

Observation Checklists

The next five pages contain checklists of skills students need to effectively use interpreting services. Interpreters or other educators could use or adapt these forms to gather information to share with the educational team, to set goals for the student, and to adapt services.

Student Use of Interpretation Services Checklist

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Observations of Student Use of Interpreting Services

Developed by Akron Public Schools Interpreting Staff

Interpreter Observation Form

Developed by Sue Basone

Observations of Student Use of Interpreting Services

Student: _____ Grade: _____ Age: _____

Interpreter: _____ Class(es) Interpreted: _____

Interpreter: _____ Class(es) Interpreted: _____

Observation Type:

- Visual
 Video
 Written Notes

KEY

- A = Always
O = Often
S = Sometimes
R = Rarely
N = Never

Primary (K,1)

Objective	A	O	S	R	N
1. Recognize the teacher as the primary instructor.					
2. Recognize the interpreter as the primary facilitator of communication.					
3. Develop the ability to make eye contact with the interpreter for prolonged periods of time.					
4. Initiate communication with peers by use of interpreting services.					
5. Participate in class by asking and answering questions, engaging with the teacher and/or students and being involved in group/partner work.					
6. Demonstrate understanding of simple directions/instructions by acting accordingly.					

Comments: _____

Lower Elementary (2,3)

Objective	A	O	S	R	N
1. Understand the appropriateness of limiting personal conversation with the interpreter while the interpreter is interpreting.					
2. Demonstrate attentive listening behaviors (i.e. nodding, furrowed brow, etc.)					
3. Begin to take responsibility for addressing communication needs (e.g. asking teacher for clarification of material, asking the interpreter for clarification of signs, preferences about voicing for him/herself, requesting captioning, visual access to the interpreter, etc.)					
4. Demonstrate a beginning understanding that interpreters are not expected to repeat information (or the interpretation) due to inattentiveness.					

Comments: _____

Upper Elementary (4,5)

Objective	A	O	S	R	N
1. Understand the impact of personal conversations with the interpreter on the interpreting process.					
2. Demonstrate a beginning understanding of how to request interpreting services for special school-related events. (e.g. after-school events, sports events, clubs, field trips, etc.)					
3. Demonstrate a beginning understanding of the purpose and function of the IEP team (including their role in/on the IEP team.)					
4. Demonstrate linguistic flexibility and/or an understanding of different signs for same-meaning concepts.					
5. Collaborate with the interpreter when preparing to give a class presentation or speech.					
6. Make suggestions related to the physical placement of the interpreter.					
7. Demonstrate understanding of multi-step directions/instructions by acting accordingly.					

Comments: _____

KEY
 A = Always
 O = Often
 S =
 Sometimes
 R = Rarely

Middle School (6, 7 and 8)

Objective	A	O	S	R	N
1. Show the substitute interpreter where the regular interpreter normally positions him/herself and explain the basic classroom procedures to the substitute interpreter. This could include showing the interpreter technical signs used in that classroom context.					
2. Demonstrate awareness of the interpreting process (e.g. processing time, complexity of the interpreting process, linguistic differences between ASL and English, etc)					
3. Request interpreting services for special events and social situations (e.g. free time, hallway, cafeteria, rehearsals, etc.)					
4. Preconference with the teacher and interpreter about voicing preferences. (Does the student want to voice for him/herself? Does the student want to sign and the interpreter to voice?)					
5. Demonstrate flexibility with regard to a variety of interpreters and interpreting styles.					
6. Participate in/on their IEP team.					
7. If inattentive, does not expect the interpreter to repeat the interpretation.					

Comments: _____

High School (9-12)

Objective	A	O	S	R	N
1. Demonstrate an understanding of their rights with regard to the provision of interpreting services (for school related and non-school related appointments.)					
2. Explain the role of an interpreter to classmates and staff.					
3. Collaborate with interpreter to ensure the effective provision of interpreting services.					
4. Participate fully in/on their IEP team.					

Comments: _____

Overall comments/observations:

Interpreter Observation Form

Date: _____ Interpreter: _____ Student: _____

Classes Interpreted: _____

Observation Type:

Visual (during instruction)

Video

Written Notes

KEY

A = Always

O = Often

S = Sometimes

R = Rarely

N = Never

Observations about student's use of interpreting services:

Student	A	O	S	R	N
1. Understands that the interpreter is relaying what a third party (i.e. teacher and/or other student) is saying.					
2. Demonstrates appropriate visual attending skills (i.e. watches the interpreter or looks away when appropriate).					
3. Demonstrates responsive attending skills while watching the interpretation (i.e. head nod to demonstrate understanding)					
4. Initiates communication with the teacher at appropriate times.					
5. Initiates communication with the interpreter at appropriate times.					
6. Initiates communication with fellow students by use of interpreting services.					
7. Refrains from having conversation with the interpreter while he/she's interpreting.					
8. Participates in class (i.e. asking and answering questions).					
9. Demonstrates understanding of interpreted message.					
10. Seeks an interpreter to communicate when he/she feels interpreting services are needed.					
11. Initiates accessibility (i.e. interpreting services, closed captioning, requesting note taker, seating arrangement, etc).					
12. Knows how to get interpreting services for after-school events.					
13. Does not expect interpreter to repeat missed information.					
14. Demonstrates respect to the interpreter.					
15. Demonstrates willingness to collaborate with interpreter in developing sign vocabulary, name signs and student-given speeches/presentations.					
16. Demonstrates an understanding of the role of an educational interpreter.					

Interpreter Observation Form (continued...)

Date: _____ Interpreter: _____ Student: _____

Observations about student's language use:

Student	A	O	S	R	N
1. Uses sign language to communicate.					
2. Uses his/her own speech to communicate.					
3. Uses signs that are clear and understandable.					
4. Uses speech that is clear and understandable.					
5. Recognizes fingerspelling within context.					
6. Can fingerspell names of people at school.					
7. Knows how to ask for clarification (from the interpreter or from the teacher).					
8. Uses grammar that leads to intended meaning.					
9. Uses a variety of modalities to communicate with others who don't use/understand sign language.					
10. Demonstrates about the same level of receptive and expressive signed language.					

Observations about student's language and/or communication:
