NAD-RID National Interpreter Certification

NIC Candidate Handbook 2014

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Registry of Interpreters for the Deaf, Inc.

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FOREWORD

This handbook describes the certification process from application through examination for the National Interpreter Certification (NIC) by the Registry of Interpreters for the Deaf, Inc. (RID). This handbook replaces all candidate information published in previous editions of the NIC Candidate Bulletin and other related documents. Since not every situation and every applicable rule can be cited in a document like this, other RID policies, procedures, and instructions may also apply.

The contents of this handbook are the property of RID. Copyright ©2011 Registry of Interpreters for the Deaf, Inc. All Rights Reserved. No part of this document may be copied, reproduced, published or otherwise distributed without the express written permission of RID.

The policies, procedures, eligibility standards, and any aspect of the test administration process, fees and guidelines may be modified, amended or cancelled by RID at any time, with or without notice.

PLEASE READ AND ENSURE YOU UNDERSTAND THE ENTIRE HANDBOOK, INCLUDING ALL POLICIES, PROCEDURES AND CONSEQUENCES

CHECK THE RID WEBSITE FOR THE CURRENT EDITION OF THIS DOCUMENT

You are advised to periodically check both the NIC examination page and the NIC News page on the RID Web site at www.rid.org for notification of any changes to RID policies, procedures, eligibility requirements, or forms that may be made after this handbook is published. Although RID attempts to give as much advance notice as possible when there are changes to the certification program, **it is your responsibility to ensure you are fully informed about the current requirements and policies.**

If you have any questions, comments, or concerns, contact the RID Certification Department at:

Phone: (703) 838-0030

Email: certification@rid.org

Normal Business Hours: 9:00 AM to 5:00 PM Eastern Time

INTRODUCTION

ABOUT RID

The Registry of Interpreters for the Deaf, Inc. (RID), a national membership organization, plays a leading role in advocating for excellence in the delivery of interpretation and transliteration services between people who use sign language and people who use spoken language. In collaboration with the Deaf community, RID supports our members and encourages the growth of the profession through the establishment of a national standard for qualified sign language interpreters and transliterators, ongoing professional development and adherence to a code of professional conduct.

The mission and values of RID are encompassed in our strategic plan, reflected in the statements below and incorporated into the actions and activities of all RID initiatives:

Mission – What We Do:
The Registry of Interpreters for the Deaf, Inc. promotes excellence in the delivery of interpreting services among diverse users of signed and spoken languages through professional development, networking, advocacy, and standards.

Vision – Our Desired Future:
By honoring its past and building a dynamic future, RID envisions a world where

- Linguistic rights are recognized as human rights;
- The Deaf Community and the Deaf-Heart are vital and visible in every aspect of RID, the interpreting profession as a whole and among individual interpreters;
- Interpreted interactions between and among individuals who used signed and spoken languages are as rich as direct communication;
- The interpreting profession is formally recognized and is advanced by robust professional development, standards of conduct, and credentials.

Diversity Statement:

- The Registry of Interpreters for the Deaf (RID) understands the necessity of multicultural awareness and sensitivity. Therefore, as an organization, we are committed to diversity both within the organization and within the profession of sign language interpreting.
- Our commitment to diversity reflects and stems from our understanding of present and future needs of both our organization and the profession. We recognize that in order to provide the best service as the national certifying body among signed and spoken language interpreters, we must draw from the widest variety of society with regards to diversity in order to provide support, equality of treatment, and respect among interpreters within the RID organization.
- Therefore, RID defines diversity as differences which are appreciated, sought, and shaped in the form of the following categories: gender identity or expression, racial identity, religious affiliation, sexual orientation, socioeconomic status, deaf or hard of hearing status, disability status, age, geographic locale (rural vs. urban), sign language interpreting experience, certification status and level, and language bases

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(e.g. those who are native to or have acquired ASL and English, those who utilize a signed system, among those using spoken or signed languages) within both the profession of sign language interpreting and the RID organization.

- To that end, we strive for diversity in every area of RID and its Headquarters. We know that the differences that exist among people represent a 21st century population and provide for innumerable resources within the sign language interpreting field.

STATEMENT OF NON-DISCRIMINATION

RID does not discriminate against any person on the basis of gender, age, sexual orientation, ethnicity, national origin, religion, disability, or marital status as defined and prohibited by law.

CERTIFICATION EXAM METHODOLOGY

Developing and maintaining credible and relevant certification programs requires a significant investment of resources. RID is fully committed to ensuring that our certification programs remain the most respected designations in the field of interpreting. Certification exams are the result of a multi-step process that includes the following steps:

- Conduct a Job Task Analysis (JTA). A JTA is a survey of interpreting experts to evaluate their level of knowledge and skills necessary for competent performance;
- Develop the exam using the JTA findings and create exam questions;
- Re-validate the exam. Review the content of each exam frequently to ensure that questions remain relevant as the profession evolves; and
- Conduct performance and fairness reviews. Subject Matter Experts (SMEs) and psychometricians review all questions extensively and update or remove outdated questions to stay in line with the natural flux of this industry.

THE VALUE OF NIC CERTIFICATION

- Marketable credential to prospective employers and clients
- National certification is required to legally interpret in some states
- Listed on RID's Web site registry of certified interpreters
- Shows growth and advancement within the profession
- Pride at being a part of an organization that supports the profession
- Certificate recognizes your accomplishment
- Listed in *VIEWS*
- Possible on-the-job recognition
- Enhances your career and reputation
- Distinguishes you from others in the field
- Certification maintenance requirements necessitate your continuing professional development and ensure that you stay current with industry trends and changes

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WHO SHOULD APPLY FOR NIC CERTIFICATION?

The NIC examinations are open to interpreting professionals who:

- are at least 18 years of age;
- are hearing;
- have the knowledge and skills to pass rigorous knowledge and performance examinations at the level expected of a nationally-certified interpreter;
- meet RID's current educational requirement; and
- agree to abide by the NAD-RID Code of Professional Conduct.

CANDIDATE CONFIDENTIALITY AND EXAM SECURITY

Only the RID candidate number is used, not the candidate's social security number, to prevent the possibility of identity theft. Every candidate who takes an NIC examination is required to sign a form acknowledging that they understand and agree to the following:

- RID examinations, test questions, and answers are the exclusive property of NAD, Inc., and RID, Inc.
- RID examinations and the items (questions and answers) are protected by copyright law. RID examinations may not be copied or reproduced, in part or in whole, by any means whatsoever, including memorization.
- Future discussion or disclosure of the content of RID examinations, orally, in writing, or by any other means is prohibited.
- Any theft or attempted theft of exam items is a punishable offense in a court of law.
- Candidates who cheat or attempt to cheat on the examination, or who otherwise breach RID's security policies and procedures, will have their exam scores cancelled, will forfeit all related fees, may be barred from reapplying to take any RID examinations, will be subject to all examination and fee requirements in place at the time they may choose to reapply, and may be subject to legal action.
- Any candidate's or test administrator's participation in any irregularity during the examination, including, but not limited to, giving or obtaining unauthorized aid, as evidenced by observation during the exam or by subsequent analysis, may result in invalidation of exam results, inactivation of test administrator, revocation of certification, civil liability, criminal prosecution, or other appropriate sanctions.

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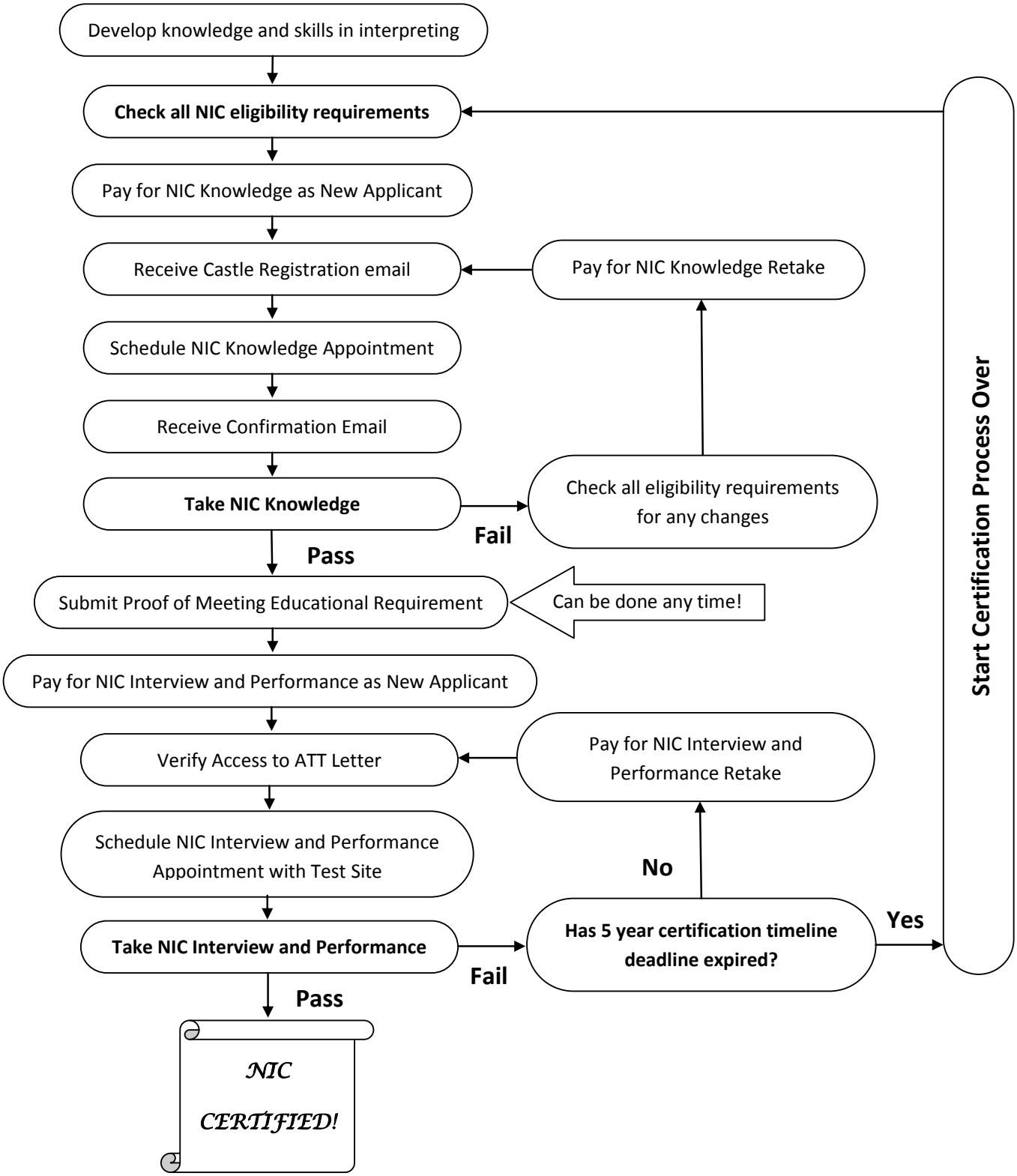
The NIC Certification Process

NIC CERTIFICATION PROCESS FLOWCHART



NIC Examination Payment

Member Exam Discount

You do not need be a member of RID to apply and pay for the exam; however one of the benefits of RID membership is lower exam fees. **In order to receive the discounted rate, you must have a completely approved Associate, Student, or Certified RID Membership BEFORE applying for an exam**, and you must include your RID member number on your exam application. Candidates who apply for an NIC exam and RID membership at the same time are not eligible for discounted exam fees. For more information on how to become an RID member, contact the Member Services Department at (703) 838-0030.

NIC Examination Fees (as of July 1, 2013)

Member Examination Fees	**New Applicant**	**Retake**
NIC Knowledge	$300	$250
NIC Interview and Performance	$385	$335
Non-Member Examination Fees	**New Applicant**	**Retake**
NIC Knowledge	$400	$350
NIC Interview and Performance	$485	$435

All exam fees include a non-refundable $40 processing fee. RID retains the right to change exam fees at any time.

Group Exam Payment

In order to receive a group discount on exam payment for either the *NIC Knowledge Exam* or the *NIC Interview and Performance Exam*, the appropriate NIC applications must be submitted together from a single individual or organization/company.

The exam fees must be submitted as a single payment for the entire amount minus the applicable discount. **Please ensure that all candidates applying meet the eligibility requirements for the exam and have submitted all necessary documentation.**

Group Discount Rates

Number of Candidates	Exam Discount
1-15 candidates	No discount
16-25 candidates	10% discount
26 or more candidates	20% discount

NIC Examination Eligibility Requirements

Candidates must meet the following requirements in order to be eligible for NIC certification:

NIC Examination Eligibility Requirements	
Minimum Age	18
Education (as of July 1, 2012)	A minimum of a bachelor degree in any field of study recorded in the candidate's RID account BEFORE TESTING. This applies to ALL NIC Interview and Performance Exam candidates, including those who already hold RID certification. OR An approved Educational Equivalency Application recorded in the candidate's RID account BEFORE TESTING. This applies to ALL NIC Interview and Performance Exam candidates, including those who already hold RID certification. (Information about the Alternative Pathway is available on the Educational Requirements page of the RID Web site.)
Certification Timeline	Candidates must pass the NIC Knowledge Exam before taking the NIC Interview and Performance Exam. Both exams must be passed within a five year period of the date on the results letter of the most recently passed NIC Knowledge Exam. If both exams are not passed within a five (5) year period, the NIC certification process must be started over.

