Interpreter Rubric 2017– 2018
Domain 1 Planning and Preparation

Component	Ineffective	Developing	Skilled	Accomplished
1a: Delivery of Interpretation/Sign Fluency and Clarity*	Rarely and ineffectively models appropriate grade level language with few vocabulary and concepts using limited range of vocabulary choices, with incorrect parameters. Interpreter's use of language contains errors or is inappropriate to students' cultures or levels of development.	Inconsistently models appropriate grade level language with few vocabulary and concepts using a wide range of vocabulary choices, with correct parameters, fingerspelling key terms.	Consistently models appropriate grade level language with all vocabulary and concepts using a wide range of vocabulary choices, with correct parameters, fingerspelling key terms.	Always models appropriate grade level language with all vocabulary and concepts using a wide range of vocabulary choices, with correct parameters, fingerspelling key terms.
1b: Demonstrating knowledge of students	Interpreter demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Interpreter indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for all assigned students.	Interpreter actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for subgroups within all assigned students.	Interpreter actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Alignment of instructional goals with student language ability	Unable to recognize student language requirements in relation to instructional goals.	Inconsistently recognizes needs of student language in relation to educational goals.	Understands student language deficits and is able to develop a plan to overcome these and align with grade level instructional goals.	Works collaboratively with the educational team to promote and exceed language development and instructional goals.
1d: Demonstrating knowledge of classroom materials	Interpreter demonstrates little or no familiarity with resources to enhance own knowledge, to use in interpreting, or for students who need them. Interpreter does not seek such knowledge	Interpreter demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in interpreting, or for students who need them. Interpreter does not seek to extend such knowledge	Interpreter is fully aware of the resources available through the school or district to enhance own knowledge, to use in interpreting, or for students who need them.	Interpreter seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in interpreting, and for students who need them.
1e: Collaborating with grade level staff	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Interpreter coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Interpreter coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Assessment of student goal achievement and language abilities	Interpreter's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning.	Interpreter's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Interpreter intends to use assessment results to plan for future instruction for the class as a whole.	Interpreter's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Interpreter intends to use assessment results to plan for future instruction for groups of students.	Interpreter's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individual results to plan future instruction for individual students.

Interpreter Rubric 2017 – 2018
Domain 2 Classroom Environment

Component	Ineffective	Developing	Skilled	Accomplished
2a: Encourage/Foster student independence	Interpreter fields all questions related to academics without informing the teacher. Teacher has little to no knowledge of student concerns. Student is not encouraged to seek guidance from anyone but the interpreter. Interpreter does little to foster student understanding of the functional use of the interpreter.	Interpreter fields most academic questions themselves. Occasionally encourages student to go to the teacher. Interpreter occasionally fosters appropriate functional use of the interpreter. Student has a limited understanding of appropriate interpreter roles.	Interpreter encourages all academic questions to be addressed to the teacher. The interpreter handles only pertinent questions related to the interpreter service fostering appropriate functional use of the interpreter.	The interpreter is nearly invisible in all interactions. Student feels free to approach the teacher, asking for interpreter assistance when necessary. Student clearly understands functional role of interpreter.
2b: Establishing a rigorous culture of goal achievement and language development*	The classroom environment conveys a negative culture for learning, characterized by low interpreter commitment to the subject, low expectations for student achievement and language development, and little or no student pride in work.	Interpreter's attempt to create a culture for learning are partially successful, with little interpreter commitment to the subject, modest expectations for student achievement, and little student pride in work. Both interpreter and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both interpreter and students, with students demonstrating pride in their work.	High levels of student energy and interpreter passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing procedures for service delivery	Much instructional time is lost due to inefficient classroom routines and procedures.	Some instructional time is lost due to only partially effective classroom routines and procedures.	Little instructional time is lost due to classroom routines and procedures, for transitions.	Students contribute to the seamless operation of classroom routines and procedures.
2e: Organizing physical space	Visual noise evident in classroom. No regard to line of sight.	It appears that the interpreter has made an effort to manage visual noise. Interpreter tries, with uneven results, to monitor line of sight.	Interpreter is appropriately placed within the classroom with little evidence of visual noise and maintains student lines of sight.	Student takes responsibility to manage visual noise clearly communicating an understanding of the functional use of the interpreter.

