

Angelelli, C., Enright, K. & Valdés, G. (2002). *Developing the talents and abilities of linguistically gifted bilingual students: Guidelines for developing curriculum at the high school level* (RM02156). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm02156.pdf>

Sample Script and Scoring Guide for the Simulated Interpretation Task

The following script has been used with some success in assessing the abilities of young interpreters to mediate tense interactions between two individuals. It involves an interaction between a school principal and an angry mother. The scripted interaction was deliberately designed to simulate a highly charged situation in which a mother, whose daughter had been accused of stealing, had been asked to meet with the principal to discuss the incident. The principal was sarcastic and condescending, and the mother was hostile and argued that her daughter was being accused of stealing primarily because she was Mexican. The script deliberately included a number of angry statements that tested students' abilities to broker a tense and emotional exchange. It also included an extensive narrative of the event that led to the accusation.

It is suggested that in using this script to assess students for admission into a translation/interpretation program, two individuals should read the parts of the principal and the mother. Students should ideally carry out the interpretation task in an empty classroom where they are video-taped.

A scoring guide is included here following the script. It highlights those segments of the original information that are considered essential. Students should be scored for their ability to transmit essential information only. They should not be scored for grammatical accuracy, vocabulary range, or ease of delivery. Instructions for using the scoring procedure are included.

Script for Interpretation Task

Interpreter walks into principal's office with mother.

Principal: Good morning, Mrs. Gomez. I'm glad that you could come. (*smiling, stands up, offers her hand*).

Mrs. G.: Buenos días (*hesitant, unsmiling, shakes hands*)

Principal: Please sit down. (*motions to chair*)

Mrs. G.: (*sits down*) (GRACIAS)

1. Principal: (*clears throat, looks a bit anxious, looks toward interpreter and addresses interpreter*) You be sure and tell her exactly what I'm saying, please. It's very important that she understands why I wanted to talk to her about what happened with Rocío (*mispronounces Rocío as Rówh cee o*).

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2. Mrs. G.: ¿Que dijo de Rocío?
3. Principal: (*interrupts*) -Hold on, hold on here. (*business-like, I'm in charge tone*) Let's just get started the right way. Tell her I'm going to answer all her questions about her kid. We talk like civilized people here.
4. Mrs. G.: (*mother ignores what interpreter tells her, but makes her own statement. She should speak rapidly and say all or most of this.*) Bueno, a mí lo que me dijo Rocío fue que la maestra la acusó de robarse su cartera y que la quieren correr de la escuela. Yo vengo aquí a decirles que mi hija sera muchas cosas, pero ratera, no es. Tú dile que son mentiras que Rocío que habia robar la cartera de esa vieja. Si Rocío ya la conoce a la maestra. Y sabe que es una maldita. Hay maestros que no quieran a los muchachos.
5. Principal: (*responds to mother's tone*) Tell her that there is no need to get upset about this. (*slows down speech, tries to seem a bit nicer, smiles*) We just want to get to the bottom of this. We don't need any drama here. She can do that at home.
6. Mrs. G.: No, pos lo que pasa es que quiero saber que pasó y por qué la acusan.... por qué la misus Murphy le vio cara de ratera.
7. Principal: (*Does not directly respond to what interpreter says. Speaks slowly, pausing giving interpreter chance to interpret in segments.*) The incident happened last Wednesday. (*principal clears her throat*) ...during fifth period. Rohwceeo is in a class with Mrs. Murphy ...her language arts teacher. A parent came to the door and Mrs. Murphy got up from her desk ...walked to the door ...and stepped outside for a minute. ...When she came back in the room. ...her purse was on the floor ...and the contents were spilled out. Rohwceeo had Mrs. Murphy's wallet in her hand.

Principal: Mrs. Murphy says that Rohwceeo was going to put it in her pocket.
8. Mrs. G.: (*appears to be trying to control her anger*) Primero que todo, dile que mi hija se llama Rocío, no Rohwceeo (*mocks principal's pronunciation*). A la vieja claramente se le había caído la bolsa de su escritorio.