Submitting a College Transcript

If you have a college degree and would like to submit proof to RID that you meet the educational requirement, send an original or photocopy of your official college transcript showing 1) your full name, 2) the name of the college, 3) the degree earned, and 4) the date the degree was conferred. You may submit this documentation by logging into your RID account and clicking on "Upload Degree Document." You are also welcome to submit this documentation to: RID, Attn: Certification Dept, 333 Commerce Street, Alexandria, VA 22314.

Please notify the Certification Department at certification@rid.org or 703-838-0030 if the name on the college transcript does not match the information in the RID database.

Submitting an Educational Equivalency Application

If you do not have a college degree that meets the educational requirement, the Alternative Pathway to Eligibility may be an option for you. Details on the Alternative Pathway's Educational Equivalency Application are available on the Educational Requirements page of the RID Web site at www.rid.org.

Eligibility Exemptions

There are no exceptions to the minimum age and educational requirement. Some RID Certified Members are exempt from having to take the Part I - *NIC Knowledge Examination*. This includes any RID Certified Member whose membership is in good standing and who holds one or more of the following credentials: IC, TC, CSC, MCSC, CI, CT, NIC, NIC Advanced, NIC Master, NAD III, NAD IV, or NAD V. Note: the RSC, OIC:V/S, OIC:S/V, OIC:C, OTC and Ed:K-12 credentials do not qualify a candidate for this exemption.

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NIC Hard-copy Application Checklist

- ✓ Read the entire NIC Candidate Handbook carefully before applying to take an NIC exam. It is important that you properly follow the directions and provide all of the information necessary to successfully process your application.
- ✓ Confirm that the NIC application you are submitting is the MOST CURRENT version. Outdated applications will not be processed.
- ✓ Print clearly in ink or type in your information.
- ✓ Attach any necessary supporting documentation (i.e. college transcript).
- ✓ Remember to include the correct application fee. The application will not be processed without it.
- ✓ If you are unsure of your RID membership status or RID account number, contact RID at (703) 838-0030.
- ✓ Remember to sign and date the application. It will not be processed without a signature and date.

Part I – The *NIC Knowledge Examination*

Applying for the *NIC Knowledge Exam*

You can apply and pay for the *NIC Knowledge Exam* in one of two ways:

- Complete and send a hard-copy application form with payment of appropriate fees to RID Headquarters.
- Apply online by logging on to your RID account (or creating an account if you do not already have one) and clicking on "Apply for NIC Certification" in the orange tile titled "Apply for Certification." Payment can be made with a MasterCard or VISA.

It is recommended that you apply at least six to eight (6-8) weeks in advance of when you would like to take the exam to allow plenty of time for the application and registration process. It is your responsibility to ensure that RID receives all required documentation. Processing may be delayed if you submit an application that is outdated or incomplete. Certification Department staff will call or email you, as a courtesy, to inform you of any documentation that is needed to complete your application.

Special Accommodations for the *NIC Knowledge Exam*

RID complies with the Americans with Disabilities Act of 1990 (ADA) and will accommodate requests from qualified candidates with a diagnosed disability for accommodations if the request is reasonable, properly documented and does not fundamentally alter the examination or jeopardize exam security.

Those requesting accommodations must send a hard-copy application, with supporting documentation attached, at least 30 days in advance of the scheduled exam date.

Test Sites and Dates for the *NIC Knowledge Exam*

The *NIC Knowledge Exam* is a computer-based test (CBT) administered only by RID's testing vendor, Castle Worldwide, a company with vast experience in the testing industry that provides testing in the most expeditious and secure manner possible. Castle has more than 1000 testing site locations available and 75% of candidates in the U.S. are less than an hour drive to a Castle testing site.

To view available testing sites and dates, log on to the Castle Worldwide Site Availability Web site:

http://www.castleworldwide.com/cww/our-solutions/test-delivery/test-site-cities/

Please note: This Web site will only allow you to view locations; it will not allow you to schedule an appointment.

SCHEDULING YOUR *NIC KNOWLEDGE EXAM*

After applying and paying for the *NIC Knowledge Exam,* you will receive a registration email from Castle Worldwide within 10 business days. This email will contain a unique username and password, as well as a link to their registration Web site and directions for scheduling your exam appointment through their scheduling system. After registering for your exam on Castle's registration Web site, you will receive a registration confirmation email from Castle within 10 business days. The information provided in the email from Castle is valid for 90 days; if you have not scheduled your exam within 90 days of receiving the email please send an email to certification@rid.org and request a new registration email.

RESCHEDULING YOUR *NIC KNOWLEDGE EXAM*

Per Castle's rescheduling policy, there is a $50 rescheduling fee (paid to Castle Worldwide) if you change your testing date less than four (4) business days in advance of the exam appointment. **The *NIC Knowledge Exam* cannot be rescheduled within four (4) business days of the scheduled exam appointment.**

If you are eligible to reschedule your exam, you will need to go to the scheduling Web site listed on the registration confirmation email from Castle and log in with the username and password they provided. The rescheduling fee must be paid online at the time of the request. If you do not reschedule at least four (4) business days prior to your exam appointment and you do not show up for the exam, it will be considered a missed appointment and forfeit your exam and all related exam fees. You would then be required to register and pay for the exam again in order to sit for it in the future. **Please note that the only exception to this rescheduling policy is a documented, excusable emergency situation.** See the Castle registration confirmation email or the Castle Web site at www.castleworldwide.com for details on Castle's rescheduling policy.

INCLEMENT WEATHER CONDITIONS FOR AN *NIC KNOWLEDGE EXAM*

Please visit https://www.castleworldwide.com/castleweb/clients/testing-services/site_closures.aspx for information on Castle testing site closures or delays.

NIC KNOWLEDGE EXAM CANCELLATIONS AND MISSED APPOINTMENTS

If you must cancel your scheduled exam appointment after the deadline or miss your scheduled exam appointment due to an excusable emergency situation, **you must contact both Castle at (919) 572-6880 as well as the Certification and Education Department at (703) 838-0030** certification@rid.org **with notification within three (3) business days following the documented emergency** (or the first available opportunity if the nature of the emergency prevents you from contacting RID) to be considered for an approved, cost-free, rescheduled exam.

Excusable emergency situations include:

- The death of an immediate family member
- Accident, illness, or hospitalization of you or an immediate family member (verified by a doctor)
- A natural disaster

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Documentation of the emergency must be submitted to the RID Certification and Education Department by postal mail to: RID, Attn: Certification Dept, 333 Commerce Street, Alexandria, VA 22314. If both RID and Castle Worldwide verify that the emergency qualifies, your application and exam fees may be applied to another exam appointment. After approval of a cost-free rescheduled exam, Castle will contact you directly to schedule your exam appointment.

If you cancel your scheduled exam appointment after the deadline or miss your scheduled exam appointment **for any reason other than an excusable emergency situation that is approved by RID and Castle**, it will be considered a missed appointment which forfeits your exam and all related exam fees. You would then be required to register and pay for the exam again in order to sit for it in the future.

NIC KNOWLEDGE EXAM REFUNDS

If you have paid for but have not yet scheduled an appointment for the *NIC Knowledge Exam* and decide you no longer wish to take the exam, RID will either refund your payment or credit the exam fee to your RID account, minus the $40 non-refundable application processing fee, within two (2) years of the paid date. After two (2) years, the exam fee cannot be refunded but can be credited to your account (minus the $40 non-refundable application processing fee) so it can be applied to other RID products and services. Please submit your request in writing by email to certification@rid.org or by postal mail to: RID, Attn: Certification Dept, 333 Commerce Street, Alexandria, VA 22314. Note: Refunds will be processed in the same manner the original payment was made (e.g.. if you originally paid by check then you will be refunded by check).

PREPARING FOR THE *NIC KNOWLEDGE EXAM*

The *NIC Knowledge Exam* tests for knowledge appropriate to an interpreter holding national certification and covering, among other topics, the NAD-RID Code of Professional Conduct, interpreting issues and theory, culture, and ASL linguistics.

The *NIC Knowledge Exam* evaluates a candidate's understanding of the "Knowledge Statements" associated with the set of tasks that was developed through the RID Role Delineation Study (see Appendix C – RID Role Delineation). Additionally, see the list of suggested reference materials (see Appendix D – *NIC Knowledge Examination* Suggested Reference Materials). The main tasks are:

1. Assess each interpreting situation to determine if qualified for the assignment.
2. Prepare for assignment by determining logistics and purpose of interaction for all parties involved.
3. Maintain competence in the field of interpreting (e.g., attending workshops and classes, reading professional literature, working with a mentor).
4. Apply the Code of Professional Conduct for the interpreting profession.
5. Provide interpreting services that reflect awareness and sensitivity to culturally and ethnically diverse groups.
6. Facilitate the flow of communication during the interpreting process.
7. Apply the appropriate communicative mode and language register.
8. Construct equivalent discourse in the target language while monitoring message comprehension and feedback to modify interpretation accordingly.

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9-A. Use ASL proficiently within expressive interpreting tasks, including choice of sign vocabulary, use of sign modification to show variation in meaning and grammatical function, and appropriate use of space, facial expression, and body movement.

9-B. Comprehend ASL proficiently during the interpreting task, including sign vocabulary choice and sign modification to show variation in meaning and grammatical functions.

10-A. Use English proficiently to construct an equivalent message in the target language, including appropriate vocabulary choice, tone, grammar, and syntax, with appropriate use of register, pausing, rhythm, intonation, pitch, and other supra-segmental features.

10-B. Comprehend English proficiently to construct an equivalent message in the target language, including appropriate vocabulary choice, tone, grammar, syntax, appropriate use of register, pausing, rhythm, intonation, pitch, and other supra-segmental features.

NIC KNOWLEDGE EXAM FORMAT

The Part I - *NIC Knowledge Exam* is a computer-based test (CBT) consisting of 150 multiple-choice questions that assess whether a candidate has the knowledge required to achieve national certification. Candidates have up to three (3) hours to complete the exam.

To familiarize yourself with Castle's online test delivery system, please view this free demo at https://www.castleworldwide.com/tds_v5/asp/demo.asp. Note: the demo does not include content from the RID certification examination.

NIC KNOWLEDGE EXAM SCORING

The test consists of 150 multiple-choice questions. All questions are of equal weight and you will receive one point for each correct answer. Incorrect and unanswered questions receive no points. You are encouraged to answer all questions since there is no penalty for incorrect answers. The total number of correct answers achieved is converted to a scale on which scores range from 200 to 800. You must receive a scaled score of 500 or better to pass the exam.

If you receive a passing score, you may proceed to apply for Part II - the *NIC Interview and Performance Examination* after your scores have been uploaded to your RID account (approximately three weeks).

NIC KNOWLEDGE EXAM SCORE REPORTING

You will receive a Score Report of your exam results at the test site immediately after completing the exam. It can take up to 3 weeks for the results to be uploaded into your RID account.

You can access your exam results by logging into your RID account and clicking on the purple tile titled, "View Your Exam History." Next to the exam you would like to see your results for, please click on "Download Score Report." This PDF document will automatically downloaded to your computer.

NIC KNOWLEDGE EXAM RETAKES

If you fail the *NIC Knowledge Exam*, you may apply and pay for an *NIC Knowledge Exam* retake after a three (3)-month waiting period. The three (3)-month waiting period begins from the date you originally took the Exam; this is regardless of when you received your exam results. There is a reduced price for exam retakes. If it has been

longer than five (5) years since the date on the results letter of your most recent passing of the *NIC Knowledge Exam*, you must start the certification process over and pay the New Applicant *NIC Knowledge Exam* fee.

PART II – THE *NIC INTERVIEW AND PERFORMANCE EXAMINATION*

APPLYING FOR THE *NIC INTERVIEW AND PERFORMANCE EXAM*

You can apply and pay for the *NIC Interview and Performance Exam* in one of two ways:

- Apply online by logging on to your RID account (or creating an account if you do not already have one) and clicking on "Purchase NIC Performance Exam" in the yellow tile titled "Certification Application Status." Payment can be made with a MasterCard or VISA.
- Complete and send a hard-copy application form with payment of appropriate fees and any necessary documentation to RID Headquarters.

*Your RID account must show that you meet RID's educational requirement before you are able to register and make payment for the exam. When you log in to your RID account, the yellow tile will show "Bachelor's Degree Reviewed & Approved." If the word after this phrase is "Completed" then your account has been marked as eligible. If the word after this phrase is "Pending" then you need to submit proof to the Certification Department that you meet the educational requirement.

