossaries on different school subjects available online, please refer to Appendix D: Links to Bilingual Glossaries for School Subjects.

It can be helpful for the interpreter to understand the ethical considerations involved in providing this kind of service to the student and the district. Appendix F of this document includes an Interpreter Code of Ethics that can be shown to the interpreter ahead of time.

What evidence can districts and states develop that sight translation administrations are comparable to the regular English administration?

Because sight translations are performed individually, there is variation inherent in the process and it is therefore impossible to completely ensure comparability to the standardized English administrations. By following the guidelines listed in this document and by identifying the most qualified interpreters available, states and districts can exercise due diligence in order to ensure a quality sight translation and test administration in the student's native language. Clearly, by establishing written policies for the selection and orientation of sight translators, districts can show that they have taken appropriate steps to ensure a reasonable degree of comparability across administrations. Beyond that, districts and states may be able to collect evidence on the professional background and experience of sight translators, and present it as evidence that appropriate individuals were selected. Such evidence would show that the district is using good judgment in selecting individuals to administer the state assessments in another language.

Part II: Guidelines for Interpreters Performing Sight Translations of Assessments

What are an interpreter's obligations to the state or district?

An interpreter who is contracted to perform a sight translation of an assessment has a number of obligations. First, an interpreter must prepare for the task in advance by familiarizing him/herself with the test and test administration materials. S/he must also maintain the confidentiality of the assessment, not revealing any information about the test content to anyone. Additionally, s/he has an obligation to provide as accurate an interpretation as possible, without omissions or additions that would modify the meaning of any test items. Finally, s/he has an obligation to answer any questions from the examinee in a consistent, equitable manner that does not provide additional hints or clues as to the correct answers on the assessment.

How should an interpreter prepare to perform a sight translation of a test?

The interpreter also needs to become familiar with the directions for administering the test, along with relevant policies on handling student questions, illness, requests to go to the bathroom, etc. Appropriate school personnel, such as the School Assessment Coordinator, need to prepare for the interpreter's arrival and orientation to the task of administering the test.

The interpreter should have a chance to familiarize him/herself with the content of the test, as well as with any glossaries or textbooks the state or district uses in that language. This ensures that the interpretation is smooth and that specific content area vocabulary is used.

For languages in which numerous sight translations are performed using multiple interpreters, states or districts may also want to prepare glossaries of high-frequency words and phrases used in academic environments as well as in specific test contents and provide potential sight interpreters with these lists. Similarly, the state may want to maintain a record of the translation of frequently recurring phrases, such as those used in the general directions to the test and in the directions to each section or part, and provide them to the interpreter. Even though these directions do not involve terminology, a record of how to phrase them in the target language helps to maintain consistency across interpreters and across administrations. This helps to ensure equity across administrations and serves as an aid to the interpreters in current and future sight translation assignments.

Appendix E contains a sample four-page handout listing general guidelines for sight translators. This handout (or a similar document) can be given to sight translators in preparation for the task at hand. This should be carefully read by the interpreter one or several days before the test is administered.

How is sight translating a test different from sight translating other documents?

Sight translating a test requires a high degree of commitment not to disclose information that

may assist students in answering test questions (see Appendix A). Having a standard and accurate translation may also be especially important during the sight translation of tests, since assessment of students' academic skills is dependent on their test results, which may be compromised by inaccurate and non-standard translation. Unlike sight translation of other documents, sight translation of tests often involves translation of directions/instructions, which is a very important component in the test-taking process. While sight translation of academic tests may not require specific knowledge of medical, legal, or other professional terminology (as would be the case during sight translation of other documents), test translation may require the knowledge of the specific vocabulary associated with a given content area. Translators and interpreters normally refer to such vocabulary as "terminology." It is important that the interpreter know the terminology of the content assessed on the test. If the terminology is not known, the interpreter should write a target language gloss beside the English term.

Are there ethical issues in sight translating a test?

Compromise of confidentiality, confirming or disconfirming the acceptability of a student response, and providing correct answers are the most common ethical issues associated with sight translation. Interpreters must agree to provide an accurate and complete interpretation of all test content, as well as to remain impartial during the test administration. Since in some cases, interpreters chosen to perform sight translations may be community members with ties to the examinees, conflicts of interest are also a potential ethical issue. To circumvent the problem, interpreters should sign a non-disclosure agreement (see Appendix A), disclose any possible conflict of interest, and then let the state or district determine how to proceed.

Because the interpreter is involved in the delivery of an important service for the benefit of a student who does not speak English and for the benefit of the school, the district, and the state, the interpreter should be exposed to the ethical concerns that arise in such situations. Interpreter organizations often develop a code of ethics or they endorse a code of ethics published by another organization. The code of ethics of the National Council on Interpreting in Health Care (2004) is included in this document as Appendix F. It is widely applied to interpreting in community settings and is generally applicable to educational interpreting as well.

How should an interpreter respond to questions students commonly ask during the test administration?

As a general rule, interpreters should clarify student questions regarding test directions. However, they should not answer any questions that concern the content of the test items and might give examinees clues to the correct responses to test items. If an interpreter is unsure of what types of questions s/he should answer, s/he should examine the test administration instructions for clarification and in the case that doubt still exists, contact personnel at the state or district office before answering a question.

What are the most common do's and don'ts of sight translation in a testing situation?

Do's:

- 1 **Do** prepare for the sight translation by becoming familiar with the test and all ancillary materials (such as the answer sheet, test administration instructions, and any reference materials students are allowed to use while taking the test.)
- 2 **Do** become familiar with any word lists or glossaries of academic terms in the target language. This enables you to use accurate content area terms that students know in the interpretation.
- 3 **Do** read the test material as if it were written in the target language. Sudden starts and stops and long pauses, while you figure out a difficult translation problem, are distracting to the student who wants to understand the question. Enunciate clearly.
- 4 **Do** render all test directions and content as accurately and completely as possible, without additions or omissions.
- 5 **Do** be polite, courteous, and professional.
- 6 **Do** ask state or district personnel whenever you have any questions about appropriate procedures, such as how to answer particular student questions. When in doubt, ask before acting so that you are “safe rather than sorry.”
- 7 **Do** maintain the confidentiality of the test by not disclosing any information about the assessments to any outside party. (See Appendix A)
- 8 **Do** ask to see the room where you will be interpreting the day before the test and verify that the lighting and facilities are adequate.
- 9 **Do** leave all test materials and notes you may have made during the interpretation at the testing site so that they can be properly disposed of. (See Appendix A)

Don'ts:

- 1 **Do not** make any additions or omissions in what you render in the target language. (See Appendix A)
- 2 **Do not** interject personal opinions or thoughts about the test while you are interpreting.
- 3 **Do not** answer questions that concern anything other than the meaning of items that are allowed to be translated. Specifically, **do not** answer questions about anything that may give away the answers to the test.
- 4 **Do not** cue students to the correct answers to test items through vocal cues or gestures.
- 5 **Do not** keep notes on the test or remove any test materials from the testing site. (See Appendix A)

Is there any paperwork an interpreter should fill out before or after administering the test?

Some states and districts have a formal form for test administrators that the principal or school test coordinator is required to have each administrator sign. In some states these have to be returned with answer documents. The state or district should let the interpreter know if there is any paperwork to be filled out before or after the test administration. In general, the interpreter should be asked to complete a Non-Disclosure Agreement (See Appendix A), in

which the interpreter makes a commitment not to reveal any information about the test content to outside parties. A sample Non-Disclosure Agreement is available in Appendix A. After the administration, the interpreter should be asked to complete an Interpreter Report Form, detailing any incidents that may have occurred during test administration. A sample Interpreter Report Form is available in Appendix B.