Mrs. G.: Mi hija por buena gente le estaba ayudando a recoger sus mugres. No se iba a meter nada en la bolsa. La están acusando por que creen que todos los mexicanos somos unos ladrones. ¿Cómo sabe que se la iba a robar? ¿Qué come que adivina?
9. Principal: (*sighs, glances at her watch, speaks to interpreter, pauses again as she speaks*) Tell her that it's clear that she does not agree with Mrs. Murphy.... Mrs. Murphy can't prove that Rohw— (*corrects herself*) Rocío was going to steal her wallet. ...But she knows students. ...she can tell the difference between

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thieves and honest kids and she could see Rocío's face. ...Mrs. Murphy thinks that she just got caught in the middle of stealing.

10. Mrs. G.: *(speaks with a lot of impatience)* Muy bien, yo no le discuto que eso piense la mis Murphy. Pero que sepa es otra cosa. *(strong stress on sepa)* Rocío no se llevó nada. Hasta que no se robe algo que no la acusen. *(raises voice on last sentence)* Dile que no la acusen, si no se robo nada, que no la acusen.
11. Principal: *(glances at watch again, speaks in conciliatory tone)* Okay Mrs. Gomez. You can calm down. We're going to give her the benefit of the doubt on this one. But if we have trouble again ... it's not going to be so easy.
12. Mrs. G.: *(said with hostility)* De mi hija no va a tener problemas. Los problemas son de la mees Murphy. Dile que a la que tiene que ajustar es a ella. Yo me encargo de mi hija.
13. Principal: Thank you for coming Mrs. Gomez. I have another meeting now so you will have to excuse me.
14. Mrs. G.: A usted también que le vaya bien, doña—se—cree—mucho y gracias por creernos a todos una bola de ladrones.

Scoring Procedures

For each turn, decide whether or not the purpose was accomplished. Keep in mind that students may use a variety of strategies to achieve the purpose of the communicative action and may be able to accomplish the purpose, in spite of imperfect or flawed language. Circle the appropriate points to indicate the degree to which the purpose was accomplished. A score of 1 point indicates that the purpose was essentially accomplished, but that some element of importance was omitted. A score of one may also indicate that the student accomplished the purpose well, but also included information that was misleading or contrary to that purpose.

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Scoring Guide

Turn	Communicative Action	Purpose of Communicative Action	Was Purpose Accomplished?	2 pts: Accomplished completely 1 pt: Accomplished, but not completely 0 pts: Not accomplished		
				2 pts	1 pt	0 pts

Turn 1

Action 1	You be sure and tell her exactly what I'm saying, please.	explains motivation for interaction		2	1	0
2	It's very important that she understands why I wanted to talk to her about what happened with Rocío.					

Turn 2

Action 1	¿Qué dijo de Rocío?					
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Turn 3

Action 1	Hold on, hold on here.	explains purpose of meeting		2	1	0
2	Let's just get started <i>the right way</i> .					
3	Tell her.					
4	I'm going to answer all her questions about her kid.					
5	We talk like <i>civilized people here</i> .					

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Turn 4

Action 1	Bueno, a mí lo que me dijo Rocío fue que la maestra la acusó de robarse su cartera y que la quieren correr de la escuela.	disputes accusation		2	1	0
2	Yo vengo aquí a decirles que mi hija ser muchas cosas, pero ratera, no es.					
4	Tú dile.					
5	Que son mentiras que Rocío quería robarle la cartera a esa vieja.					
6	Si Rocío ya la conoce a la maestra. Y sabe que <i>es una maldita.</i>					
7	Hay maestros que no quieren a los muchachos.					