ELIGIBILITY REQUIREMENTS FOR THE *NIC INTERVIEW AND PERFORMANCE EXAM*

EDUCATIONAL REQUIREMENT AS OF JULY 1, 2012

The educational requirement for taking the *NIC Interview and Performance Exam* is a minimum of a bachelor degree in any field or an approved updated/2012 Alternative Pathway to Eligibility application must be recorded in the candidate's RID account BEFORE you schedule an exam. This applies to ALL exam candidates, including those who already hold RID certification. (For more information about the updated/2012 Alternative Pathway, please visit the Educational Requirement page on the RID Web site at www.rid.org.)

It is recommended that you apply at least six to eight (6-8) weeks prior to the date you would like to take the exam, to allow plenty of time for the application, registration, and eligibility approval process. Processing may be delayed if you submit an application that is outdated, incomplete, or if you have not submitted proof of meeting the educational requirement, as the Certification Department staff will need to contact you by email or phone to request corrections.

SUBMITTING A COLLEGE TRANSCRIPT

If you have a college degree and would like to submit proof to RID that you meet the educational requirement you may submit an original or photocopy of your official college transcript, showing your full name, the name of the college, the degree earned, and the date the degree was conferred. You may submit this documentation by logging into your RID account and clicking on "Upload Degree Document." You are also welcome to submit this documentation to: RID, Attn: Certification Dept, 333 Commerce Street, Alexandria, VA 22314 or certification@rid.org.

SUBMITTING AN ALTERNATIVE PATHWAY APPLICATION

If you do not have a college degree that meets the educational requirement, the Alternative Pathway to Eligibility may be an option for you. Details on the Alternative Pathway to Eligibility are available on the Educational Requirement page of the RID Web site at www.rid.org. You may submit your application with proper documentation by logging into your RID account and clicking on "Upload Degree Document." You are also welcome to submit this documentation to: RID, Attn: Certification Dept, 333 Commerce Street, Alexandria, VA 22314 or certification@rid.org

Certification Process Timeline Deadline

Candidates must pass the *NIC Knowledge Exam* before taking the *NIC Interview and Performance Exam*. The *NIC Interview and Performance Exam* must be passed within five years of the most recent passing *NIC Knowledge Exam* Results Sent date. If both exams are not passed within a five (5) year period, the NIC certification process must be started over.

Some RID Certified Members are exempt from having to take the Part I - *NIC Knowledge Examination*. This includes any RID Certified Member whose membership is in good standing and who holds one or more of the following credentials: NAD III, NAD IV and NAD V, IC, TC, CSC, MCSC, CI, CT, NIC, NIC Advanced or NIC Master. Note: the RSC, OIC:V/S, OIC:S/V, OIC:C, and Ed:K-12 credentials do not qualify a candidate for this exemption.

Special Accommodations for the *NIC Interview and Performance Exam*

RID complies with the Americans with Disabilities Act of 1990 (ADA) and will accommodate requests from qualified candidates with a diagnosed disability for accommodations if the request is reasonable, properly documented, and does not fundamentally alter the examination or jeopardize exam security.

Those requesting accommodations must send a hard-copy application, with supporting documentation attached, at least 30 days in advance of the scheduled exam date.

NIC Interview and Performance Exam Authorization to Test Letter (ATT Letter)

Once your application is completely processed, your Authorization to Test (ATT) Letter will be sent to your e-mail address on file and activated in your RID account. You will have access to it by logging into your account and clicking on “Download ATT Letter” in the yellow tile titled “Certification Application Status.” Your ATT Letter is your proof of eligibility to take the exam. **You must have access to your ATT Letter before making an exam appointment.**

About the Candidate/Vignette Indicator Card

One improvement is the introduction of an online system to manage the distribution of candidate performance videos to exam raters. Here is how this works:

Following the examination, candidate videos are broken down into seven (7) separate video clips. Each clip contains the candidate’s responses to a vignette (a short test problem). These individual clips are uploaded to a secure online system which distributes the vignette clips randomly to raters who are trained to rate those vignettes. This allows a number of raters to be involved in the scoring of each candidate’s recorded vignette responses, which ensures maximum scoring consistency and protects against bias. The process also reduces the time required to score the exam.

Since each candidate’s video is cut into separate video clips, it is critical that the candidate is accurately identified in each video segment. To accomplish this, candidates are provided with a “Candidate/Vignette Indicator Card”

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(see Appendix H – Candidate/Vignette Indicator Card Sample). This card is designed after the traditional video-marking process used in movie production in which a "clap board"marks the beginning of each video shoot. This ensures that each candidate's solution and resulting score are accurately linked throughout the scoring process.

How to Display your Candidate/Vignette Indicator Card During the Exam

Your Candidate/Vignette Indicator Card will look like the sample below. Your candidate ID number will replace the "0's" in this sample.

When you are instructed by the examination stimulus video, hold the card in front of you so that the video camera can record it. Hold the card up until the examination stimulus video displays that you can put the card down (about 5 to 10 seconds). Your candidate ID will be permanently attached to your performance recording.

Test Sites and Dates for the *NIC Interview and Performance Exam*

RID test sites are located around the country. Each test site has a test administrator who is responsible for the logistics of the testing room facilities and equipment. A list of RID test sites is available on the NIC examination page on the RID website at www.rid.org.

Scheduling an *NIC Interview and Performance Exam*

ALL CANDIDATES MUST HAVE THEIR AUTHORIZATION TO TEST LETTER IN ORDER TO SCHEDULE AN APPOINTMENT.

Once you have access to your ATT Letter, your next step is to contact the RID test site of your choice to schedule your exam appointment. When you contact the test site, the test administrator will confirm your appointment date and time, and provide you with information on reaching the testing location.

Rescheduling an *NIC Interview and Performance Exam*

All exam appointment rescheduling is handled by the test administrator.

There may be a rescheduling fee if a candidate changes a testing appointment. **The *NIC Interview and Performance Exam* cannot be rescheduled within three (3) business days of the scheduled exam appointment.** If the candidate does not reschedule at least three (3) business days prior to the exam appointment and does not show up for the exam, it will be considered a missed appointment. This forfeits the candidate's exam and all related exam fees. The candidate would then need to register and pay for the exam again in order to sit for it. Please note the only exception to this rescheduling policy is a documented, excusable emergency situation as described in the "Cancellations and Missed Appointments" section.

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Inclement Weather Conditions for an *NIC Interview and Performance Exam*

Test sites may be closed or may experience delays during severe weather, natural disasters, or other emergencies. Exam appointments that the test site cancels under such circumstances may be rescheduled at no cost. Contact the test administrator at the test site for rescheduling information. If the test site is open and you do not arrive on time for your appointment, it will be considered a missed appointment and forfeit your exam and all related fees. You would then be required to register and pay for the exam again in order to sit for it in the future.

NIC Interview and Performance Exam Cancellations and Missed Appointments

Candidates who miss their scheduled exam appointment or need to cancel their exam appointment after the deadline due to an excusable emergency situation should notify the test site immediately and then **must contact the Certification and Education Department** at certification@rid.org or (703) 838-0030 **with notification within 3 business days following the documented emergency** (or the first available opportunity if the nature of the emergency prevents them from contacting RID) to be considered for a cost-free rescheduled exam appointment.

Excusable emergency situations include:

- The death of an immediate family member
- Accident, illness, or hospitalization of self or an immediate family member (verified by a doctor)
- A natural disaster

Documentation of the emergency must be submitted by the candidate to the RID Certification and Education Department by postal mail to: RID, Attn: Certification Dept, 333 Commerce Street, Alexandria, VA 22314 or by email to certification@rid.org. If RID verifies that the emergency qualifies, the candidate may reschedule an exam appointment, cost-free, within one year of the approval.

If the candidate cancels the scheduled exam appointment after the deadline or misses the scheduled exam appointment **for any reason other than an excusable emergency situation that is approved by RID**, it will be considered a missed appointment and forfeit the exam and all related fees. The candidate would then be required to register and pay for the exam again in order to sit for it in the future.

NIC Interview and Performance Exam Refunds

If you have paid for but have not yet scheduled an appointment for the *NIC Interview and Performance Exam* and decide you no longer wish to take the exam, RID will be happy to either refund your payment or credit the exam fee to your RID account, minus the $40 non-refundable application processing fee, within two (2) years of the paid date. After two (2) years, the exam fee cannot be refunded but can be credited to your account (minus the $40 non-refundable application processing fee) so it can be applied to other RID products and services. Please submit your request in writing by email to certification@rid.org or by postal mail to: RID, Attn: Certification Dept, 333 Commerce Street, Alexandria, VA 22314. Note: Refunds will be processed in the same manner the original payment was made; if you originally paid by check then you will be refunded by check.

Preparing for the *NIC Interview and Performance Exam*

The *NIC Interview and Performance Exam* tests the ability to apply the NAD-RID Code of Professional Conduct to ethical dilemmas in interpreting situations and real-world interpreting skills appropriate to an interpreter holding national certification.

The *NIC Interview and Performance Exam* evaluates a candidate's understanding of the "Skill Statements" associated with the set of tasks that was developed through the RID Role Delineation Study (see Appendix C – RID Role Delineation). Additionally, see the list of suggested reference materials (see Appendix E – *NIC Interview and Performance Examination* Suggested Reference Materials). The main tasks are:

1. Assess each interpreting situation to determine if qualified for the assignment.
2. Prepare for assignment by determining logistics and purpose of interaction for all parties involved.
3. Maintain competence in the field of interpreting (e.g., attending workshops and classes, reading professional literature, working with a mentor).
4. Apply the Code of Professional Conduct for the interpreting profession.
5. Provide interpreting services that reflect awareness and sensitivity to culturally and ethnically diverse groups.
6. Facilitate the flow of communication during the interpreting process.
7. Apply the appropriate communicative mode and language register.
8. Construct equivalent discourse in the target language while monitoring message comprehension and feedback to modify interpretation accordingly.
9-A. Use ASL proficiently within expressive interpreting tasks, including choice of sign vocabulary, use of sign modification to show variation in meaning and grammatical function, and appropriate use of space, facial expression, and body movement.
9-B. Comprehend ASL proficiently during the interpreting task, including sign vocabulary choice and sign modification to show variation in meaning and grammatical functions.
10-A. Use English proficiently to construct an equivalent message in the target language, including appropriate vocabulary choice, tone, grammar, and syntax, with appropriate use of register, pausing, rhythm, intonation, pitch, and other supra-segmental features.
10-B. Comprehend English proficiently to construct an equivalent message in the target language, including appropriate vocabulary choice, tone, grammar, syntax, appropriate use of register, pausing, rhythm, intonation, pitch, and other supra-segmental features.

It is inappropriate for candidates to prepare for any examination by focusing solely on the test scoring process, as this will have no affect on the outcome of the well-designed test. Rather, candidates should prepare for the *NIC Interview and Performance Exam* by strengthening their real-world skills in interpreting. They should also ensure that they have a detailed working knowledge of the NAD-RID Code of Professional Conduct.

NIC INTERVIEW AND PERFORMANCE EXAM FORMAT

The Part II - *NIC Interview and Performance Exam* is a one-hour performance-based exam designed to assess whether a candidate has the skills required to achieve national certification. The candidate watches the exam problems on a video screen and the candidate's signed and spoken responses are video recorded.

EXAM STRUCTURE

The *NIC Interview and Performance Exam* consists of **seven (7) video-based "vignettes": two (2) ethical "interview" vignettes and five (5) interpreting "performance" vignettes.** A vignette is a short problem that contains a real world problem or interpreting activity. The subject matter of these vignettes is as follows:

ETHICAL "INTERVIEW" VIGNETTES

The first two (2) vignettes in the exam assess a candidate's ability to evaluate ethical situations and apply the *NAD-RID Code of Professional Conduct*. Candidates are expected to demonstrate a thorough knowledge of the *NAD-RID Code of Professional Conduct* and the ability to interpret and apply the tenets contained in the code. Note: the previous format of this exam required the candidate to choose one (1) of five (5) signers. The current ethical "interview" vignettes do not offer this option.

The ethical "interview" vignettes are formatted as follows:

- **Stimulus** – Candidates are presented with:
    1. A written description of the context of a real-world interpreting situation;
    2. A written description of an ethical dilemma that occurs in that context; and
    3. A written description of the action that an interpreter chose to take in response to the ethical dilemma.
- **Problem Statement** – Candidates are instructed to evaluate the interpreter's actions from a prescribed point of view (i.e. either to criticize or to defend the interpreter's actions), as indicated in the problem statement. The candidate's evaluation must be based on the *NAD-RID Code of Professional Conduct*. Candidates are required to refer to specific tenets and sections of the *NAD-RID Code of Professional Conduct* in their response.
- **Response** – Candidates are required to provide their response to the problem statement using ASL only.