Part III: An Alternative to Sight Translation: Recorded Oral Translation

What are the advantages and disadvantages of recorded translations vs. sight translations?

Since a recorded oral translation is based on a translated script that has been developed on the basis of the English audio script, it should be translated, reviewed, and revised iteratively. Such a series of reviews helps to ensure the high quality and accuracy of the resulting translation as compared to sight translations, which are performed spontaneously, under time pressure, and without a script in the target language. Furthermore, since scripted oral translations are recorded, there is consistency across test administrations because all examinees receive the same recording. There is no variation in the quality of the translation or in the pronunciation or the dialect of the person doing the recording. Thus, there is far less variation when scripted oral translations are recorded as compared to sight translations.

Another issue is the time and money saved by not having to recruit sight translators. Recruitment can be difficult, especially in rural areas. When the state provides a recording, it makes it much easier for districts to provide a native language accommodation.

In addition, since sight translations are performed by numerous interpreters across a state or district as needed, sight translation entails more people having access to the test content and potentially disclosing information about the test to outside parties. Another issue is the fact that paper copies of the English script are sent by some states to schools. Although not a test booklet, the script does contain the content of the test, and there is concern that this is a threat to test security as well. Therefore, a recorded oral translation is more likely to maintain test security since fewer people have the opportunity to see the test.

In these times when there is much concern about the safety of schools, most people contracted by the school district are carefully scrutinized ahead of time. Often however, this may be impractical for sight translators. In such cases, they constitute other non-licensed individuals in the building and this can be a source of concern for building and district administrators.

Despite the advantages that scripted, recorded oral translations have over sight translations, there are disadvantages to it as well. First, scripted, recorded oral translations are more time consuming to produce, since they require that a printed version of the audio script be prepared in advance in the target language and then professionally recorded. The resulting scripts and recordings must be verified to ensure that they are accurate and complete, with adequate sound quality, and revisions must be made as necessary until the resulting products match each other as closely as possible. Second, this additional time and review makes scripted oral translations much more costly to produce than a small number of sight translations. As a result, states and districts typically only produce scripted oral translations in languages spoken by large numbers of ELLs. If relatively few tests will be administered in a given language, sight translation is a more economical and practical option for assessing students in their native language.

Also, some students like the more personalized approach provided by the sight translation. The sight translator is a live speaker of the student's native language. If the test includes

constructed response items, the sight translator can translate the student's response to English. Otherwise, someone may have to be contracted to do this, unless the company doing the scoring has trained bilingual readers in the student's native language.

What issues should districts and states consider when choosing between the two alternatives?

As mentioned above, a primary consideration states and districts should consider when they are deciding whether to offer scripted oral translations or sight translations of assessments is cost effectiveness. When there are just a few speakers of many different languages, states usually decide to offer individual sight translations rather than recorded oral translations. When, on the other hand, there are many ELLs of a given language background, the additional cost of preparing and recording a scripted oral translation may be worth the added consistency across test administrations. The cost of a freelance interpreter in 2007 varies from about \$15 an hour in rural areas to \$30 to \$50 in urban areas and up to \$120 per hour or more when contracting with a language services company for interpreter services. Thus, while a single scripted and recorded oral translation may seem initially expensive, it may prove far less costly in the long run than hiring individual qualified interpreters to perform repeated sight translations of the same test.

States and districts must also consider whether they have the time to produce recorded oral translations of assessments. Unlike sight translations, which are rendered spontaneously, scripted oral translations take as long to produce as the English language audio versions of assessments. In fact, the procedure is identical, except that the English language audio script must also be translated into the target language, and then the written translation must be reviewed and revised, before any recording can take place. If a CD or DVD is used, then these must be duplicated and distributed to schools.

What states have used recorded oral translation and in what languages?

Ohio, Michigan, and Wisconsin use recorded oral translations for state assessments, while Oklahoma allows districts to develop them on an as needed basis.

Ohio uses an audio CD to present the test in five languages: Spanish, Japanese, Somali, Russian, and Arabic. The state bases the audio translation on the script for the oral English version, which is also recorded on an audio CD for students with reading disabilities. Once the script is finished, it is translated to the five languages, and then recorded by an actor or other recording professional. When the reading of a translated script is involved, these individuals are called "voice-over" professionals. Voice-over professionals have an appropriate voice for recording, and typically have experience as an actor, a radio-announcer, or a recorder of advertising for radio and television in the non-English language.

After the master CD has been recorded (in a professional recording studio), the recording is checked to verify that the script has been fully followed and that all words have been fully enunciated. If not, rerecording of certain parts is necessary. The rerecording is also done in a professional sound studio, where appropriate equipment makes it relatively easy to highlight

and cut the incorrect segments and replace them with correct segments. Then, multiple copies of the master CD are made and distributed to schools with the test and answer booklets. In schools, the students listen to the CD on a CD player or on a computer, with the test booklet and answer document in front of them. Thus, the student sees the English stimuli and questions, and hears the non-English version simultaneously. Typically, each item is recorded on a separate track, so that the student can advance or replay the recording as necessary.

Ohio provides written translation only in Spanish. Recorded oral translation is provided in the five languages indicated above. These languages were selected for practical reasons. The Ohio Department of Education allows sight translation of state assessments and calculates that districts were spending an average of \$75 per sight translation per student in 2005. The state has determined that volumes for these five languages are high enough to justify the state providing an audio CD. Actually, the state has determined that when a test will be sight translated 59 or more times, it is less expensive to produce and distribute a version on CD. Thus, Ohio actually saves money by providing the audio CD for these five languages. For all other languages, the district provides a sight translator and the state reimburses the district for the cost of the sight translator.

Ohio also provides a script in English for sight translators who will be rendering the test into a language other than the above. The script includes instructions for the sight translator. Since the state pays the sight translator directly, it requires that the interpreter complete and mail back an Oral Translator Report Form in order for the payment to be initiated.

Ohio was the first state to provide an audio recording of the test in the student's native language. The state began doing this in 2005, after providing an English script in 2004. In an effort to standardize the administration and sight translation, and to help ensure test security, the state began providing recorded translations the following year. Recorded translations of the previous year's test (minus field test items) are available on the state's website.

Michigan provides a digital video disc (DVD) to students in Spanish and Arabic of its Math, Science, and Social Studies assessments. The DVD begins with video of a test administrator reading a translated script of the test administration instructions. The test administrator is native speaker of the language being recorded. After the instructions for completing the answer sheet and the general directions the test have been spoken, only the test booklet appears on the DVD. The administrator reads each item in turn, and the video zooms to the appropriate item in the test booklet. The primary drawback of this technique is that the resolution of the video produced was poor. An alternative method for DVD production was trialed in 2006. Instead of using video, still graphics of instruction pages and of test items were developed using computer software from the original English text. Then, after all items were translated, scripts were developed for each test in each language for the audio recording, and the audio recordings were produced. Professional voiceover talent in each target language was contracted, as was a professional recording engineer and studio time. The audio was then edited and prepared for integration into video. The next step was the video production process itself. For each test in a specific language, the audio files and graphics files were imported into a video editing program. The graphics files were arranged in order, and the audio files were synchronized with the graphics files; essentially, there is a one-to-one correspondence between audio file and graphics file, and the length of the audio file determines how long the

graphic file is displayed on the screen. Students are free to pause, rewind, fast forward, and move manually between tracks (each graphic file/audio file pair being one track) on the DVD. The test can be taken on computer or with a DVD player. The use of the video version of the assessment is recorded on the student's answer document.

