

Abstract

The Office of Special Education Programs awarded a grant (H325K100234) in 2010 to the UNC-DO IT Center that is focused on improving the services of educational interpreters in K-12 classrooms. The ultimate goal is to better understand the day-to-day work of these interpreters in order to better define and implement effective pre- and in-service curricula to prepare these related service providers as highly qualified members of the educational team.

The Educational Interpreter Performance Assessment (EIPA) system is currently used throughout the United States as an evaluation tool for K-12 interpreting competencies. It is comprised of two assessments: a) a written knowledge exam, and b) an interpreter performance assessment. The existing EIPA databases (n >18,000 EIPA assessments) were analyzed to identify patterns of practice – both knowledge and skills – as ascertained by this national evaluation system. These findings will be shared with an emphasis on pre-service and in-service interpreter education.

The EIPA Written Test is currently used in fifteen states. The existing database of test scores were analyzed according to eight major domains, and the results are reported.

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2014 States Have EIPA – Including EIPA Written Test (W)

EIPA 3.0	EIPA 3.5	EIPA 4.0	
AL	AZ	ND	AK + W
LA	CO + W	NE	CA
MS	GA	NH + W	DE
NJ	HI	OK	KS
NC	ID	OR	KY + W
TN	IL + W	PA	MN
WI	IN + W	SC + W	NM + W
	IA	SD	NV
	MA	VA	RI + W
	ME	WV + W	TX + W
	MI + W	WA + W	UT + W
	MT + W	WY + W	

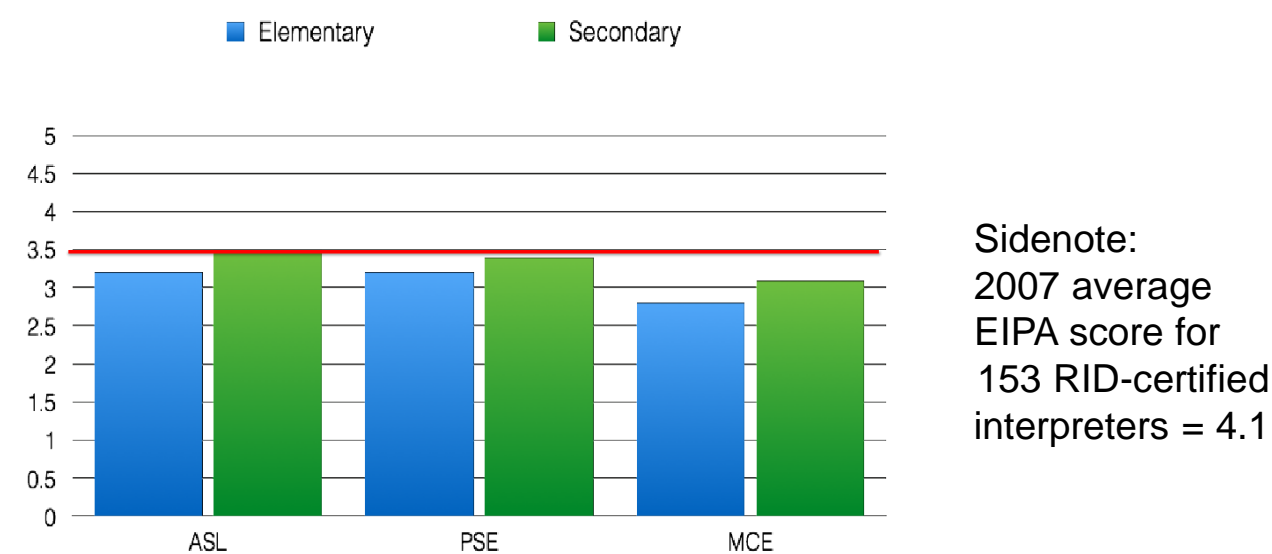
Changes in EIPA Use Over Time

	2007	2012	2014
EIPA 3.0	10	5	8
EIPA 3.5	11	14	24
EIPA 4.0	2	10	10

Changes in EIPA Performance Scores

EIPA Score	2002-08	2009-14	Percent Change
EIPA < 3.0	36%	16%	-20%
EIPA < 3.5	66%	60%	-6%
EIPA > 3.5	34%	40%	+6%
EIPA > 4.0	13%	23%	+10%
Sample Size	9,330	8,680	18,157

EIPA Scores by Grade & Language 2014



EIPA Performance Test Domains

- Roman I - Voice to Sign = Prosody, Space, & Grammar
10 - 12 rated skills
- Roman II - Sign to Voice = Interpreting a Student
10 rated skills
- Roman III = Vocabulary and Fingerspelling
9 rated skills
- Roman IIII - Overall Factors = Cohesion, Discourse
7 rated skills

What Predicts the Overall Score?

	Space	Amount Vocabulary	Key Vocabulary	Numbers	Overall
Prosody	.931**	.726**	.601**	.601**	.940**
Use of Space		.714**	.838**	.612**	.944**
Amount Vocabulary			.736**	.722**	.713**
Key Vocabulary				.605**	.861**
Numbers					.579**

EIPA Written Test: Percent Correct

Sample size = 826 test takers since 2012
Collapsed into 8 categories

Domain	Mean	Min	Max
Educational Systems and Practices	84	35	100
Language & Cognitive Development	82	35	100
Culture (Multicultural & Deaf)	82	20	100
Knowledge of the Profession	81	38	100
Technology	81	33	100
Literacy	78	22	94
Linguistics	74	21	100
English	70	6	100

Conclusions

The Good News

- More states have standards
- Standards appear to work: EIPA scores have improved over time as a group
- States with newer standards have higher EIPA requirements
- Newer states require the EIPA Written Test

The Bad News

- Most states allow provisional licenses and unrestricted emergency licensure
- Most states do not have an academic requirement
 - Less than half the states (23) have CEU requirements
- Content Knowledge standards are vital
 - Many score in the C and D range on the Written Test
 - English skills are very problematic

Implications for Training

- Use of Prosody, Space, and strong vocabulary are ESSENTIAL to obtaining a EIPA score > 4.0
- Training must focus on more than vocabulary

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