INTERPRETING "PERFORMANCE" VIGNETTES

The last five (5) vignettes assess the candidate's skill in performing spoken English-to-ASL and ASL-to-spoken English interpreting. These vignettes present real-life interpreting situations and require candidates to perform simultaneous interpreting in the same manner as in a real-life assignment. In some cases, the candidate may be instructed to begin interpreting at a given point in an ongoing conversation. This is similar to the situation that occurs when an interpreter is taking over for another interpreter. In such cases, candidates are provided with information about the proceeding conversation.

The interpreting "performance" vignettes are formatted as follows:

- **Stimulus** – Candidates are presented with:
    1. A written description of the context of a real-world interpreting situation;
    2. A written description of the people involved in the conversation;
    3. A written description of the conversation that precedes the point in the conversation that the candidate is to begin interpreting (if applicable); and
    4. A written indication of when to begin interpreting.
- **Problem Statement** – Candidates are instructed to interpret all spoken communication into ASL and to interpret all ASL communication into spoken English, just as they would in a real-world interpreting assignment. Vignettes may contain all ASL, all spoken English or a combination of both.
- **Response** – Candidates provide their interpretation simultaneously to the stimulus presented.

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TEST FLOW AND TIMING

All vignettes in the *NIC Interview and Performance Exam* are presented in order on a video monitor. **Two (2) ethical "interview" problem vignettes will be presented first, followed by five (5) interpreting "performance" problem vignettes**. Candidates do not have the ability to select the order in which the vignettes are presented. A video camera will record the candidate's responses and will be "on" throughout the testing time.

The exam will take one hour to complete. Once the test administrator starts the exam video player and camera, the exam will continue on a pre-set flow and time schedule. There are built-in breaks between vignettes for the candidate to rest and prepare for the next problem; however, the length of the breaks is preset at two (2) minutes each. Candidates will not have the ability to change the flow or timing of the test once the exam begins.

See the next page for a summary of the test flow and timing of the *NIC Interview and Performance Exam.*

Test Flow and Timing Summary

(Note: all times are approximate, except for rest breaks which are exactly 2 minutes each.)

Exam Activity	Activity Time
Set up	
• Test administrator verifies candidate ID against ATT Letter • Test administrator verifies that Candidate/Vignette Indicator Card matches candidate's RID number • Candidate gets situated in testing chair while the test administrator sets up the recording camera • Candidate signs **Candidate Agreement**	5 minutes
Exam	
Test administrator begins the exam video, starts the recording camera, and leaves testing room. Exam begins.	Exam time starts
• Introduction to the ethical "interview" problems	2 minutes
• Vignette #1 – Presentation of ethical problem; candidate forms response	4 minutes
• Candidate presents response	3 minutes
• **Rest break**	**2 minutes**
• Vignette #2 - Presentation of ethical problem; candidate forms response	4 minutes
• Candidate presents response	3 minutes
• **Rest break**	**2 minutes**
• Introduction to the interpreting "performance" problems	2 minutes
• Vignette #3 - Presentation of interpreting situation and context	2 minutes
• Vignette #3 - Candidate interprets conversation	4 minutes
• **Rest break**	**2 minutes**
• Vignette #4 - Presentation of interpreting situation and context	2 minutes
• Vignette #4 - Candidate interprets conversation	4 minutes
• **Rest break**	**2 minutes**
• Vignette #5 - Presentation of interpreting situation and context	2 minutes
• Vignette #5 - Candidate interprets conversation	4 minutes
• **Rest break**	**2 minutes**
• Vignette #6 - Presentation of interpreting situation and context	2 minutes
• Vignette #6 - Candidate interprets conversation	4 minutes
• **Rest break**	**2 minutes**
• Vignette #7 - Presentation of interpreting situation and context	2 minutes
• Vignette #7 - Candidate interprets conversation	4 minutes
Exam ends. Candidate notifies test administrator.	Total: 60 minutes
Wrap-up	
• Test administrator turns off and finalizes DVD recording • Test administrator collects all scratch paper from candidate • Candidate completes **Candidate Reporting Form** • Test administrator gives candidate **Candidate Feedback Form**	

On the Day of Your *NIC Interview and Performance Examination*

Candidates must complete the following steps in order to take the *NIC Interview and Performance Exam*.

Step 1: Wear Appropriate Attire

You should wear professional attire, which is appropriately color-contrasted to skin tone. However, you should not wear whites or reds, as these colors may cause problems for color video recording equipment.

Step 2: Arrive at the Test Site Early

Your test administrator will provide you with the location of your test site. Plan your travel carefully so that you arrive at the test site at least 20 minutes before your scheduled appointment time. If you arrive at the test site less than 10 minutes before your scheduled appointment, you may be denied access to the test site, and it will be considered a missed appointment.

You may not be admitted to the exam if you arrive after your scheduled starting time.

A missed appointment forfeits the exam and all related fees. You would then be required to register and pay for the exam again in order to sit for it in the future.

Step 3: Bring Your Entire Authorization to Test (ATT) Letter

You must bring a hard copy of your entire Authorization to Test Letter, including the Candidate/Vignette Indicator Card.

You can access your ATT Letter by logging into your account and clicking on "Download ATT Letter" in the yellow tile titled "Certification Application Status." Your ATT Letter is your proof of eligibility to take the exam.

Step 4: Present Acceptable Personal Identification

RID employs very strict testing security measures. One level of security involves your identification. You must bring at least one form of identification that meets the following requirements:

Your identification (ID) must:

- Display your **name** exactly as it appears on your Authorization to Test Letter
- Have a permanently-affixed **photograph** of your face
- Be **current** — expired IDs will not be accepted
- Be an **original** document — no photocopies will be accepted

Acceptable forms of identification are:

- Government-issued driver's license
- State ID card
- Passport
- Military ID (except those with chips)
- Permanent resident visa or green card

Unacceptable forms of identification include:

- Employee identification or work badge
- University/college identification

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If you do not present acceptable identification, you will not be allowed to take your exam, and it will be considered a missed appointment, even though you appeared at the test site. A missed appointment forfeits the exam and all related fees. You would then be required to register and pay for the exam again in order to sit for it in the future.

STEP 5: CHECK-IN FOR YOUR EXAM

The test administrator at each test site has been trained in the procedures specific to RID exams. The test administrator will guide you through the steps that have been developed by RID. The following is what you can expect when you arrive at the test site:

1. Personal items **will not** be allowed in the testing room.

You **may not** bring any personal items with you to the test site, other than your personal identification and your ATT Letter. (This includes purses, wallets, watches, jewelry, cell phones, calculators, etc.) If you do bring personal items to the test site, the test administrator will show you where to store them. Neither test administrators nor RID will be responsible for lost or stolen items.

2. You must provide one form of acceptable identification.

The test administrator will verify that the name on your government-issued identification card matches the name on the ATT Letter, that the photo is of you, and that your RID number is correctly displayed on the Candidate/Vignette Indicator Card. You must keep this identification with you at all times during the exam.

3. You will be provided five (5) pieces of scratch paper.

You will be provided with scratch paper and a pen with which you can take notes during the exam. These will be collected at the conclusion of the exam. You cannot take any notes from the test site.

4. You will not be allowed to bring any food or drink into the testing room.

5. You will be escorted into the testing room by the test administrator.

The test administrator will show you where to sit and will adjust the video camera to ensure that you are being properly recorded. You must remain in your seat during the entire exam. Keep the Candidate/Vignette Indicator Card on your lap or within reach at all times during the exam.

6. The test administrator will play a short video clip to verify that the sound level is acceptable to you.

7. You must complete the RID Candidate Agreement form, indicating agreement to abide by the policies and procedures of the RID testing process and to maintain confidentiality in regard to RID exam materials.

If you do not sign this form, you will not be allowed to take the exam and it will be considered a missed appointment, even though you appeared at the test site. A missed appointment forfeits the exam and all related fees. You would then be required to register and pay for the exam again in order to sit for it in the future (see Appendix I – *NIC Interview and Performance Examination* Candidate Agreement).

8. The test administrator will start the exam DVD and the video recorder which will record your responses.

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STEP 6: TAKE THE EXAM

Here are the general instructions for taking the exam:

- You must remain seated during the entire exam.
- The exam will take approximately one hour to complete. The exam will not stop. The exam video will continue to play and the video recorder will continue to record you throughout the testing period.
- You will not be able to stop or rewind the exam video.
- There are built-in two-minute breaks from testing after each exam vignette. You will see the break time displayed on the screen. You cannot change the length of these breaks, and you must stay in the testing chair during these breaks.
- You should not leave the testing room until the exam is complete. Only in cases of a significant irregularity should you leave the testing room to contact the test administrator once the exam has started.
- There are no "warm up" vignettes. However, there is introductory information for you to review before each vignette, which will orient you to the next problem. Please review this material carefully. You may make notes while viewing the introductory material if you wish and as time permits; however, all notes will be collected at the end of the testing session.

At the beginning of each vignette, you will be instructed to hold up an 8.5" by 11" Candidate/Vignette Indicator Card, so that it can be recorded by the video camera. The Candidate/Vignette Indicator Card will be provided on the last page of your Authorization to Test Letter. You must bring this card with you, along with the entire ATT Letter, to the test site.

The filming of Candidate/Vignette Indicator Card before each vignette will ensure that RID can identify the correct candidate for each vignette clip. Do not give your name or social security number or otherwise identify yourself or your background. Raters are only able to see the candidate's RID number and are not provided with any candidate names, background or any other personal information at any time.

Note: if a rater opens a vignette and recognizes the exam candidate, the rater will close the vignette without assigning a score and move on to another candidate's vignette. The skipped vignette will automatically show up in different rater's queue for scoring.

The exam will begin and flow as described in the Test Flow and Timing section of this handbook. You will complete each vignette in order and then contact the test administrator when the exam is complete.

REPORTING EXAM ADMINISTRATION IRREGULARITIES OR CONCERNS

Report problems when they happen. If you experience problems with any part of the exam administration process, including issues with exam materials, the facility, or other difficulties, tell the test administrator immediately. You must allow test administrator at least 30 minutes to correct any problems. If the problem continues for more than 30 minutes, you have the choice to stay until the problem is corrected or to have your appointment rescheduled.

RID cannot help to resolve a problem that has not been reported to the test administrator at the time it occurs. Any significant incidents occurring during the exam administration process should be recorded on the Candidate Post Test Reporting Form **before the candidate leaves the test site**.

The test administrator is not able to respond to questions about the exam content or testing process (other than the exam administration). If you have questions, comments, or concerns regarding your testing experience or with the exam vignettes, contact the Certification and Education Department at certification@rid.org or (703) 838-

0300. Please note that while RID will review all comments provided regarding an administered exam, RID will not re-evaluate or otherwise change a candidate's scores or results based on these comments.

GROUNDS FOR CANDIDATE DISMISSAL FROM TEST SITE

Any candidate who engages in any form of misconduct or does not comply with the test administrator's warnings to discontinue inappropriate behavior may be immediately dismissed from the test site. Some examples of misconduct are:

- Creating a disturbance, using abusive language, or being uncooperative or disrespectful
- Attempting to take the examination for someone else
- Using any prohibited aids that would provide an advantage while taking the exam
- Tampering with the operation of the exam recording equipment or stimulus materials
- Giving or receiving assistance of any kind

Dismissal from a test site due to misconduct forfeits the exam and all related fees. The candidate would then be required to register and pay for the exam again in order to sit for it in the future, as long as RID determined that the candidate's behavior did not warrant a permanent ban from taking the exam.

NIC INTERVIEW AND PERFORMANCE EXAM SCORING

The scoring algorithm for candidate responses to the vignettes on the *NIC Interview and Performance Exam* is designed to accurately determine whether a candidate does or does not demonstrate at least the minimum level of competency expected of an interpreter holding national certification. It determines only the pass/fail status of each candidate.

The *NIC Interview and Performance Exam* and the scoring process for the vignettes in the exam are not designed for or intended to be used to rank candidates or to assess the degree to which candidates are above or below the pass/fail point. While the process includes a numeric score and some feedback from the raters for failing candidates, the feedback is only intended to give failing candidates an indication of how far they were from passing and the areas in which they most need to improve. Exam results are neither designed as nor intended to be used as a diagnostic examination.

Candidate responses to vignettes are scored by trained and continually monitored raters. The number of different individual raters evaluating a vignette will depend on the scores assigned by initial raters and the need for additional scorings. There are seven (7) vignettes and each vignette may be scored by as many as three (3) different raters to ensure accuracy and prevent bias.

NIC INTERVIEW AND PERFORMANCE EXAM SCORING CRITERIA/RUBRICS

The NIC Interview and Performance examination is rated using problem-specific scoring criteria (rubrics). These criteria identify the features that must be present in a candidate's response to demonstrate competence. Since these scoring criteria are specific to the actual content of the vignette, they must remain confidential and cannot be provided to candidates.