Wisconsin has developed Spanish and Hmong audio versions of assessments that a student in a district may access via a school computer or a personal laptop. Wisconsin calls these "translation narrations." Wisconsin designed these to meet the needs of ELLs who are not proficient readers in their native language. A headset is required when the student hears the audio. To make use of this system, the teacher goes to the Wisconsin Department of Public Instruction website, where he or she can locate the Mediasite audio and video files. From there, he can download the files to a computer. On the computer in the school, student can see the test page-by-page on the screen. On each page, the student may click a button for an oral translation of the English text on the page. The student can then play the audio while looking at a video image of each page on the computer. The student may also move a "slider" backward or forward to hear only the audio for specific items. The student can replay the audio for an item using the same strategy, and he or she can pause, stop, and restart the audio session if they need more time to answer the questions. Training for teachers and students on using the system is also available on the Wisconsin Department of Public Instruction website. The training makes use of sample items from the previous year's assessment. Currently, these materials may be accessed at <http://www.dpi.state.wi.us/oea/ells.html>

Oklahoma allows school districts to record an oral translation on to a tape or to CD-ROM when a qualified translator cannot be physically present at the time of testing. Afterwards, the CD-ROM must be turned over to the district test coordinator who then destroys the recording.

In what content areas have recorded oral translations been used by the states?

For Ohio, recorded oral translations of reading, mathematics, and science assessments have been produced. However, one should be cautious when translating reading, writing, or other ELA assessments because such translation may pose a threat to construct validity. Ohio translates only the items that follow reading passages. It does not translate the passages. Also, certain or parts of items are not translated, if translation would give away the meaning of part of the passage or words in the passage. For Michigan, recorded oral translations of mathematics, science and social studies assessments have been produced. Wisconsin created its recorded translation narrations for its mathematics, science, and social studies assessments.

Are there content areas for which it is inappropriate to use scripted oral translations?

Since both sight translation and scripted oral translations are oral renditions of an assessment in a non-English language, the same restrictions apply to scripted oral translations as to sight translations. That is, scripted oral translations are not appropriate for content areas that should not be sight translated, such as English Language Arts and reading. Similarly, English language proficiency exams should not be rendered into another language, whether in written or oral form. If they were translated, they would no longer be measures of English language proficiency. Rather, they would be measures of proficiency in the non-English language.

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Appendix A

Model Non-Disclosure Agreement for Sight Translators

This agreement, entered into as of the _____ day of _____, 20____ between [School District] and [name of Sight Translator], here forth referred to as Sight Translator, is to ensure the protection and preservation of the confidential information which [the School District] may disclose or make available to the Sight Translator during the provision of his/her services.

[School District] desires to ensure the confidential status of the information that may be disclosed to the Sight Translator. Confidential information is any of the following:

1. All information relating to students' names, addresses and contact numbers is confidential information and may not be shared with unauthorized parties.
2. All information relating to students' test performance is considered confidential information and may not be shared with unauthorized parties.
3. All information relating to any types of special needs of students is strictly confidential and may not be disclosed to unauthorized parties.
4. All information relating to the contents of the testing materials is considered confidential information and may not be shared with unauthorized parties or replicated in any manner by the Sight Translator.
5. All responses produced by students (oral or written) during the testing procedure are considered strictly confidential and may not be disclosed to unauthorized parties.
6. Any communication exchanged between students and the Sight Translator during testing is confidential information and may not be shared with unauthorized parties.
7. The Sight Translator agrees not to contact students or their family members for the purposes of soliciting tutoring on the test subjects for which he/she has provided translation/interpretation services.
8. The Sight Translator agrees to leave at the school all test materials provided to him/her, as well as notes s/he has taken at the testing site.
9. The Sight Translator agrees to protect the security of the test at all times and to administer the test in strict accordance with all prescribed guidelines.

There are no understandings, agreements, or representations, expressed or implied, not specified in this document. This agreement may not be amended except in writing. This agreement shall continue in full force and effect from the Effective Date onward. Violation of any clauses of this agreement may result in immediate termination of the Sight Translator and the filing of criminal charges.

Sight Translator:
Name _____

School District Representative:
Name and Title _____

Date _____

Date _____

Signature _____

Signature _____

Appendix B

Sight Translator/Interpreter Report Form

Use this form to provide information on the test administration process and to report any irregularities in test administration. Please fill it out (even if there are no irregularities). Sign your name, and return it with the test materials.

Test Security

By agreeing to serve as the test administrator, I hereby confirm that I am responsible for ensuring the security of the test. I have kept the test materials confidential and secure at all times. None of the test booklets or other materials has been reproduced in any form by me or by any other party at my behest. I have read and understood the Test Administrator Directions.

Signature _____

Date _____

Test Administration and Preparation

Please answer the following questions.

Did you have an adequate amount of time to prepare for the administration of the test prior to administering it?

Yes _____ No _____

Did you have access to a secure area while preparing to administer the test? Where was the area located?

Yes _____ No _____

What means did you use to prepare yourself for administering this test (using a bilingual or monolingual dictionary, asking questions of the test coordinator, etc.)?

Did you read the test administrators manual and administer the test according to the instructions?

Yes _____ No _____

Was it necessary for you to repeat any questions to the student?

Yes _____ No _____

Did you help the student answer any questions?

Yes _____ No _____

How well did the student(s) appear to understand the questions when you sight translated them into his or her native language? (Check only one, please)

Understood them very well _____

Understood them with some difficulties _____

Understood them with great difficulty _____

Did the student want you to translate the entire test or just certain items, phrases and words?

Entire test _____

Just certain items, phrases, and words _____

About what percent of the test did you translate for the student? _____ %

I (the sight translator/interpreter) affirm that the tests were administered in accordance with the procedures described in the guidelines. Any deviations from the stated procedures are listed below.

Irregularities _____

Please indicate any other test administration irregularities that you noticed occurring before, during, or after the administration.

Condition of Test Materials

I have checked the condition of the test booklets and other materials. All materials are being returned in essentially their original condition. (No pages are missing, etc.)

Irregularities _____

Please complete the following.

Your name

Language of sight translation

School and district

Phone number

Signature

Date

Appendix C

URLs for Locating Professional Interpreters

The following URLs contain links to organizations whose websites provide a directory of translators and/or interpreters. Some of the directories are searchable by language and one or more other criteria, such as city, state, region, zip code, certification status, and whether the individual is a translator or interpreter. Others sites simply contain a list of members of the association on a PDF. Such lists usually include language and contact information. If the translator or interpreter has a website (many of them do), then one can use the URL of the website to see the resume of the member. These websites can be very helpful when a school or district is looking for a language professional to provide a sight translation of an assessment.

These URLs were working as of April 4, 2008. As time passes, the links may not work due to the server being down or the site having been moved to a new location. Any of the individual on these websites can be contacted to determine their interest in providing sight translation for a school or district. If they are not interested, they can be invited to suggest others who might be interested, or to pass along the information to others who might be interested.

National Translation and Interpretation Groups and Organizations

American Translators Association (ATA)

<http://www.atanet.org/>

Description: Historically, the ATA has been a professional association for translators. More recently, it is reaching out to interpreters to make the organization more attractive to them. Interpreters have been added to the ATA online directory of members. They are located in a separate directory, as indicated below.

Finding an interpreter on the ATA site:

<http://www.atanet.org/onlinedirectories/individuals.php#interpreters>

National Association of Judiciary Interpreters and Translators (NAJIT)

<http://www.najit.org/>

Description: This site offers an online directory of judiciary interpreters and translators (the directory does not allow a separate search) all over the United States. The directory is searchable by contact information, city, state, zip code, credentials, and languages.

