

Interpreter Guidelines for State Standardized Assessment

The purpose of this document is to provide technical assistance regarding the appropriate use of a certified interpreter for a student who is Deaf or hard of hearing on a statewide assessment. The Utah Code defines the term “Certified Interpreter” as a person who provides interpreter services and is certified or qualified by state or federal law (R993-300-302).

Qualification for Interpreter

- The interpreter should have a valid certification and be in good standing with the Utah Interpreting Program (UIP). Utah Code R933-300-303 outlines all required qualifications.
- It is preferred that the interpreter is a person familiar with the student and content area, but may not be a relative, guardian or friend of the student.

Process for Interpreter Accommodation

- The interpreter must be trained on, understand and agree to their obligation as part of the test administration team. The interpreter must sign the Standard Test Administration and Testing Ethics Policy, found on the USBE website: [Ethics Policy and Signature Form](#).
- The interpreter should access and adhere to all test administration policies and procedures outlined in the Test Administration Manual (TAM) for the given assessment.
- Test related materials of any kind (including preparation notes) may not be removed from the secure area within the test site prior to testing. Any testing materials (including preparation materials) must be securely handled and turned in to the test administrator.
- Interpreters may only interpret items that are able to be read aloud or have the text-to-speech option available as outlined for individual assessments. The interpreter should listen to and interpret only the audio portions.
- Students needing assistance regarding the test directions or clarification on how to respond to a test item must ask the teacher or testing administrator in the room. Elaboration or clarification of test items is **not** permitted by either the teacher or the interpreter.
- Interactive answer spaces (e.g., graphic representation) may only be signed if they have descriptive audio, which has to be enabled by the test administrator prior to the test session. Graphics that do not have descriptive audio may not be interpreted.
- Signs, associated facial expression, spatial grammar, and body posture must be carefully produced so that the student is not provided any kind of biased cue or clue to the items answer.
- Interpretations may be repeated, but the interpretation must be done consistently each time.
- If the signing of a mathematical term would result in an iconic, visual cue that immediately and directly answers a test question, that concept should be finger spelled instead of signed as to avoid giving an extra cue to the student.
- An interpreter may ask for clarifying information about test questions to the teacher or test administrator before interpreting the question to the student.

Unacceptable Parameters

- If American Sign Language (ASL) is provided onscreen, the interpreter may not interpret the item. The student must use the embedded video interpreter.
- The interpreter may not ask the student if they need interpretation. The interpreter must be engaged by the student (e.g., raise hand, make eye contact, sign help, and give evident visual cue they are looking for interpretation).
- The interpreter may not interrupt the student at any time.
- The interpreter may not answer clarifying questions about an item on the test.
- The interpreter may not influence the student's response in any way.
- The interpreter may not prompt the student.

For questions or more clarification please contact Tracy Gooley (tracy.gooley@schools.utah.gov).