RID understands that some candidates have prepared for previous examinations by developing strategies for responding to the previous scoring rubrics. This approach is inappropriate as it is an attempt to "game" the exam rather than meaningfully prepare for the exam. Instead of preparing for the scoring process, RID encourages all candidates to prepare by truthfully assessing individual strengths and weaknesses in interpreting skill and

concentrating on improving areas of weakness. Not only will this help them on the exam, it will also help them be better interpreters in real-life.

The process through which the scoring criteria were developed and the general scoring rubric into which the criteria are structured is as follows: a scoring group composed of deaf and hearing interpreter Subject Matter Experts selected and reviewed each vignette. Then the group determined the minimum level of competence that is expected of an interpreter holding national certification for each vignette and developed scoring criteria (rubrics) that identify specific critical and non-substantive elements of the communication and the exact types and number of errors that are associated with four levels of candidate performance:

Pass
Borderline Pass
Borderline Fail
Fail

The following description serves as an example of a **general guide** for defining each of these score levels. **It is not the actual scoring criteria for any of the vignettes in the exam**. Each vignette has a different and individual rubric, based on the specific tasks that are being evaluated in that vignette. As such, sharing the actual exam criteria would essentially be giving away the answers to the exam.

Example of a Possible Rubric (Scoring Criteria) for a Vignette

Pass	A good interpretation that accurately conveys the meaning and the substantive details of the communication
Borderline Pass	An acceptable interpretation which contains some errors concerning non-substantive details but conveys the essence of the communication
Borderline Fail	A weak interpretation which contains errors affecting some critical components of the communication
Fail	A poor interpretation which fails to accurately convey the essence of the communication

In addition to developing the scoring criteria for each vignette, the scoring group also determined the combination of scores across the entire exam that represents the minimum passing score. In order to pass the *NIC Interview and Performance Exam*, candidates must achieve at least a minimum score on the ethical "interview" vignettes, at least a minimum score on the interpreting "performance" vignettes and at least a minimum combined score. (Note: The actual required scores will not be divulged.)

NIC Interview and Performance Exam Scores Cancelled by RID

RID is responsible for the validity and integrity of NIC examination results. On occasion, computer malfunction, misconduct or procedure violation by a candidate or other unfortunate occurrences may cause scores to be suspect. RID reserves the right to void or withhold examination results, if, upon investigation, a violation of RID policy or procedure is discovered.

NIC Interview and Performance Exam Score Reporting

Time Frame for Receiving Score Report

RID will endeavor to score the NIC Interview and Performance examination and to report scores to candidates as quickly as possible. At present, results are generally processed within 90-120 days.

Following the examination scoring process, the Certification Department will send you an e-mail letting you know you can download your Score Report (Results Letter) from your RID account. Please keep your contact information in your account up-to-date to prevent notification delays.

You can access your exam results by logging into your RID account and clicking on the purple tile titled, "View Your Exam History." Next to the exam you would like to see your results for, please click on "Download Score Report." This PDF document will automatically downloaded to your computer.

SCORE REPORT CONTENTS

Candidates who pass the exam will receive a score of "Pass." No additional score information will be provided.

Candidates who fail the exam will receive a score of "Fail." Failing candidates will not be advised of the scores earned on specific vignettes; however, they will receive feedback from raters. This feedback is an indication of the areas in which the candidate needs to improve the most. Raters select the areas for feedback from a pre-established list. The feedback is not diagnostic and does not represent a custom critique of a candidate's performance.

NIC INTERVIEW AND PERFORMANCE EXAM RETAKES

If you fail the *NIC Interview and Performance Exam* and are still within the five (5)-year certification process, you may apply for, pay for and retake the *NIC Interview and Performance Exam* after a six (6)-month waiting period. The six (6)-month waiting period begins from the date you originally took the Exam; this is regardless of when you received your exam results. There is a reduced price for exam retakes.

If it has taken longer than five (5) years since your most recent passing of the *NIC Knowledge Exam*, you must start the certification process over and take the *NIC Knowledge Exam* again, paying the New Applicant exam fees.

NIC INTERVIEW AND PERFORMANCE EXAM APPEALS

The RID Certification and Education Department will review appeals related to exam administration only, such as RID testing policy or procedure violations, testing equipment or materials malfunction, or environmental problems. Exam appeals will not be considered on the basis of rater judgment (Motion 96.03). Appeals can be considered on the basis of:

A. Misinformation regarding testing arrangements (e.g., test taker given wrong location, time, etc.)
B. Test administrator error (e.g., misinformation given to test taker, changing site information without informing test taker, unprofessional conduct, failure to follow guidelines in test administration manual, etc.)
C. Equipment malfunction (e.g., equipment failure, inappropriate equipment, etc.)
D. Environmental factors (e.g., unbearable temperature in test room; excessive, distracting loud noises, power outage, etc.)
E. Damaged exam materials
F. Unavoidable catastrophic events (e.g., death of an immediate family member; doctor's verification of accident, illness or hospitalization, etc.)
G. Natural disaster (e.g., earthquake, fire, snowstorm, etc.)

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Exam appeals must be sent by postal mail to: RID, Attn: Director of Certification and Education, 333 Commerce Street, Alexandria, VA 22314 or by email to certification@rid.org. **You are eligible to submit an appeal once your exam results have been released. Appeals must be submitted within 90 days of the Results Sent date.**

Outcome results will be sent by postal mail. Appeals can take up to 120 days for processing.

If an appeal is approved, the exam retake must be completed within one year of the date of notification. If the exam retake is not completed within the year, the candidate will be responsible for the reapplication process and fees.

BECOMING CERTIFIED AND RECEIVING YOUR CERTIFICATE

CERTIFICATION CYCLE DATES

Effective April, 1, 1999, a majority vote of the RID voting membership on Motion PDC 98.01 set the current requirements for the Certification Maintenance Program (CMP) cycle time-line. Per this motion, a certificant's newly certified cycle start date is the date that RID initially sent the exam results letter (the Results Sent date) and extends until December 31st of the year indicated by the following:

If the Results Sent date falls between 7/1/2013 and 6/30/2014.....Newly certified cycle ends 12/31/2018
If the Results Sent date falls between 7/1/2014 and 6/30/2015.....Newly certified cycle ends 12/31/2019
If the Results Sent date falls between 7/1/2015 and 6/30/2016.....Newly certified cycle ends 12/31/2020
If the Results Sent date falls between 7/1/2016 and 6/30/2017.....Newly certified cycle ends 12/31/2021

Each successfully-completed certification cycle is followed by a four (4) year CMP certification cycle, running from January 1 of the first year through December 31 of the fourth year.

CYCLE OPTION

As a default, a new cycle is created in the record of all new certificants, regardless of previous certification held. As such, if you earn a new certification or pass a re-examination of the same certification, a Newly Certified Cycle is automatically added to your record. However, you have the option to continue the cycle timeline from your previous certification. Continuing Education Units (CEUs) from the previous cycle cannot be carried over into a new cycle; however, the CEU requirement would not need to be met in the shortened cycle.

If you would like the new certification cycle, there is no need to notify RID. If you wish to keep your previous certification cycle, please complete the Cycle Option Form enclosed with your Newly Certified Packet or prepare a written request and send to RID within 60 days of your Results Sent date. Submission options are: 1) mail the form to RID, Attn: Professional Development Dept, 333 Commerce Street, Alexandria, VA 22314; 2) send a scanned copy of the form to cmp@rid.org, or 3) fax the form to 703-838-0459.

It is important to remember that this is a one-time option that comes with each newly-earned certification. Once your choice has been made and noted in your record, it cannot be changed.

NEWLY CERTIFIED PACKET

You can expect to receive a Newly Certified Packet from RID approximately 6-8 weeks after your passing *NIC Interview and Performance Exam* results letter was sent. This packet will include your NIC certificate and a congratulations letter as well as information about the Certification Maintenance Program and earning CEUs.

Note: you may begin earning CEUs for your new certification cycle any time on or after your certification start date. (Your certification start date is the Results Sent date shown on the Track Tests page in your RID account.)

Duplicate Certificates

In the event that your certificate arrives damaged, with incorrect spelling or information, or does not arrive at all (three weeks after being mailed), the certificate will be replaced free of charge. This replacement request should be submitted in writing to RID Headquarters by postal mail to RID, Attn: Certification Dept, 333 Commerce Street, Alexandria, VA 22314; by email to certification@rid.org or by fax to 703-838-0454.

In the event that you lose your certificate, need a replacement certificate, want the name on the certificate updated due to a legal name change, or would like a duplicate certificate, you may purchase one through the RID Store on the RID Web site www.rid.org. Replacement certificates are processed once a month.

Certified Membership

Maintaining current RID membership is a requirement for maintaining RID certification. If you are a current Student or Associate Member at the time you achieve certification, your membership will automatically be converted a Certified Membership. If you are not a Student, Associate or Certified member at the time you achieve certification, you need to pay Certified Member dues to bring your membership into good standing. For more information, contact the Member Services Department at 703-838-0030. Keep in mind:

- Membership runs from July 1 through June 30 and is paid annually.
- There is no extra charge for holding more than one RID certification or for holding specialty certification.
- Those who hold NAD certification must also keep their NAD certification dues in good standing with RID. (NAD certification dues are paid to RID and hold no connection to NAD membership dues.)

Displaying Your Credential

One of the privileges of achieving NIC certification is the ability to show your NIC credential on your business card, resume, brochures, or other advertisements, etc. Your credentials (also called “post-nomial abbreviations”) should be displayed only after your full name (with or without middle initial) in the following order:

1. Given names (Jr., II, etc.)
2. Academic degrees from highest level to lowest level above a bachelor degree (bachelor degree credentials are not typically displayed)
3. State licensure credentials
4. Professional certifications (such as RID credentials)

Certificants who hold more than one RID certification should display them in the following order: IC, TC, IC/TC, CSC, MCSC, RSC, OIC:V/S, OIC:S/V, OIC:C, CI, CT, CI and CT, CDI, NIC, NIC Advanced, NIC Master, OTC, SC:PA, SC:L, NAD III, NAD IV, NAD V, Ed:K-12. Here are a few examples of displaying the NIC credential:

Jane L. Doe, NIC
John Doe, Jr., M.S., QAST, NIC, Ed:K-12
Jane Lynn Doe, Ph.D., NIC, SC:L, NAD IV

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MAINTAINING CERTIFICATION

"Excellence in the delivery of interpreting and transliterating services is contingent upon the pursuit of lifelong learning." (RID Board Motion 96.43)

Maintaining RID certification requires a commitment to life-long learning demonstrated through participation in the RID Certification Maintenance Program (CMP). The CMP documents and monitors the continuing knowledge and skill development of RID certified interpreters to ensure that practitioners not only maintain their knowledge and skill levels, but also keep up with new developments in the field of interpreting.

There are three requirements to maintain RID certification:

- ✓ **Maintain current RID membership** by paying annual RID Certified Member dues (interpreters with NAD III, NAD IV, and NAD V certification must also keep their NAD certification dues in good standing with RID);
- ✓ **Meet the Certification Maintenance Program CEU requirements**; and
- ✓ **Follow the NAD-RID Code of Professional Conduct.**

CMP CEU REQUIREMENT

All RID Certified Members must work with RID Approved CMP Sponsors to successfully complete 8.0 continuing education units (CEUs) by the end of each certification cycle in order to maintain their certification (8.0 CEUs = 80 contact hours). At least 6.0 of these CEUs (60 hours) must be Professional Studies (PS) CEUs. Up to 2.0 General Studies (GS) CEUs may be applied to the CMP requirement. Additionally, those holding the Specialty Certification: Legal (SC:L) certification must earn at least 2.0 of their PS CEUs are in the area of interpreting in the legal setting, and those holding the Specialty Certification: Performing Arts (SC:PA) certification must earn at least 2.0 of their PS CEUs are in the area of performance art interpreting.

There are two categories of RID CEUs: Professional Studies (PS) and General Studies (GS). Professional Studies contain content that directly affects the field of interpreting/ transliterating (i.e. linguistic and cultural studies; theoretical and experiential interpreting/transliterating studies; and specialization studies) and General Studies include topics that enhance the interpreter/transliterator's general knowledge base. Legal and Performing Arts Specialty CEUs are sub categories of Professional Studies CEUs.

EARNING RID CEUS

You may begin earning RID CEUs for your new certification cycle any time on or after your certification start date. (Your certification start date is the Results Sent date shown on the Track Tests page in your RID account.)

RID Approved CMP Sponsors submit continuing education activities to RID Headquarters to be added to your CEU transcript, which you can monitor through your online RID member account. You can access your transcript at any time by logging in to your member account at www.rid.org and clicking on "View Transcripts" in the Testing and CEU Information section. Please note that it can take up to 60 days for CEUs to be added to your transcript. If 60 days have elapsed since your CEU-earning activity and your CEUs from the event are still not posted on your transcript, please email cmp@rid.org or call 703-838-0030 and select the Certification Maintenance Program option.