Finding a judiciary translator or interpreter on the NAJIT site:

<http://www.najit.org/public%20directory.htm>

Regional Translation and Interpreting Groups and Organizations

Midwest Association of Translators and Interpreters (MATI)

<http://www.matiata.org/>

Description: This site provides a searchable online directory for translators and interpreters (separate searches may be performed) in the states of Illinois, Indiana, and Wisconsin. The directory is searchable by language, city, state, zip code, and the last name of the translator/interpreter.

Finding an interpreter on the MATI site:

http://www.matiata.org/html/member_directory_search.html

New England Translators Association (NETA)

<http://www.netaweb.org/>

Description: This site offers an online search directory for translators and interpreters (the site does not allow a separate search) in New England area. The directory is searchable by target and source languages.

Finding a translator or interpreter on the NETA site:

http://www.netaweb.org/Language_Resources/General_Resources.htm

Northwest Translators and Interpreters Society (NOTIS)

<http://www.notisnet.org/>

Description: This site provides an online directory for translators and interpreters (visitors can specify which one they are looking for) in the states of Washington and Oregon. The directory is searchable by source and target languages and specialization.

Finding an interpreter on the NOTID site:

<http://www.notisnet.org/directory/online.asp>

State Translation and Interpretation Groups and Organizations
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ARIZONA

Arizona Court Interpreters Association (ACIA)

<http://www.aciaonline.org/>

Description: This site provides contact information for court interpreters for a number of languages in the state of Arizona.

Finding an interpreter on the ACIA site:

<http://www.aciaonline.org/Membership.php>

ARKANSAS

Certified Medical Interpreters – University of Arkansas

<http://www.uams.edu/update/absolutenm/templates/healing.asp?articleid=4197&zoneid=10>

Description: This site offers a directory of certified medical interpreters in the state of Arkansas. The directory provides the interpreters names, contact information, and language(s) of specialization.

CALIFORNIA

California Program for Court Interpreters

<http://www.courtinfo.ca.gov/programs/courtinterpreters/becoming-faq.htm>

Description: This site offers legal interpreting services in the state of California. The site provides an online search directory of court interpreters. The directory is searchable by name, language, certification status, and county.

Finding an interpreter on this site:

<http://www.courtinfo.ca.gov/programs/courtinterpreters/ctintdb.cfm>

Northern California Translators Association (NCTA)

<http://www.ncta.org/>

Description: This site provides an online directory for translators and interpreters (visitors can specify which one they are looking for) in the area of Northern California. The data base is searchable by target and source languages, areas of specialization, credential, ATA affiliation.

Finding an interpreter on the NCTA site:

<http://www.ncta.org/displaycommon.cfm?an=1&subarticlenbr=40>

COLORADO

Colorado Judicial Branch: Court Interpreter Program

<http://www.courts.state.co.us/chs/hr/interpreters/courtinterpreterpage.htm>

Description: This site offers an online directory for legal interpreters in the state of Colorado. The directory is divided into two groups: Spanish interpreters and interpreters for other languages. The Spanish interpreter directory is organized by city, interpreter name, and judicial district. The directory for other languages is organized by language. The directory provides contact information of the interpreters. The directories are not searchable; they are a list of interpreters with contact information.

Finding an interpreter on this site:

<http://www.courts.state.co.us/chs/hr/interpreters/InterpreterDirectories.htm>

Colorado Translators Association (CTA)

<http://www.cta-web.org/>

Description: This site offers an online search directory for translators and interpreters (the directory does not allow a separate search) in the state of Colorado. The directory is searchable by source and target languages, specialization, affiliation with an organization or agency, and translator/interpreter name.

Finding an interpreter on the CTA site:

<http://www.cta-web.org/search.php>

Colorado Association of Professional Interpreters CAPI

<http://www.coloradointerpreters.org/>

Description: This site offers an online search directory for translators and interpreters in the state of Colorado (the directory allows separate searches). The directory is searchable by language, city, and name of interpreter.

Finding an interpreter on the CAPI site:

<http://www.coloradointerpreters.org/default.asp?P=FindInterpreter>

DELAWARE

Delaware Valley Translators Association (DVTA)

<http://www.dvta.org/>

Description: The site offers a searchable online directory of translators and interpreters (separate). The directory is searchable by target and source language, specialization, ATA membership and/or certification. The site includes an advanced search option, which allows searches by city, state, zip code, distance, profession, dominant language and division.

Finding an interpreter on the DVTA site:

http://www.dvta.org/find_interpreter.php

DISTRICT OF COLUMBIA

National Capital Area Chapter of ATA (NCATA)

<http://www.ncata.org/>

Description: This site provides a searchable online directory of translators and interpreters (separate searches may be performed for each group) in Washington DC, Maryland, and Virginia. The directory is searchable by source and target languages, last and first name of translator/interpreter, and the area of specialization.

Finding an interpreter on the NCATA site:

<http://www.ncata.org/search/index.cfm>

GEORGIA

Medical Interpreter Network of Georgia (MING)

<http://www.mingweb.org/>

Description: This site offers an online search directory for medical interpreters in the state of Georgia. The directory is searchable by target and source language, by location, name of the interpreter, and corporate and institutional membership.

Finding a medical interpreter on the MING site:

<http://web.memberclicks.com/mc/directory/viewsimplesearch.do?orgId=ming>

Georgia Commission on Interpreters

<http://www.georgiacourts.org/agencies/interpreters/index.html>

Description: This site offers two directories of court interpreters in the state of Georgia. One directory lists “registered” interpreters; the other lists certified interpreters. Registered interpreters have not passed the certification test or the test is not available in their language. The directory provides the name and contact information of the interpreters along with their language(s) of specialization.

Atlanta Association of Interpreters and Translators (AAIT)

<http://www.aait.org/>

Description: This site offers a searchable online directory of translators and interpreters in the Atlanta GA area. The interpreter categories include Certified & Registered, Medical Interpreters, Conference Interpreters, Social Services, Law Enforcement and Legal Services Interpreters, Escort interpreters, and Telephone interpreters. The online directory is searchable by target and source language, first and last name of the interpreter/translator, specialization, and corporate/institutional membership.

Finding an interpreter or translator on this site:

<http://www.aait.org/directory.htm>

HAWAII

Hawaii Interpreters and Translators Association (HITA)

<http://www.hawaiiinterpreters.com/>

Description: This site provides an online directory of translators and interpreters in a limited number of languages along with their contact information. This directory does not have an on-line searching capability. Rather, one can look through the list of members’ profiles.

Hawaii State Judiciary

http://www.courts.state.hi.us/page_server/Services/CourtInterpreting/1E2115DFB25CFED910679C03AC0.html

Description: This site provides a directory of court interpreters in the state of Hawaii. The directory provides name, contact information and languages of specialization of the interpreters. The directory is organized by languages in alphabetical order.

IDAHO

Idaho Interpreting Program

<http://www.isc.idaho.gov/language.htm>

Description: This site, operated by the Idaho State Courts, offers users a directory of court interpreters in the state of Idaho. The directory is divided into registries for Spanish language interpreters and interpreters for languages other than Spanish. The Spanish language directory is organized by status: certified and conditionally approved (has passed some but not all tests yet). The other languages directory is organized by the interpreters' last names in alphabetical order. The directories provide the names, contact information, language(s) of specialization, and hourly rates for the interpreters.