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Turn 5

Action	Communicative Action	Purpose of Communicative Action	Was Purpose Accomplished?	2 pts	1 pt	0 pts
1	Tell her	tries to calm mother; re-explains purpose of meeting		2	1	0
2	that there is no need to get upset about this.					
3	We ju:::st want to get to the bottom of this.					
4	<i>We don't need any drama here.</i>					
5	<i>She can do that at home.</i>					

Turn 6

Action	Communicative Action	Purpose of Communicative Action	Was Purpose Accomplished?	2 pts	1 pt	0 pts
1	No, pos lo que pasa	requests justification for accusation		2	1	0
2	es que quiero saber qué pasó y por qué la acusan.					
3	Dile					
4	que me explique bien qué pasó y ...por qué la misus Murphy <i>le vio cara de ratera.</i>					

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Turn 7

Action 1	The incident happened last Wednesday... during fifth period... Róhwceeo is in a class with Mrs. Murphy... her language arts teacher. Her language arts teacher.... A parent came to the door... and Mrs. Murphy got up from her desk.... walked to the door... and stepped outside for a minute.... When she came back in the room her purse was on the floor.... and the contents were spilled out.... Róhwceeo had Mrs. Murphy's wallet in her hand.	provides details of events leading to accusation; reports accusation		2	1	0
2	Mrs. Murphy says that Róhwceeo was going to put it in her pocket.					

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Turn 8

Action 1	Primero que todo, <i>dile que mi hija se llama Rocío, no Róhwceeo.</i>	contradicts interpretation of events		2	1	0
2	A la vieja (claramente) se le había caído la bolsa de su escritorio.					
3	Mi hija (por buena gente) le estaba ayudando a recoger sus mugres.					
4	No se iba a meter nada a la bolsa.					
5	<i>La están acusando por que creen que todos los mexicanos somos unos ladrones.</i>					
6	¿Cómo sabe que se la iba a robar? ¿Qué come que adivina?					

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				2 pts	1 pt	0 pts

Turn 9

Action	Communicative Action	Purpose of Communicative Action	Was Purpose Accomplished?	2 pts	1 pt	0 pts
1	Tell her	justifies accusation		2	1	0
2	that it's clear that she does not agree with Mrs. Murphy.					
3	Mrs. Murphy can't prove that Rohw— <i>(corrects herself)</i> Rocío was going to steal her wallet.					
4 (either 1, 2, or 3 or 4 from below)	But she knows students.... she can tell the difference between thieves and honest kids.					
5	and she could see Rocío's face.... Mrs. Murphy thinks that she just got caught in the middle of stealing.					

Turn 10

Action	Communicative Action	Purpose of Communicative Action	Was Purpose Accomplished?	2 pts	1 pt	0 pts
1	Muy bien, yo no le discuto que eso piense la mis Murphy.	challenges unfairness of accusation		2	1	0
2	Pero que sepa es otra.					
3	Rocío no se llevó nada.					
4	Hasta que no se robe algo que no la acusen.					

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				2 pts	1 pt	0 pts

Turn 11

Action 1	Okay Mrs. Gomez. <i>You can calm down.</i>	announces decision; threatens		2	1	0
2	We're going to give her the benefit of the doubt on this one....					
3	But if we have trouble again... it's not going to be so easy.					
4	Tell her that.					

Turn 12

Action 1	De mi hija no va a tener problemas. Los problemas son de la mees Murphy.	assigns responsibility, Mother holds her own		2	1	0
2	Dile					
3	que a la que tiene que ajustar es a ella.					
4	Yo me encargo de mi hija.					

Turn 13

Action 1	Thank you for coming Mrs. Gomez.	justifies need for leave-taking		2	1	0
2	I have another meeting now so you will have to excuse me.					

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Turn	Communicative Action	Purpose of Communicative Action	Was Purpose Accomplished?	2 pts: Accomplished completely 1 pt: Accomplished, but not completely 0 pts: Not accomplished		
				2 pts	1 pt	0 pts

Turn 14

Action 1	<i>A usted también que le vaya bien, doña—se—cree—mucho</i>	acknowledges end of meeting		2	1	0
2	<i>y gracias por creernos a todos una bola de ladrones.</i>					