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Certification Cycle Extension Requests

A one-year, once-in-a-lifetime certification cycle extension may be granted to those who submit a Certification Cycle Extension Request form before the end of their certification cycle. Requests will be granted based on the inability to accrue the required number of CEUs for one of the following reasons: a sudden and unforeseeable traumatic, catastrophic, or incapacitating event that disrupts the life of the certified member or an immediate family member for a considerable amount of time. Simple failure to accrue the required number of CEUs is not an appropriate reason to request an extension.

Note: An extension does not delay the end date of the next certification cycle—the extension cuts into the following cycle. Once enough CEUs are earned to complete the extended cycle, the next cycle will begin immediately.

Certified: Inactive and Certified: Retired Status

Certified: Inactive status is for certified members who are not currently interpreting. They are not required to meet the CEU requirements while on Certified: Inactive status. In order to maintain this status, Certified: Inactive dues must be paid annually and the certificant cannot be working as an interpreter.

Certified: Retired status is for certified members, age 55 or older, who are retiring from interpreting work. They are not required to meet the CEU requirements. In order to maintain this status, Certified: Retired dues must be paid annually and the certificant cannot be working as an interpreter.

For more information, contact the Member Services Department at 703-838-0030.

Revocation of Certification

RID reserves the right to revoke certification based on any of the following grounds for revocation:

- Divulging exam contents
- Attempting to take the exam for another person
- Cheating on an RID examination
- Violating the NAD-RID Code of Professional Conduct
- Misusing an RID credential
- Pleading guilty nolo contendre or being found guilty of financial offenses, physically violent offenses or offenses involving misrepresentation or fraud
- Failing to meet Certification Maintenance Program (CMP) requirements

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APPENDICES

APPENDIX A – HISTORY OF THE NIC *(as published in the original candidate bulletin)*

"In November of 1993, the Massachusetts Association of the Deaf and Massachusetts RID held a joint conference. Each invited their association's president to attend and speak as keynote speakers; both agreed.

Prior to the meeting, the two presidents, Janet Bailey of RID and Ben Soukup of NAD, had the unscheduled opportunity to talk when they sat in a Boston traffic jam (which is still in place, by the way) for hours. The two presidents shared the keynote presentation during which an agreement was made to find a way in which the NAD and RID could work together toward a common goal.

Shortly after that meeting, the NAD-RID Task Force on the National Interpreter Crisis was established. On January 27, 1994, representatives from both organizations met at the RID national office.

In June of 1996, the Task Force agreed to develop a new joint certification instrument for interpreters/transliterators. The Board of Directors of both organizations approved this initiative. A test development committee was formed and work began in 1997 on the concept for the new test. Members of the Task Force and their respective organizations continued to search for outside funding for this effort, which was expected to require between $750,000 and one million dollars to complete. That effort came to fruition in 2000 when the Arizona Commission for the deaf and Hard of Hearing awarded a sizable contract toward the test development effort and work moved forward at a much more rapid pace.

In the meantime, the Task Force has changed its name to the National Council on Interpreting (NCI). The Council expanded its agenda to numerous other areas related to interpreting and to involve a number of other organizations in this examination of interpreting issues. Other groups have been invited and will be invited to participate in this dialogue. Then the NCI voted to change the name of the new test to the National Interpreter Certification (NIC) Test."

APPENDIX B – NAD-RID CODE OF PROFESSIONAL CONDUCT

CODE OF PROFESSIONAL CONDUCT

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NAD-RID CODE OF PROFESSIONAL CONDUCT

Scope
The National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf, Inc. (RID) uphold high standards of professionalism and ethical conduct for interpreters. Embodied in this Code of Professional Conduct (formerly known as the Code of Ethics) are seven tenets setting forth guiding principles, followed by illustrative behaviors.

The tenets of this Code of Professional Conduct are to be viewed holistically and as a guide to professional behavior. This document provides assistance in complying with the code. The guiding principles offer the basis upon which the tenets are articulated. The illustrative behaviors are not exhaustive, but are indicative of the conduct that may either conform to or violate a specific tenet or the code as a whole.

When in doubt, the reader should refer to the explicit language of the tenet. If further clarification is needed, questions may be directed to the national office of the Registry of Interpreters for the Deaf, Inc.

This Code of Professional Conduct is sufficient to encompass interpreter roles and responsibilities in every type of situation (e.g., educational, legal, medical). A separate code for each area of interpreting is neither necessary nor advisable.

Philosophy
The American Deaf community represents a cultural and linguistic group having the inalienable right to full and equal communication and to participation in all aspects of society. Members of the American Deaf community have the right to informed choice and the highest quality interpreting services. Recognition of the communication rights of America's women, men, and children who are deaf is the foundation of the tenets, principles, and behaviors set forth in this Code of Professional Conduct.

Voting Protocol
This Code of Professional Conduct was presented through mail referendum to certified interpreters who are members in good standing with the Registry of Interpreters for the Deaf, Inc. and the National Association of the Deaf. The vote was to adopt or to reject.

Adoption of this Code of Professional Conduct
Interpreters who are members in good standing with the Registry of Interpreters for the Deaf, Inc. and the National Association of the Deaf voted to adopt this Code of Professional Conduct, effective July 1, 2005. This Code of Professional Conduct is a working document that is expected to change over time. The aforementioned members may be called upon to vote, as may be needed from time to time, on the tenets of the code.

The guiding principles and the illustrative behaviors may change periodically to meet the needs and requirements of the RID Ethical Practices System. These sections of the Code of Professional Conduct will not require a vote of the members. However, members are encouraged to recommend changes for future updates.

Function of the Guiding Principles
It is the obligation of every interpreter to exercise judgment, employ critical thinking, apply the benefits of practical experience, and reflect on past actions in the practice of their profession. The guiding principles in this document represent the concepts of confidentiality, linguistic and professional competence, impartiality, professional growth and development, ethical business practices, and the rights of participants in interpreted situations to informed choice. The driving force behind the guiding principles is the notion that the interpreter will do no harm.

When applying these principles to their conduct, interpreters remember that their choices are governed by a "reasonable interpreter" standard. This standard represents the hypothetical interpreter who is appropriately educated, informed, capable, aware of professional standards, and fair-minded.

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CODE OF PROFESSIONAL CONDUCT

Tenets

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

Applicability

A. This Code of Professional Conduct applies to certified and associate members of the Registry of Interpreters for the Deaf, Inc., Certified members of the National Association of the Deaf, interns, and students of the profession.

B. Federal, state or other statutes or regulations may supersede this Code of Professional Conduct. When there is a conflict between this code and local, state, or federal laws and regulations, the interpreter obeys the rule of law.

C. This Code of Professional Conduct applies to interpreted situations that are performed either face-to-face or remotely.

Definitions

For the purpose of this document, the following terms are used:

Colleagues: Other interpreters.

Conflict of Interest: A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

Consumers: Individuals and entities who are part of the interpreted situation. This includes individuals who are deaf, deaf-blind, hard of hearing, and hearing.

1.0 CONFIDENTIALITY

Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.

Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior - Interpreters:

1.1 Share assignment-related information only on a confidential and "as-needed" basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).

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1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).

1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.

Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior - Interpreters:

2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.

2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.

2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).

2.5 Refrain from providing counsel, advice, or personal opinions.

2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior - Interpreters:

3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.

3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.

3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.

3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.

3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.

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3.6 Refrain from the use of mind-altering substances before or during the performance of duties.

3.7 Disclose to parties involved any actual or perceived conflicts of interest.

3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.

3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.

3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior - Interpreters:

4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).

4.2 Approach consumers with a professional demeanor at all times.

4.3 Obtain the consent of consumers before bringing an intern to an assignment.

4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior - Interpreters:

5.1 Maintain civility toward colleagues, interns, and students.

5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.

5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.

5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.

5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

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RID

NAD

CODE OF PROFESSIONAL CONDUCT

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior - Interpreters:

6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.

6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.

6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.

6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.

6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.

6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.

6.7 Render pro bono services in a fair and reasonable manner.

6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior - Interpreters:

7.1 Increase knowledge and strengthen skills through activities such as:

- pursuing higher education;
- attending workshops and conferences;
- seeking mentoring and supervision opportunities;
- participating in community events; and
- engaging in independent studies.

7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

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APPENDIX C – RID ROLE DELINEATION STUDY

Tasks and Knowledge and Skill Statements

This document contains the tasks and knowledge and skill statements as defined by the National Council on Interpreting Role Delineation Panel. It encompasses the knowledge, interview and performance portions of the NAD-RID National Interpreter Certification (NIC) Examination. The following tasks represent the knowledge and skills one must possess to be able to pass the NIC examination and receive national certification. Please use this outline as an overarching guide to study for the entire test. Also, please refer to the NIC Knowledge and Interview and Performance Examination suggested reference materials lists for an inventory of the texts used to develop the tasks listed below. All tasks have associated knowledge and skill statements. The knowledge statements refer to the knowledge portion of the test and the skill statements refer to the interview and performance portions of the test.

Task 1
Assess each interpreting situation to determine if qualified for the assignment.

Knowledge and Skill Statements

Knowledge of:

1. Roles and responsibilities
2. Appropriate questions to ensure a good match between the interpreter and the parties involved
3. Requirements and expectations of the consumers for each setting
4. Language continuum and variations in signing
5. Assignment content

Skill in:

1. Recognizing the impact of personal values and professional conduct
2. Recognizing personal and professional strengths and weaknesses
3. Meeting consumer communication needs
4. Recognizing strengths and weaknesses
5. Recognizing the importance of personal characteristics (e.g., ethnicity, cultural diversity, gender, age) and the impact they have on the assignment
6. Meeting consumer's needs
7. Maintaining neutrality in all situations
8. Being diplomatic
9. Assessment of the ability to interpret fluently

Task 2
Prepare for assignment by determining logistics and purpose of interaction for all parties involved.

Knowledge and Skill Statements

Knowledge of:

1. Need for deaf interpreters
2. Need for team interpreters
3. Need for consecutive or simultaneous interpreting
4. Physical distractions in environment and appropriate solutions within the setting
5. Assignment goals, philosophies, and/or expected outcomes
6. Strategies to make the setting comfortable

Skill in:

1. Analyzing when and how to work with team interpreters (hearing and/or deaf)
2. Preparing by consulting or meeting with parties involved, reading literature, books, web sites, and any other notes, etc.
3. Assessing consumer's communication needs prior to assignment
4. Assessing the room layout and working with the consumers to determine best seating/lighting arrangement prior to the assignment
5. Working with deaf and/or team interpreters
6. Educating consumers (both deaf and hearing) on how to use the interpreter when appropriate.

Task 3
Maintain competence in the field of interpreting (e.g., attending workshops and classes, reading professional literature, working with a mentor).

Knowledge and Skill Statements

Knowledge of:

1. Deaf events and other cultural activities
2. Available resources for professional growth (e.g., classes, workshops, libraries, periodicals, Internet, mentors)
3. Benefits of membership in professional organizations
4. Organizations related to the field of deafness and interpreting and the people they serve
5. Cultural trends and issues
6. Basic research and practice in interpreting
7. Strategies to evaluate the quality and usefulness of articles about interpreting

Skill in:

1. Researching for appropriate sources
2. Engaging in activities related to personal and professional growth
3. Becoming appropriately involved in the deaf community (e.g., deaf events and other cultural activities)
4. Keeping current with continuing education requirements

Task 4
Apply the Code of Professional Conduct for the interpreting profession.

Knowledge and Skill Statements

Knowledge of:

1. NAD-RID Code of Professional Conduct expectations for professional behavior
2. Consequences for violating the Code of Professional Conduct
3. Philosophical background for the Code of Professional Conduct
4. Laws that supersede the Code of Professional Conduct (e.g., child abuse)

Skill in:

1. Recognizing the impact of personal values and professional conflicts
2. Applying the NAD-RID Code of Professional Conduct to various settings (educational, occupational, governmental, medical, etc.)
3. Distinguishing difference between appropriate and inappropriate practices
4. Recognizing when mediation and adjustment (cultural or situational) are necessary in applying the Code of Professional Conduct.

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Task 5
Provide interpreting services that reflect awareness and sensitivity to culturally and ethnically diverse groups.

Knowledge and Skill Statements

Knowledge of:

1. Differences between culture and community
2. Culture as related to behavior and communication in various settings
3. Rights and privileges related to membership and non-membership in cultural groups
4. Personal perspectives and how these influence the interpretation outcome
5. Protocol and procedure in various settings

Skill in:

1. Recognizing when gender, ethnicity, and/or cultural differences may influence the interpretation outcome
2. Recognizing nuances in vocabulary of diverse cultural and ethnic groups
3. Maintaining sensitivity to changes in group dynamics related to member/nonmember Interaction

Task 6
Facilitate the flow of communication during the interpreting process.