ILLINOIS

Chicago Area Translators and Interpreters Association (CHICATA)

<http://www.chicata.org/>

Description: This site offers an online search directory for translators and interpreters (the directory allows separate searches) in the Chicago, IL area. The directory is searchable by name of translator/interpreter, source and target languages, categories/area of specialization, and keyword.

Finding an interpreter on the CHICATA site:

<http://www.chicata.org/perl/search.pl>

The Illinois Association of Healthcare Interpreters (IAHI)

<http://www.heartlandalliance.org/mcsc/projects/iahi.htm>

Description: This association's website is run through the URL of a translation and interpreting company. This site lists the languages for which interpreting services are available, apparently through the company: the Heartland Alliance.

Finding an interpreter on the IAHI site:

<http://www.heartlandalliance.org/mcsc/services.php>

INDIANA

Indiana State Court Interpreter Certification Program

<http://www.in.gov/judiciary/interpreter/>

Description: This site provides an online search directory for certified court interpreters in the state of Indiana. The directory is searchable by district and county.

Finding a court interpreter on this site:

<http://www.in.gov/judiciary/interpreter/registry.html>

IOWA

Iowa Interpreters & Translators Association

<http://www.iitanet.org/>

Description: This site offers translation and interpreting services in the state of Iowa. The site provides a directory of translators and interpreters along with their contact information, language and specialization. The directory does not distinguish whether a member is a translator or an interpreter.

Finding an interpreter or translator on this site:

http://www.iitanet.org/iita_membership_directory.htm

Iowa Judicial Branch

http://www.judicial.state.ia.us/District_Courts/Court_Interpreter/Roster/

Description: This site, operated by the administrative office of the Iowa courts, provides a directory of court interpreters in the state of Iowa. The directory includes the names, contact information, language(s) of specialization, language history, and educational and professional history. The directory is organized by language in alphabetical order.

MICHIGAN

Michigan Translators/Interpreters Network (MiTiN)

<http://www.mitinweb.org/>

Description: This site offers a searchable online directory of translators and interpreters in the state of Michigan. The directory is searchable by language, last name of a translator/interpreter, zip code, key words and certification. This site also provides a directory (unsearchable) of Michigan court interpreters (both individuals and organizations). The directory lists the name of the organizations or individual interpreters their language of specialization, as well as relevant experience in this field.

Finding Michigan Certified Court Interpreters on the MiTiN site:

<http://www.mitinweb.org/ccim.cfm>

Finding an interpreter or a translator on the MiTiN site:

<http://www.mitinweb.org/directory.cfm>

MINNESOTA

Minnesota Judicial Branch

<http://www.mncourts.gov/default.aspx?page=304>

Description: This site provides an online search directory for court interpreters in the state of Minnesota. The directory is searchable by language, county, country of origin of an interpreter, and the interpreter's name.

Finding a court interpreter on this site:

<http://www.mncourts.gov/FindInterpreters/>

MISSOURI

Missouri Judicial Branch

<http://www.courts.mo.gov/page.asp?id=182>

Description: This site contains a PDF list of certified English-Spanish interpreters organized in alphabetical order.

Finding a certified English/Spanish court interpreter on this site:

<http://www.courts.mo.gov/file/Ceritified%20List%20for%20Website.pdf>

NEBRASKA

Nebraska Judicial Branch

<http://www.supremecourt.ne.gov/interpreters/index.shtml?sub10>

Description: This site contains two links to certified and registered court interpreters lists. The lists include name and contact information of interpreters in Nebraska.

List of certified interpreters:

<http://www.supremecourt.ne.gov/interpreters/iac-list.shtml>

List of registered (non-certified) interpreters:

<http://www.supremecourt.ne.gov/interpreters/registered-interpreters.pdf>

NEW JERSEY

New Jersey Judiciary

<http://www.judiciary.state.nj.us/interpreters/index.htm>

Description: This site provides an online directory of court interpreters in the state of New Jersey. It also includes some in New York and Pennsylvania. The directory provides the location and contact information of an interpreter, and their affiliation, if any.

Finding a court interpreter on this site:

<http://www.judiciary.state.nj.us/interpreters/registry.pdf>

NEW MEXICO

New Mexico Translators and Interpreters Association (NMTIA)

<http://internet.cybermesa.com/~nmtia/>

Description: This site provides links to contact information for translators and interpreters in the state of New Mexico for a limited number of languages.

Finding an interpreter on this site:

<http://internet.cybermesa.com/~nmtia/langs.htm>

NEW YORK

New York Circle of Translators (NYCT)

<http://www.nyctranslators.org/>

Description: This site provides a searchable online directory for translators and interpreters in the state of New York. The directory is searchable by language, the name of translator/interpreter, area of specialization, and affiliation with a corporation or an institution. A hard copy of the directory is available for purchase on this site.

Finding an interpreter on the NYCT site:

<http://www.nyctranslators.org/directory/index.php>

NORTH CAROLINA

The North Carolina Court System

<http://www.nccourts.org/Citizens/CPrograms/Foreign/CourtStaff/Directory.asp#links>

Description: This site provides a directory of Spanish Language Court interpreters in the State of North Carolina. The directory provides the name of interpreters, contact information, and the district that they are willing to serve.

Finding a court interpreter on this site:

<http://www.nccourts.org/Citizens/CPrograms/Foreign/Documents/statefederallycertifiedinterpreters.pdf>

NORTH AND SOUTH CAROLINAS

Carolina Association of Translators and Interpreters (CATI)

<http://www.catiweb.org/>

Description: This site offers a searchable online directory of translators and interpreters in North Carolina and South Carolina. The directory allows searches by language and specialization, language and area code, language and state, language and zip code, language and city/town, and name and state.

Finding an interpreter or a translator (by language) on the CATI site:

<http://www.catiweb.org/find08.htm>

North Carolina System Directory of Certified Interpreters

<http://www.nccourts.org/Citizens/CPrograms/Foreign/CourtStaff/Directory.asp#links>

Description: This site offers an online directory along with the contact information of certified court interpreters in the state of North Carolina. This directory is not searchable.

OHIO

Community and Court Interpreters of the Ohio Valley

<http://www.ccio.org/>

Description: This site provides court interpreting services in the states of Indiana, Ohio, Pennsylvania, West Virginia, Kentucky, and Tennessee. The site does not offer an online search directory of interpreters. The site provides contact information along with the location of court interpreters in the Ohio Valley.

Finding an interpreter on this site:

<http://www.ccio.org/CCIO-Members.htm>

Northeast Ohio Translators Association (NOTA)

<http://www.notatranslators.org/>

Description: This site provides an online directory for translators and interpreters (the directory allows one to search separately) within the Northeast Ohio area. The directory is searchable by source and target languages, company name, and the name of translator/interpreter.

Finding an interpreter on the NOTA site:

<http://www.notatranslators.org/search.aspx?mode=interpreter>

PENNSYLVANIA

Pennsylvania Interpreter Certification Program

<http://www.courts.state.pa.us/index/interpreterprogram/InterpreterRoster.asp>

Description: This site provides a directory of court interpreters in the state of Pennsylvania. The directory is organized by language in alphabetical order and provides the name, contact information, and availability of the interpreters.

Finding a court interpreter on this site:

<http://www.courts.state.pa.us/index/interpreterprogram/InterpreterRoster.pdf>

TENNESSEE

Tennessee Association of Professional Interpreters and Translators (TAPIT)

<http://www.tapit.org/default.asp>

Description: This site offers translation and interpreting services in the state of Tennessee. The site provides a directory of translators and interpreters along with their contact information and language of specialization. The site does not specify whether a member is a translator or an interpreter.

