Developmental use of Interpreter

	Name of Student:		Grade:
			Date:

	Level 1		Level 4
☐	attends to interpreting on request	☐	can describe interpreter/tutor and DHH student roles
☐	demonstrates turn-taking skills	☐	attends to & participates in discussion (whole class & small group)
☐	discusses things happening in class with interpreter	☐	attend to entire message
☐	begins to attend when teacher talks/interpreter signs	☐	clarifies signs with interpreter (fills in sub with class signs)
☐	signs responses to questions to interpreter for voicing	☐	directs content questions to the teacher
☐	begins to attend to both interpreter & visual aids to learn	☐	prioritizes and requests tutoring for specific areas of need
	Level 2	☐	can decide when and where to use an interpreter to communicate with classmates, teachers and staff
☐	can identify "interpreter" as not being the teacher	☐	understands that signs invented for specific classes may not be understood outside the class
☐	begins to understand that interpreters sign for non-signers	☐	signs clearly with appropriate pace to allow for voice interpretation
☐	begins to attend during obvious class discussions	☐	maintains eye contact appropriately during interpreted situations
☐	needs prompting to attend	☐	gives input and adds comments at appropriate times during class
☐	begins to ask questions about signs that are new	☐	
☐	begins to ask questions about content that is not understood		Level 5
☐	begins to direct questions about content to teacher	☐	demonstrates how to work effectively with interpreters in various communication environments
☐	refrains from non-school related conversation with the interpreter during non class time	☐	describes legal rights to an interpreter and confidentiality issues
	Level 3	☐	describes how to access interpreting services (school & community)
☐	understands that interpreters sign for non-signers	☐	describes different forms of certification and assessment for interpreters and how it applies in various settings
☐	can identify some of the jobs of the interpreter	☐	articulates specific individual needs regarding interpretation
☐	can identify some of the responsibilities of a DHH student	☐	assesses the effectiveness of the interpreting services and how to work with the educational team in order to make changes
☐	monitors self to attend during obvious instructional times	☐	can identify when advanced communication technology such as CART is needed and can describe how it supplements interpreting services
☐	seldom needs prompting to attend	☐	demonstrates understanding of ADA and educational law regarding the use of interpreters, technology and communication access
☐	asks questions about signs that are new	☐	assumes responsibility for scheduling interpreters, making appropriate introductions and making necessary physical arrangements (negotiating seating, modality, etc).
☐	begins to use facial expressions to show comprehension	☐	can effectively advocate for communication access needs for self, and in settings where the interpreter is shared with other deaf individuals.
☐	asks content questions of the teacher (class discussions)		
☐	initiates clarification with the teacher at appropriate times		
☐	uses interpreter to talk to classmates on a regular basis		
☐	begins to help create "for this class only" signs		

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☐	begins to ask for interpreters for before & after school events		
☐	begins to use appropriate eye contact in one-on-one conversations using an interpreter		