Knowledge and Skill Statements

Knowledge of:

1. When to use simultaneous or consecutive interpreting
2. Strategies for managing the flow of different levels of discourse in various settings
3. Appropriate sign/word choice
4. Discourse styles (e.g., persuasive, educating, consultative) to determine the appropriate register
5. Impact of cross-cultural communication nuances
6. When to provide direct and indirect feedback
7. Back-channeling (i.e., consumer feedback on the understanding of the interpretation) information as a tool to facilitate the flow of communication

Skill in:

1. Adjusting to the communication style of consumers
2. Recognizing the intended message
3. Maintaining fluency in message transmission
4. Maintaining a pace that allows for smooth turn-taking by participants
5. Using appropriate styles of discourse
6. Using appropriate registers
7. Requesting clarification of the source message
8. Applying information gained from back-channeling (i.e., consumer feedback on the understanding of the interpretation) to facilitate the flow of communication
9. Recognizing consumer's direct address to interpreter (i.e., information for interpretation regarding protocol for current job, checking with interpreter if ready to proceed, etc.) via various non-manual elements (e.g., eye gaze, head tilt, etc.)
10. Identifying change of speakers/signers

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Task 7
Apply the appropriate communicative mode and language register.

Knowledge and Skill Statements

Knowledge of:

1. Settings (education, legal, medical, mental, occupational, governmental services, religious, etc.)
2. Consumers (hearing, deaf, deaf/blind, hard of hearing, late deafened, persons without formal language, individuals with developmental disabilities, etc.)
3. Content knowledge
4. Various modalities (tactile, oral, various sign systems, etc.)
5. Modes of communication (pictures, gestures, props, etc)
6. Form and function of language and how this influences lexical decision making
7. How individuals and settings affect language register
8. Language acquisition in situations where appropriate
9. Formation of numbers and fingerspelling
10. Phonemic structure
11. Morphologic structure (e.g., semantics)
12. Syntax
13. Functional pragmatics (e.g., how settings alter the pragmatic function and form of discourse)
14. Linguistic structure and principles of English, American Sign Language (and other languages) used during the interpretation

Skill in:

1. Making appropriate decisions about code-switching between languages and systems
2. Representing English structure in situations where appropriate
3. Spelling specific content vocabulary correctly
4. Adjusting interpersonal skills to facilitate communication with various consumers and settings
5. Matching the register of the consumers
6. Explaining to all parties, if communication breaks down due to language, why the breakdown occurred
7. Discussing language form being used by parties involved (e.g., being able to talk about child signing, identifying components of language, such as verb, noun)
8. Comprehending and using highly stylized signing as may be necessary
9. Code-switching between English, ASL, and other sign systems
10. Articulating the linguistic structure and principles of English, American Sign Language (and other languages) used during interpretation

Task 8
Construct equivalent discourse in the target language while monitoring message comprehension and feedback to modify interpretation accordingly.

Knowledge and Skill Statements

Knowledge of:

1. Sign language continuum
2. Process of interpretation
3. Cross-cultural, gender, language use/variations, socio-economic status, and related influences on the interpretation process
4. Back-channeling (i.e., consumer feedback on the understanding of the interpretation) information as a tool to influence the ongoing interpretation

5. Lexical equivalency (ensuring translation of all items in appropriate lexical format)
6. Unique language features and their impact (e.g., how to interpret passive voice, supra-ordinate "words," and use of classification in ASL)
7. Linguistic structure and principles of English, American Sign Language (and other languages) used during the interpretation

Skill in:

1. Appropriately constructing an equivalent message intent
2. Appropriately constructing an equivalent message tone (e.g., tone and clarity of voice)
3. Appropriately constructing an equivalent message content
4. Recovering and repairing within message conveyance
5. Minimizing miscues, deletions, additions, substitutions, distracting mannerisms, fillers, anomalies, etc.
6. Remaining impartial to intent, regardless of speakers
7. Explaining to all parties, if communication breaks down due to language, why the breakdown occurred
8. Applying information gained from back-channeling (i.e., consumer feedback on the understanding of the interpretation) to influence further interpretation
9. Integrating the consumer's lexical preference for terminology when expressed
10. Appropriately using unique language (e.g., how to interpret passive voice, supra-ordinate "words," and use of classification in ASL)

Task 9A

Use ASL proficiently within expressive interpreting tasks, including choice of sign vocabulary, use of sign modification to show variation in meaning and grammatical function, and appropriate use of space, facial expression, and body movement.

Knowledge and Skill Statements

Knowledge of:

1. Phonemic structure
2. Morphologic structure (e.g., semantics)
3. Syntax
4. Functional pragmatics (e.g., how settings alter the pragmatic function and form of discourse)
5. Volume of lexicon (size of lexicon)
6. Role and function of fingerspelling
7. Sentence boundaries
8. Linguistic structure and principles of English, American Sign Language (and other languages) used during the interpretation
9. Appropriate sign choice

Skill in:

1. Using appropriate registers
2. Sign articulation (phonologic parameters)
3. Fingerspelling and numerical incorporation
4. ASL derivational (morphologic) marking (verb/noun)
5. Appropriate use of non-manual markers (e.g., grammatical, adverbial/adjectival)
6. Using signing space (e.g., referencing, size related to audience, verb agreement)
7. Using the classifier system
8. Using fingerspelling
9. Incorporating affect
10. Using discourse boundaries (phrasing)

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11. Using inflective morphology (nuances of meaning)
12. Recognizing sentence boundaries
13. Inflection/intonation
14. Explaining to all parties, if communication breaks down due to language, why the breakdown occurred
15. Articulating the linguistic structure and principles of English, American Sign Language (and other languages) used during interpretation
16. Selecting sign vocabulary precisely
17. Modulation of signs depending on meaning
18. Using space appropriately
19. Use of fluid expression
20. Appropriate mouthing for English lexicalization
21. Integrating the consumer's lexical preference for terminology when expressed.

Task 9B

Comprehend ASL proficiently during the interpreting task, including sign vocabulary choice and sign modification to show variation in meaning and grammatical functions.

Knowledge and Skill Statements

Knowledge of:

1. Phonemic structure
2. Morphologic structure (e.g., semantics)
3. Syntax
4. Functional pragmatics (e.g., how settings alter the pragmatic function and form of discourse)
5. Role and function of fingerspelling
6. Linguistic structure and principles of English, American Sign Language (and other languages) used during interpretation

Skill in:

1. Expanding the volume of lexicon (size of lexicon)
2. Comprehending the register
3. Comprehending sign articulation (e.g., phonologic parameters)
4. Comprehending fingerspelling and numerical incorporation
5. Comprehending ASL derivational (morphologic) marking (verb/noun)
6. Comprehending non-manual markers (e.g., grammatical, adverbial/adjectival, English lexicalization)
7. Comprehending signing space (e.g., referencing, size related to audience, verb agreement)
8. Comprehending the classifier system
9. Recognizing affect
10. Recognizing facial adverbs
11. Comprehending discourse boundaries (phrasing)
12. Comprehending inflective morphology (nuances of meaning)
13. Recognizing sentence boundaries
14. Comprehending inflection/intonation
15. Comprehending appropriate mouthing for English lexicalization
16. Recognizing the consumer's lexical preference for terminology when expressed
17. Comprehending constructed action and constructed dialogue in sign language discourse via various non-manual elements (e.g., eye gaze, head tilt, etc.)

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Task 10A

Use English proficiently to construct an equivalent message in the target language, including appropriate vocabulary choice, tone, grammar, and syntax, with appropriate use of register, pausing, rhythm, intonation, pitch, and other supra-segmental features.

Knowledge and Skill Statements

Knowledge of:

1. Phonemic structure
2. Morphologic structure (e.g., semantics)
3. Syntax
4. Functional pragmatics (e.g., how the settings will alter the pragmatic function and form of the discourse)
5. Sentence boundaries
6. Linguistic structure and principles of English, American Sign Language (and other languages) used during the interpretation
7. Appropriate word choice

Skill in:

1. Expanding volume of lexicon (size of lexicon)
2. Using appropriate register
3. Using appropriate mouth movements
4. English word articulation (phonologic parameters)
5. Commanding English derivational (morphologic) marking (verb/noun)
6. Using affect
7. Using discourse boundaries (e.g., phrasing, phrase, sentence and discourse/paragraph/chunk level)
8. Using inflective intonation morphology (nuances of meaning)
9. Applying sentence boundaries
10. Inflection/intonation
11. Articulating the linguistic structure and principles of English, American Sign Language used during the interpretation
12. Recognizing why communication breaks down if or when it does, and moving to make necessary adjustments, if appropriate
13. Integrating the consumer's lexical preference for terminology when expressed

Task 10B

Comprehend English proficiently to construct an equivalent message in the target language, including appropriate vocabulary choice, tone, grammar, syntax, appropriate use of register, pausing, rhythm, intonation, pitch, and other supra-segmental features.

Knowledge and Skill Statements

Knowledge of:

1. Phonemic structure
2. Morphologic structure (e.g., semantics)
3. Syntax
4. Functional pragmatics (e.g., how settings alter the pragmatic function and form of discourse)
5. Linguistic structure and principles of English, American Sign Language (and other languages) used during the interpretation

Skill in:

1. Using the lexicon (size of lexicon)
2. Comprehending the register
3. Comprehending appropriate mouth movements
4. Comprehending English word articulation (e.g., phonologic parameters)
5. Comprehending English derivational (morphologic) marking (verb/noun)
6. Recognizing affect
7. Comprehension of discourse boundaries (e.g., phrasing, phrase, sentence and discourse/paragraph/chunk level)
8. Comprehending inflective intonation morphology (nuances of meaning)
9. Recognizing sentence boundaries
10. Inflection/intonation
11. Recognizing why communication breaks down if or when it does, and moving to make necessary adjustments, if appropriate
12. Recognizing the consumer's lexical preference for terminology when expressed

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APPENDIX D – *NIC KNOWLEDGE EXAMINATION* SUGGESTED REFERENCE MATERIALS

What follows is a list of suggested references that may be helpful as you prepare for the NAD-RID National Interpreter Certification Knowledge examination. This list does not attempt to include all acceptable references, nor is it suggested that the examination questions are necessarily based on all of these references. RID does not intend the list
to imply endorsement of these specific references and reserves the right to update this list as needed.

For a more comprehensive listing of articles related to the field of interpretation and deafness, you may wish to refer to: *An Annotated Bibliography on Interpretation*, compiled by Carol Patrie and Julie Mertz, Gallaudet University, 1997.

You may access the RID Standard Practice Papers, NAD-RID Code of Professional Conduct, and RID Bylaws through the RID website (www.rid.org)

Reference List – Knowledge Portion

Baker-Shenk, C. & Cokely, D. (1980). *American sign language: a teacher's resource text on grammar and culture*. Washington, DC: Gallaudet University Press.

Cartwright, B. E. (1999). *Encounters with reality: 1,001 interpreter scenarios.* Alexandria, VA: RID Press.

Christensen, K. M. & Delgado G. L. (2000). *Deaf plus: a multicultural perspective*. San Diego, CA: Dawn Sign Press.

Cokely, D. (2000). Exploring ethics: a case for revising the code of ethics. *Journal of Interpretation*, 2000, 25-57.

Excerpt from a lecture given by George Veditz in 1913 titled "Preservation of the Sign Language" translated by Carol A. Padden. Posted in 1988 to the RID website at www.rid.org

Frishberg, N. (1990). *Interpreting: an introduction*. Alexandria, VA: RID Press.

Humphrey, J. H. & Alcorn, B. J. (2001). *So you want to be an interpreter: an introduction to sign language interpreting* (3rd ed.). Clearwater, FL: H&H Publishing.

Kelly, J. (2001). *Transliterating: show me the English*. Alexandria, VA: RID Press.

McIntire, M. (Ed.). *Proceedings of the Ninth National Convention of the Registry of Interpreters for the Deaf, July 4-8, 1985. Interpreting: the art of cross cultural mediation.* Alexandria, VA: RID Press.

Mindess, A. (1999). *Reading between the signs: intercultural communication for sign language interpreters*. Yarmouth, ME: Intercultural Press.

National multicultural interpreter project (NMIP) curriculum. Posted in 2000 to the TIEM Project Web site, NMIP, El Paso Community College at http://www.epcc.edu/Community/NMIP/TableofContents.htm

NAD-RID Code of Professional Conduct. Available on the RID Web site at www.rid.org

RID Standard Practice Papers. Available on the RID Web site at www.rid.org

RID Bylaws. Available on the RID Web site at www.rid.org

Seal, B. C. *Best practices in educational interpreting*. Boston, MA: Allyn & Bacon.

Stewart, D. A., Schein, J. D. & Cartwright, B. E. (1998). *Sign language interpreting: exploring its art and science*. Boston, MA: Allyn & Bacon.

Valli, C. & Lucas, C. (1995). *Linguistics of American sign language: an introduction*. Washington, DC: Gallaudet University Press.

Vickrey Van Cleve, J. & Crouch, B. A. (1989). *A place of their own: creating deaf community in America*. Washington, DC: Gallaudet University Press.