Finding a translator or interpreter on the TAPIT site:

<http://www.tapit.org/Allmembers.html>

Tennessee Court Interpreters

<http://www.tsc.state.tn.us/geninfo/Programs/Interpreters/Interpreters.htm>

Description: This site provides an online search directory for court interpreters in the state of Tennessee. The directory is searchable by language.

Finding a court interpreter on this site:

<http://www.tsc.state.tn.us/geninfo/Programs/Interpreters/rosterindex.htm>

TEXAS

Texas Association of Judiciary Interpreters and Translators (TIJIT)

<http://www.tajit.org/mc/page.do>

Description: The site offers online directories of judicial translators and interpreters in the state of Texas, along with their contact information and language specialization. There are separate directories for each region of the state. A simple search can be done also using the name of the language as the selection variable.

Finding a translator of interpreter on the AATIA site:

<http://www.tajit.org/mc/directory/viewsimplesearch.do?orgId=tajit>

Austin Area Translators and Interpreters Association (AATIA)

<http://www.aatia.org/>

Description: This site provides an online directory of translators, translation agencies, interpreters, and interpretation agency (the directory allows to search separately) in the area of Austin, Texas. The directory is searchable by source and target languages.

Finding a translator of interpreter on the AATIA site:

<http://www.aatia.org/AATIAV2/db/locator.asp>

El Paso Interpreters and Translators Association (EPITA)

<http://www.metroplexepita.org/>

Description: This site provides contact information for translators and interpreters in the El Paso, Texas area. The directory of contacts provides links to the members' profiles. The site does not allow a separate search according to whether one is a translator or interpreter.

Finding a translator or interpreter on the EPITA site:

<http://www.metroplexepita.org/mc/directory/viewallmembers.do?orgId=epita&masthead=true>

Houston Interpreters and Translators Association (HITA)

<http://www.hitagroup.org/>

Description: This site provides an online directory search engine for translators and interpreters (the directory allows one to search each group separately) in the area of Houston, Texas. The directory is searchable by target and source languages, State of Texas or national certification, name of translator or interpreter, and affiliation with an institution or an organization.

Finding a translator or interpreter on the HITA site:

<http://www.hitagroup.org/user/find>

Metroplex Interpreters and Translators Association (MITA)

<http://www.dfw-mita.com/>

Description: This site provides an online directory of translators and interpreters (the directory does not allow a separate search) in the Dallas and Fort Worth, Texas Metroplex area. The directory is searchable by language.

Finding a translator or an interpreter on the MITA site:

<http://www.dfw-mita.com/search.php>

UTAH

Utah State Courts

<http://www.utcourts.gov/resources/interp/>

Description: This site provides an online directory of Utah state certified court interpreters and Utah state approved court interpreters. The directories offer contact information of the interpreters, language of specialization, willingness to travel, and the year their certification was received (for certified court interpreters only).

Finding a court interpreter on this site:

<http://www.utcourts.gov/resources/interp/certified.htm>

<http://www.utcourts.gov/resources/interp/certified.htm#Approved>

VIRGINIA

Virginia's Judicial System

<http://www.courts.state.va.us/programs/home.html>

Description: This site provides an online directory of certified Spanish language interpreters in the states of Virginia and Maryland. The directory provides names of the interpreters, contact information, and circuit and district that they serve.

Finding a court interpreter on this site:

<http://www.courts.state.va.us/flilist.htm>

WASHINGTON

Washington State Court Interpreters and Translators Society (WITS)

<http://www.witsnet.org/>

Description: This site offers an online search directory for court interpreters in the state of Washington. The directory is searchable by target language and certification.

Finding a court interpreter on the WITS site:

<http://www.witsnet.org/directory/online.asp>

Washington Courts

<http://www.courts.wa.gov>

Description: This site provides an online search directory of court interpreters. The directory is searchable by county, language, and the last name of the interpreters.

Finding a court interpreter on this site:

http://www.courts.wa.gov/programs_orgs/pos_interpret/

WISCONSIN

Wisconsin Court System

<http://www.wicourts.gov/services/interpreter/index.htm>

Description: This site provides an online search directory for court interpreters in the state of Wisconsin. The directory is searchable by language, county, and the name of the interpreter.

Finding a court interpreter on this site:

<http://www.wicourts.gov/services/interpreter/search.htm>

Appendix D

Links to Bilingual Glossaries for School Subjects

There are hundreds, perhaps thousands, of bilingual glossaries available on the World Wide Web. Translators use them routinely when working on documents within specific content areas. Many of these are highly specialized, such as a bilingual glossary of fire hydrant terminology. However, by using a search engine one can tailor the search for a glossary to a specific school subject and language.

There are different kinds of glossaries. A monolingual glossary lists words in one language; each word is followed by a definition. A bilingual glossary does not define words; it simply gives a translation of the word to another language and the translation establishes the meaning. Bilingual glossaries can go in one or both directions. An English-Spanish glossary lists English words in the left column and the Spanish translation in the right column. An English-Spanish/Spanish-English glossary translates the term in both directions, including Spanish to English. In this case, the English to Spanish section makes up the first half of the glossary, and the Spanish to English section makes up the second half of the glossary. One weakness of glossaries is that they do not consider the context in which a word is used. The most appropriate equivalent in the target language may vary according to the context in which the English word is used. Glossaries do not guarantee a perfect sight translation, but they are a useful preparation tool for the person who is rendering the sight translation.

The following glossaries are particularly relevant for sight translators, since they have been compiled and published by state education agencies or local school districts. They are available on the Web; the URL of each is indicated.

US DEPARTMENT OF EDUCATION

The US Department of Education supports the Education Resources Information Center (ERIC) system. ERIC provides free access to bibliographic records on over 1.2 million documents. The full text of many of these documents is available on a PDF, which can be downloaded by the user. Users interested in additional glossaries beyond those mentioned here can search the ERIC system using the key word “bilingual glossary”. The search will then identify a variety of documents that contain a bilingual glossary for specific subject areas, specific grade levels, and specific languages. Skimming these documents can be time consuming, but there is a lot of material in the ERIC database. Below is an example of a glossary that can be found in ERIC.

ERIC Website: <http://www.eric.ed.gov/>

SPANISH-ENGLISH (only)

- Bilingual glossary of mathematical terms:
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2e/84/ca.pdf

BILINGUAL GLOSSARIES BY STATE & SCHOOL DISTRICT

MAINE

STATE OF MAINE - DEPARTMENT OF EDUCATION

ARABIC, BENGALI, CHINESE, HAITIAN, HMONG, KOREAN, RUSSIAN, SPANISH, TAGALOG, URDU, VIETNAMESE

- Web-based glossary for Mathematics: <http://www.glencoe.com/sec/math/mlg/mlg.php>

This glossary is limited to on-line use. In order to use it, you must first click on the language and then on the term that you want translated. The term is presented in English followed by the non-English language translation. This glossary also gives a definition of the term in the non-English language.

NEW YORK

NEW YORK STATE EDUCATION DEPARTMENT

ENGLISH/ENGLISH

- Glossary for Mathematics by grade level: <http://www.emsc.nysed.gov/3-8/glossary.htm>

This page contains links to glossaries of mathematical terms used in PreK to Grade 8 level instruction, and in regents-approved courses of Algebra, Geometry, and Trigonometry. These glossaries are monolingual English. Each term in the list is presented in English followed by an English definition. These glossaries were created for use by teachers.