Interpreter Rubric 2017 – 2018
Domain 3 Service Delivery/Language Modalities

Component	Ineffective	Developing	Skilled	Accomplished
3a: Communication of expectations between student and interpreter	Expectations for interaction are unclear or confusing to students.	Expectations for interaction are clarified after initial confusion to students.	Expectations for interaction are clear to students	Explanations for interaction are clear to student, anticipating and correcting student misunderstandings.
3b: Using questioning and discussion techniques to ensure student language comprehension	Interpreter does not use questioning or other interpreting clarification techniques to ensure language comprehension.	Interpreter uses questioning or other interpreting clarification techniques to ensure language comprehension, though interpreter's questions elicit a response, most are low-level..	Interpreter consistently uses questioning or other interpreting clarification techniques to ensure language comprehension. Most of the interpreter's questions elicit a thoughtful response, and the interpreter allows sufficient time for students to answer (as appropriate).	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in incidental language learning	Interpreter does not recognize opportunities to engage student outside of classroom instruction and adherence to curriculum.	Interpreter occasionally recognize and engage opportunities to engage student outside of classroom instruction and adherence to curriculum.	Interpreter recognizes and engages most opportunities to engage student outside of classroom instruction and adherence to curriculum.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Assessment of Student Growth and Language Development*	Rarely and ineffectively uses multiple measures of student growth including both formative and summative data that may include student work artifacts, to demonstrate student learning. Student growth over time toward individual achievement goals, including academic, behavioral and/or social objectives is not evident.	Interpreter recognizes incorrect student expressions and informs students of errors.	Interpreter models incorrect student expressions back to student correcting errors.	Interpreter models language back to student with increasingly more complex structures, reflecting student expressions and moving them up within the zone of proximal development.
3e: Demonstrating flexibility and responsiveness	Unable to work effectively with the educational team, rigidity impedes student learning and opportunities.	Reluctant to work outside of comfort zone and accept new strategies.	Works effectively with the educational team, student learning and opportunities are unimpeded.	Actively participate with the educational team, seeks creative ways to improve student learning and opportunities.

Interpreter Rubric 2017 – 2018
Domain 4 Professional Responsibilities

	Ineffective	Developing	Skilled	Accomplished
4a: Reflecting on Service Delivery	Interpreter's reflection does not accurately assess the classroom interaction's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a classroom interaction could be improved.	Interpreter's reflection is a generally accurate impression of a classroom interaction's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a classroom interaction could be improved.	Interpreter's reflection accurately assesses the classroom interaction's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for classroom interaction improvement	Interpreter's reflection accurately, thoughtfully assesses the classroom interaction's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills
4b: Maintaining Accurate Records*	The information management systems are either absent or in disarray on student goal achievement, progress in learning and/or language development.	The information management system for student goal achievement, progress in learning and/or language development is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system on student goal achievement, progress in learning and/or language development is fully effective	The information management system for student goal achievement, progress in learning and/or language development is fully effective, and students contribute to their maintenance and/or interpretation.
4c:Communicating with Staff	The interpreter provides little/no information to staff about the instructional program and/or individual students; communication with staff is insensitive or inappropriate to the culture of the academic setting.	The interpreter provides minimal and/or occasionally insensitive communication/responses to staff concerns.	The interpreter provides frequent, culturally- appropriate information to staff about the instructional program, student progress, and responses to staff concerns.	The interpreter provides frequent, culturally-appropriate information to staff with student input.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; interpreter avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with interpreter making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Interpreter engages in no professional development activities and/or resists feedback on interpreting performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Interpreter engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on interpreting performance and/or finds limited ways to contribute to the profession.	Interpreter engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Interpreter engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism*	Interpreters professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations	Interpreter interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Interpreter interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Interpreter displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.