ARABIC, BENGALI, BOSNIAN, CHINESE TRADITIONAL, CHINESE SIMPLIFIED, HAITIAN-CREOLE, KOREAN, RUSSIAN, SERBO-CROATIAN, SPANISH

- Bilingual glossaries for Science and Social Science: <http://www.emsc.nysed.gov/biling/pub/glossaries.html>

This page contains links to bilingual glossaries for US History and Government, Global History and Geography, Physical Setting Earth Science, and Living Environment for ten foreign languages. The bilingual glossaries are word-by-word translations from English to the non-English language, and from the non-English language to English. The glossaries were created for newly arrived High School students.

OFFICE OF THE SUPERINTENDENT OF MANHATTAN HIGH SCHOOLS

ENGLISH-POLISH (only)

- Bilingual glossary for Earth Science:
http://www.newyorkScienceteacher.org/Users/User_Submitted_Files/user_files/Earth_Science/sheehan/PolishEarthScience.pdf

This glossary is a word-by-word translation of Earth Science terms from English to Polish and does not include definitions. The glossary contains Earth Science terms commonly used in High School.

ENGLISH-RUSSIAN (only)

- Bilingual glossary for Earth Science:
http://www.newyorkScienceteacher.org/Users/User_Submitted_Files/user_files/Earth_Science/sheehan/RussianToEnglish00-06EarthScience.pdf

This glossary is a word-by-word translation of Earth Science terms from English to Russian. The glossary contains terms commonly used in High School.

ENGLISH-SPANISH (only)

- Bilingual glossary for Earth Science:
http://www.newyorkScienceteacher.org/Users/User_Submitted_Files/user_files/Earth_Science/sheehan/EnglishToSpanishEarthScience00-25.pdf

In this glossary, terms are presented in English followed by a word-by-word translation in Spanish. The glossary contains Earth Science terms commonly used in High School.

NEW YORK CITY DEPARTMENT OF EDUCATION

ARABIC, BENGALI, CHINESE SIMPLIFIED, CHINESE TRADITIONAL, HAITIAN, KOREAN, PUNJABI, RUSSIAN, SPANISH, AND URDU

- Bilingual glossaries for Science and Mathematics:
<http://schools.nyc.gov/Offices/ELL/ToolsResources/Forms+for+Administrators.htm>

This page contains links to bilingual glossaries for ten languages. Terms are presented in English followed by a word-by-word translation of the term into the non-English language. The bilingual glossaries contain Science and mathematical terms commonly used in Grades 3-5 and 6-8. No definitions are included.

MANHATTAN HIGH SCHOOLS BILINGUAL/ESL NETWORK

CHINESE TRADITIONAL

- Bilingual glossary for Mathematics, Science and Social Sciences:
http://www.litstudies.org/bilingual_esl/BilingualGlossaries/Chinese/Chineseindex.htm

This page contains glossaries for Mathematics, Biology, Chemistry, Earth Science, Physics, Global History, and US History. The glossaries include terms commonly used in schools. In these glossaries, words are presented in English and translated to Chinese traditional. No definitions are included.

HAITIAN CREOLE

- Bilingual glossaries for Mathematics, Science and Social Sciences:
http://www.litstudies.org/bilingual_esl/BilingualGlossaries/Haitian/index.htm

This page contains glossaries for six subjects: Mathematics, Biology, Chemistry, Earth Science, Global History and US History. For Mathematics, US History and Global History, terms are presented in English followed by a word-by-word translation in Haitian Creole, as well as in Haitian Creole followed by an English translation. For the other subjects, terms are presented only in English and translated to Haitian Creole.

KOREAN

- Bilingual glossaries for Mathematics, Science and Social Sciences:
http://www.litstudies.org/bilingual_esl/BilingualGlossaries/Korean/index.htm

This page contains links to bilingual glossaries for mathematical terms, Biology, Chemistry, Earth Science, Global History and US History. In these glossaries, terms are presented in English followed by a word-by-word translation in Korean.

RUSSIAN

- Bilingual glossaries for Mathematics, Science and Social Science:
http://www.litstudies.org/bilingual_esl/BilingualGlossaries/Russian/Russianindex.htm

This page contains links to bilingual glossaries for Mathematics, Biology, Chemistry, Earth Science, Global History, and US History. In these glossaries, terms are presented in English and translated into Russian. Additionally, for Global History and US History, terms are presented in Russian followed by an English translation.

SPANISH

- Bilingual glossaries of Mathematics, Science and Social Science:
http://www.litstudies.org/bilingual_esl/BilingualGlossaries/Spanish/Spanishindex.htm

This page contains bilingual glossaries for mathematical terms, Biology, Chemistry, Earth Science, Global History, and US History. In these glossaries, terms are presented in English followed by a word-by-word translation in Spanish. Additionally, for Global History and US History, terms are presented in Spanish followed by a translation to English.

NEW YORK SCIENCE TEACHER WEB SITE

BENGALI, CHINESE, HAITIAN CREOLE, KOREAN, POLISH, RUSSIAN, SPANISH

- Glossaries for Earth Science: <http://www.newyorkScienceteacher.com/sci/esl/es/es-bi.php>

This page contains links to bilingual glossaries for Earth Science for seven languages. In these glossaries, terms are presented in English followed by a word-by-word translation into the non-English language. The glossaries for Polish, Russian and Spanish are also accessible through the Office of the Superintendent of Manhattan High Schools websites listed above.

TEXAS

AUSTIN INDEPENDENT SCHOOL DISTRICT

CHINESE

- Bilingual glossary for Mathematics:
http://www.austinschools.org/matrix/0607/Math/el/resources/Math_TAKS_Glossary_Gr3_Eng-Chi.pdf

This glossary is a word-by-word translation, from English to Chinese, of mathematical terms for Grade 3.

KOREAN

- Bilingual glossary for Mathematics:
http://www.austinschools.org/matrix/0607/Math/el/resources/Math_TAKS_Glossary_Gr3_Eng-Korean.pdf

This glossary is a word-by-word translation, from English to Korean, of mathematical terms for Grade 3.

SPANISH

- Bilingual glossary for Mathematics:
http://www.austinschools.org/matrix/0607/Math/el/resources/Math_TAKS_Glossary_Gr3_Eng-Span.pdf

This glossary is a word-by-word translation, from English to Spanish, of mathematical terms for Grade 3.

- Bilingual glossary for Mathematics
http://www.austinschools.org/matrix/0607/Math/el/resources/Math_TAKS_Glossary_Gr3_Span-Eng.pdf

In this glossary of mathematical terms for Grade 3, terms are presented in Spanish followed by an English translation.

VIETNAMESE

- Bilingual glossary for Mathematics for Grade 3:
http://www.austinschools.org/matrix/0607/Math/el/resources/Math_TAKS_Glossary_Gr3_Eng_VN.pdf

This glossary is a word-by-word translation, from English to Vietnamese, of mathematical terms for Grade 3.

Appendix E

Guidelines for Sight Translators

These sample guidelines are designed for both sight translators and school assessment coordinators. The school or district assessment coordinator may use these guidelines to develop a similar document tailored to the school or district where the assessment will be rendered into the student's native language. In most cases, the person rendering the sight translation will not be a district employee and may not have attended a K-12 school in the United States. Therefore, he or she may not be familiar with district procedures for administering standardized tests.

Preparation before the test

- Read and sign the Non-Disclosure Agreement before testing begins.
- Obtain and read a copy of the test administration instructions. If portions of the instructions are to be read aloud, read them now and prepare to be able to render them into the student's language on the day of the test.
- Tests are often administered in more than one session. Know which test sections should be administered during each test session.
- Make sure you are aware of any school policies regarding bathroom emergencies, student sickness during the test, fire alarm, etc.
- Explain to the testing coordinator that you will need a copy of the test booklet in order to prepare to read the test in the student's language. Explain that you will make notes in the test booklet to help you in the sight translation and that you will leave the test booklet at the school with the test coordinator.
- After receiving the test booklet, read the entire text in English, and identify the unknown words and phrases.
- Look up the meaning of the unknown words in a monolingual English or bilingual dictionary and write the meaning or target language equivalent of the word on your copy of the test booklet.
- Notice the style of writing used on the test. Is it formal or informal? Your rendering of the text should use the same degree of formality in the student's native language. The degree of formality of the language, known as the register, should never be changed. Even if you think that the student will not understand the technical language and you wish to simplify it to be sure the student understands, *you may not simplify the language of the text*. If the student does not understand the question, he or she may ask questions about it, as any student might, but only the test administrator

coordinator should answer the student's questions. Your rendering should also reflect the tone, style, spirit and intent of the original text.

- Does the test include titles, subtitles, tables, graphs, etc? Be sure that you know how to translate titles and subtitles. Plan how you will translate tables and graphs to the student. Make any notes necessary on your copy of the test booklet.
- Identify any technical words or jargon in the text and look up the meaning of any unknown words. If you don't know the word in the target language, look it up in a bilingual dictionary. Write the translation on your copy of the test booklet. If you don't know the meaning of the target language equivalent, look it up in an English or target language monolingual dictionary. Or, ask a teacher at the school where you are preparing to administer the test to explain what the term means. There are also a growing number of online resources and glossaries: not all are 100% reliable, but they may be very helpful.
- Notice any abbreviations in the test. If you don't know what they mean, look them up in an English monolingual dictionary or in a bilingual dictionary. If you find the abbreviation defined in the monolingual dictionary, but you don't find it in the bilingual dictionary, check for the target language abbreviation on the Web and write it in your test booklet. Also, translate the term and write the translation in your test booklet. If the student asks for the full-length version of an abbreviation (the exact words that it stands for), you may say it.
- Think how this item would be stated in the target language. Is an appropriate translation fairly linear, or does the sentence, thought, or information have to be organized and presented in a completely different order in the target language? If the latter, you may want to write a translation of the sentence or item in your copy of the test booklet.
- Sometimes a particular term does not exist in the target language. In such cases it is permitted to paint a small "word picture," or to give a paraphrase of several words to convey the meaning. A full definition may not be appropriate, since it may give away information that is tested on the exam. If anything more than a few brief words is required, please share this problem with the school assessment coordinator and ask for advice.
- After you have prepared your copy of the test booklet, practice doing a simulated sight translation, reading aloud from your copy of the test booklet. If you stumble, reread the word, phrase, or item with proper and natural pronunciation and intonation. Continue rereading aloud until you get it right.
- If your sight translation is rendered too slowly, you will need to practice it again, until your pacing and rate are natural. Note that it is often easier and faster to perform sight translation in privacy. Allow for extra time for the real sight translation, especially the first few times that you perform sight translation of testing materials for a student, as

the real-life setting creates distractions that slow down the pace of your sight translation unless you are a trained professional interpreter.

- Be prepared to leave your marked-up copy of the test booklet at the school, and make it clear that you will need to have the same test booklet with you when you administer the test.

Immediately before and during the test administration

- Have the student turn off any cell phone.
- If the student has a dictionary, and he or she is permitted to use it, make sure that it is a bilingual dictionary or glossary with no definitions, not a monolingual dictionary containing definitions.
- Make sure that the student has number 2 pencils. The school will have them for the student.
- Remove or cover any prohibited materials in the room (such as visual aids) that directly relate to test content.
- Make sure there is a test and answer booklet/document for each student that will take the test with you. Make sure each student has the correct test booklet and answer document, especially if these contain the student's preprinted name and other information.
- Tell the student the ground rules of the test administration in the student's native language. Explain that you will translate orally each item and that you will wait until he or she has finished answering the question, before presenting the next item. Explain that you can repeat all or part of the item, but you can not tell the student the correct answer nor help the student get the correct answer. Explain that you can not verify if an answer is correct. Be friendly but firm on these points. Some students may be accustomed to interpreters who help them in many ways and they may have expectations about your role during the test that do not apply in the formal administration of a state assessment. The middle of a formal assessment is no place for a disagreement about the interpreter's proper role.
- Render aloud (in the student's native language) the portions of the test directions that are supposed to be read aloud to the student.
- When sight translating, speak loudly and enunciate clearly, using proper stress, pitch and intonation. Ideally, a sight translation should sound as if you are reading aloud from a text printed in the target language.

- You may repeat a word, sentence, or item that the student does not understand, but don't define any terms for the student. That constitutes assistance that gives the student extra help that is not received by other students. Extra help is unfair to other students and it gives a false impression of the student's actual level of knowledge and performance on the test. It is unethical for an interpreter to provide such assistance and it is also strictly forbidden.
- Read the document as if it is written in the target language. Sudden starts and stops and long pauses that occur, while you figure out a difficult translation problem, are distracting to the student who wants to understand the question. Enunciate clearly.
- Read the full text. Do not summarize or condense any part of the original text, even if it is very long, repetitive or confusing and you think the student does not need to hear it.
- Make sure the student is marking the answer booklet/document and not the question booklet when answering the questions, unless the instructions require that the student write or mark the answer in the test booklet. If a student is putting answers in the wrong place, instruct the student to transfer the answers to the correct location or document.

After the administration:

- Collect all test materials from the student, including any notes or scrap paper and return them to the School Assessment Coordinator.
- If required, translate any student answers to English in the student's answer book or document.
- Fill out the Sight Translator or Test Administrator Report Form and give it to the School Assessment Coordinator. If you haven't already done so, return the signed Non-Disclosure Agreement to the School Assessment Coordinator or other designated school employee.
- Notify the School Assessment Coordinator of any testing irregularities as soon as possible and fill out any required forms. You may also need to assist the coordinator or another school employee in filling out one or more forms.
- If you think you are finished, ask for permission to leave, but do not leave until you are given permission to do so.

Appendix F

Code of Ethics for Interpreters

The ethical standards below are reprinted nearly verbatim from the Code of Ethics for Interpreters in Health Care, published by the National Council on Interpreting in Health Care (2004). The full code of ethics document, which includes history and commentary, is available on the web at http://www.ncihc.org/NCIHC_PDF/NCIHC_COE_962005.pdf. These standards are widely applied to interpreting in other community settings, including educational interpreting. A novice interpreter who is going to perform a sight translation may find it helpful to consider these ethical standards.

Confidentiality

The interpreter treats as confidential, within the treating team, all information learned in the performance of professional duties, while observing relevant requirements regarding disclosure.

Accuracy

The interpreter strives to render the message accurately, conveying the content and spirit of the original message, taking into consideration its cultural context.

Impartiality

The interpreter strives to maintain impartiality and refrains from counseling, advising or projecting personal biases or beliefs.

Role Boundaries

The interpreter maintains the boundaries of the professional role, refraining from personal involvement.

Cultural Awareness

The interpreter continuously strives to develop awareness of his/her own and other cultures encountered in the performance of their professional duties.

Respect

The interpreter treats all parties with respect.

Advocacy

When an individual's health, well-being, or dignity is at risk, the interpreter may be justified in acting as an advocate. Advocacy is an action taken on behalf of an individual that goes beyond facilitating communication, with the intention of supporting good outcomes [or well being]. Advocacy must be undertaken only after careful and thoughtful analysis of the situation and if other less intrusive actions have not resolved the problem.

Professional development

The interpreter strives to continually further his/her knowledge and skills.

Professionalism

The interpreter must at all times act in a professional and ethical manner.