APPENDIX E – *NIC INTERVIEW AND PERFORMANCE EXAMINATION* SUGGESTED REFERENCE MATERIALS

What follows is a list of suggested references that may be helpful as you prepare for the NAD-RID NIC Interview and Performance Examination. This list does not attempt to include all acceptable references, nor is it suggested that the examination questions or response criteria are necessarily based on all of these references. RID does not intend the list to imply endorsement of these specific references and reserves the right to update this list as needed.

For a more comprehensive listing of articles related to the field of interpretation and deafness, you may wish to refer to: *An Annotated Bibliography on Interpretation*, compiled by Carol Patrie and Julie Mertz, Gallaudet University, 1997.

Reference List

Fingerspelling

Bahleda, S. J. (1998). A positive approach to fingerspelling instruction. In *Proceedings of the 15th National Convention of the Registry of Interpreters for the deaf*. Celebrating the vision: RID in the 21st century (pp. 25-29). Alexandria, VA: RID Press.

Mediation of cultural information, acronyms

Cokely, D. (2001). Interpreting culturally rich realities: research implications for successful interpretations. *Journal of Interpretation*, 2001, 1-45.

Back-channel feedback

Collins, S., and K. Petronio. (1998). *What Happens in Tactile ASL?2 In, Pinky Extension & Eye Gaze: Language Use in deaf Communities*, ed. C. Lucas, 18-37. Washington, DC: Gallaudet University Press.

Sentence boundaries, fingerspelling of technical terms/proper names

Kelly, J. (2001). *Transliterating: Show Me the English*. Alexandria, VA: RID Press.

Spatial referents

Liddell, S. K. (1995). *Spatial representation in discourse*. Manuscript. Washington, DC: Gallaudet University Press.

Role shifting

Liddell, S. K. (1995). *Surrogate and token space: grammatical issues in ASL*. In K. Emmorey and J. Reilly (Eds.), Language, Gesture, and Space (pp. 19-41). Mahwah, NJ: Lawrence Erlbaum Associates.

Constructed action and dialog, role shifting

Metzger, M. (1995). *Eye gaze and head tilt in constructed action and constructed dialogue*. In C. Lucas (Ed.), Sociolinguistics of the deaf Community, Vol. 5. Washington, DC: Gallaudet University Press.

Neutrality

Metzger, M. (1999*). Sign language interpreting: deconstructing the myth of neutrality*. Washington, DC: Gallaudet University Press.

Prosodic features of ASL

Mikos, K., Smith, C. & Lentz, E. M. (1988, 1992, 2001). *Vista, Signing Naturally, Levels 1, 2 and 3* (Student workbooks and videotapes). San Diego, CA: Dawn Sign Press.

Cultural mediation, ASL discourse strategies

Mindess, A. (1999). *Reading between the signs: intercultural communication for sign language interpreters.* Yarmouth, ME: Intercultural Press.

Ethics

Seal, B. C. (1998). *Best practices in educational interpreting*. Boston, MA: Allyn & Bacon.

Pollard, B. (1997). *Mental health interpreting: a mentored curriculum*. Rochester, NY: University of Rochester Medical Center.

Discourse process

Roy, C. (2000). *Interpreting as a Discourse Process*. United Kingdon: Oxford University Press.

Listing as a referent, frozen text

Sofinski, B.A., Yesbeck, N.A., Gerhold, S.C. & Bach-Hansen, M.C. (2001). *Features of voice-to-sign transliteration by educational interpreters.* Journal of Interpretation, 2001, 47-68.

Mediation of cultural information

Spingarn, T. (2001). *Knowledge of deaf community-related words, symbols and acronyms among hearing people: implications for the production of an equivalent interpretation*. Journal of Interpretation, 2001, 69-84.

ASL lexicon

Stauffer, L. & Viera, J. (2000). *Transliteration: a comparison of consumer needs and transliterator preparation and practice.* Journal of Interpretation, 2000, 61-80.

Cultural expansions, mouthing

Stewart, D. A., Schein, J. D. & Cartwright, B. E. (1998). *Sign language interpreting: exploring its art and science*. Boston, MA: Allyn & Bacon.

Fingerspelling, numbers, non-manual markers, register, fluency and emphasis

Taylor, M. (1993). *Interpretation skills: English to American Sign Language*. Alberta, Canada: Interpreting Consolidated.

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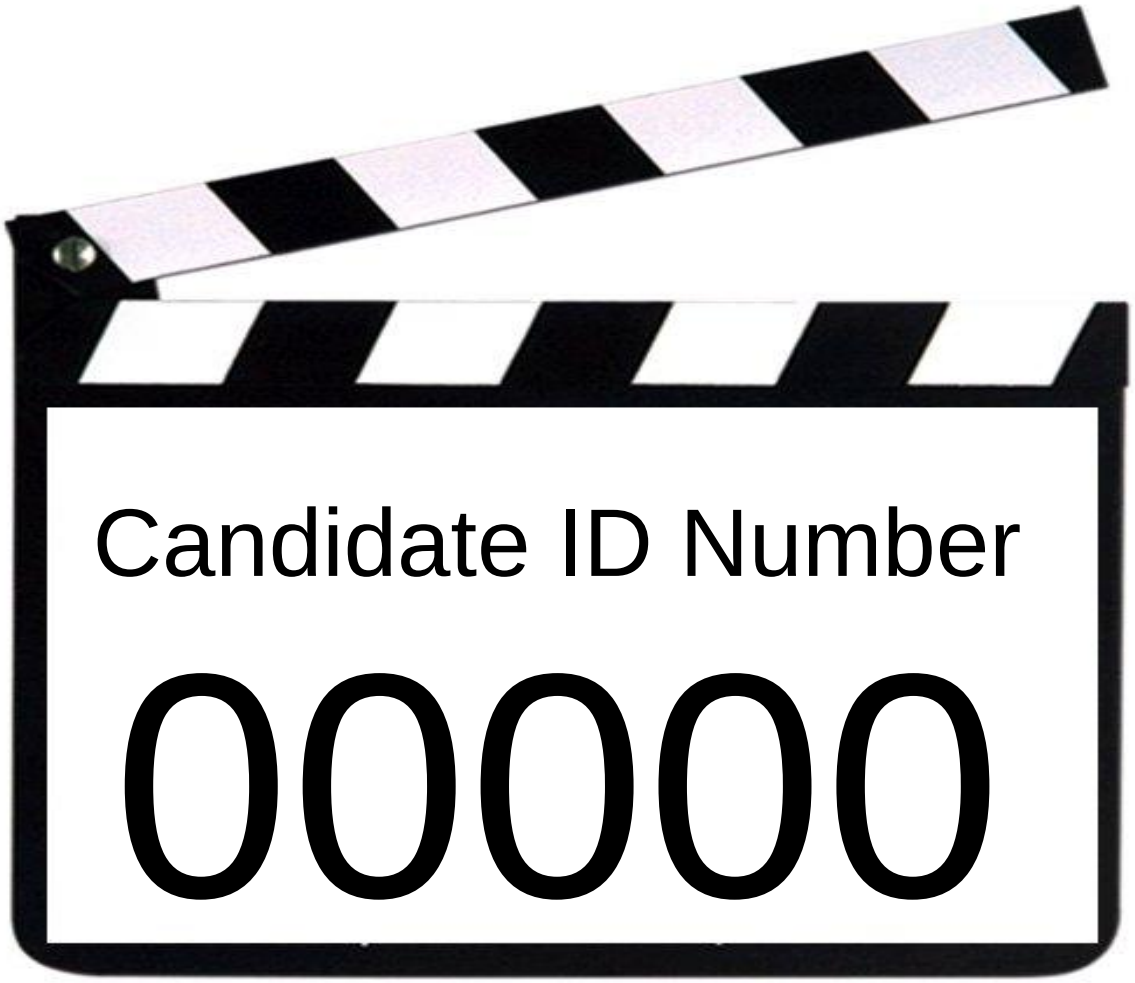
APPENDIX H – CANDIDATE/VIGNETTE INDICATOR CARD SAMPLE

NIC Interview and Performance Examination
Candidate/Vignette Indicator Card



REQUIRED

Registry of Interpreters for the Deaf, Inc.

NIC Interview and Performance Examination
Candidate Agreement

You must sign this agreement in order to take the exam. If you do not accept this agreement, your exam registration and all related fees will be forfeited, and you will need to register and pay for the exam again in order to sit for it.

Candidate Name (please print): _____ Candidate ID#: _____

Test Date: _____ Test Location: _____

Test Administrator Name (please print): _____

Exam Confidentiality
I understand that this exam is confidential and is protected by law and that it is made available to me, the examinee, solely for the purpose of becoming certified. I also understand that testing materials, developed by the membership of the National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf (RID) and are the sole property of RID, Inc., and NAD, Inc., and that I am expressly prohibited from disclosing, publishing, reproducing or transmitting the content of this exam, in whole or in part, in any form or by any means, verbal or written, electronic or mechanical, for any purpose, without the prior written permission of the Registry of Interpreters for the Deaf.

I also understand that failure to maintain the confidentiality of exam content may result in the invalidation of my exam scores, prohibition from taking the exam in the future, legal action and/or other penalties as determined by the NAD and RID Boards of Directors.

Use of Exam Recordings
I understand and agree that RID may use my exam recording for the purposes of training and/or monitoring rater performance. I also understand that RID will maintain the confidentiality of my exam recording during this process.

Acceptance of Testing Room Conditions
I hereby acknowledge that the volume and picture on the monitor have been adjusted to my comfort. I understand that if there is any significant change in the testing conditions, it is my responsibility to notify the test administrator immediately and to provide the details of any incident on the Candidate Reporting Form before leaving the test site.

Time Required for Scoring
I understand that my examination will be scored by trained raters and that the scoring process takes time to complete. I also understand that time delays in reporting results are a realistic part of the testing process, and as such cannot be used as a basis of appeal to the RID Certification Council or legal action against RID.

Appeals Policy
The RID Certification and Education Department will review appeals related to exam administration only, such as RID testing policy or procedure violations, testing equipment or materials malfunction, or environmental problems. Exam appeals will not be considered on the basis of rater judgment (Motion 96.03).

Agreement
I hereby acknowledge that I have read, understand and agree to the terms above:

Candidate Signature: _____

Test Administrator Signature: _____

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OPTIONAL

Registry of Interpreters for the Deaf, Inc.

NIC Candidate Feedback Form

Your testing experience is important to us! Please consider submitting your thoughts and feelings about the exam you just took, to assist RID in identifying strengths and weaknesses in the exam administration process.

We appreciate any feedback you are willing to provide. Feel free to fill out any or all areas of this form. We thank you for your time, effort and comments! *(If you need more space, continue on the reverse side or attach additional pages.)*

Exam Scheduling Process
Comments: _____

Testing Site (testing room lighting, physical video equipment set up, backdrop color, temperature, etc.)
Comments: _____

Video Recording System (quality, sound, etc.)
Comments: _____

Exam video or test booklet (quality, challenging, etc.)
Comments: _____

Test administrator (conduct, demeanor, etc.)
Comments: _____

You are welcome to send this feedback as an anonymous source, or you may wish to provide your name. Either way, the Certification and Education Department staff will read your comments and use your feedback in consideration of ongoing enhancements to the program. Please note that even if you provide your name, no identifying information will be shared with test site coordinators or test administrators.

Exam Date: _____ Exam Location: _____
Test Administrator Name: _____
Your Name: _____

Please submit by postal mail, fax, or email to:

RID
Attn: Certification Dept
333 Commerce Street
Alexandria, VA 22314
(703) 838-0405 (fax)
certification@rid.org

*Please note that the information on this form is purely for feedback regarding the exam administration process and is not considered documentation for an exam appeal—documentation supporting an appeal should be in the form of information provided on the Candidate Reporting Form which was filled out at after completion of the exam. See the National Interpreter Certification (NIC) Candidate Handbook for details on how to submit an exam appeal.

Appendix K – NIC Candidate Handbook Glossary

Administration (exam) – the process of proctoring, overseeing the taking of an exam

Alternative Pathway to Eligibility – an application process that requires submitting documentation of a certain amount of education, work experience, continuing education, etc., that is considered approximately equivalent to the current educational requirement.

Appeal – a formal request to reverse a decision

Authorization to Test Letter (ATT Letter) – the letter proving a candidate's eligibility to take the *NIC Interview and Performance Exam* that needs to be taken to the test appointment

Candidate – a person who is currently taking steps toward certification

Candidate/Vignette Indicator Card – the last page of the ATT Letter, which shows the candidate ID number in large font. The candidate holds up this card at the beginning of each vignette

Certificant – a person who has earned a professional certification

Certification – a credential awarded to a candidate who passes an examination that tests for a minimum level of competence

Certification Cycle – the time period during which a certification is valid

Certification Maintenance Program (CMP) – the program that offers RID certificants a continuing education option to maintaining certification in lieu of re-testing

Continuing Education Unit (CEU) – an internationally-recognized unit of measuring continuing education in which 1 CEU = 10 hours of contact with responsible, qualified direction and instruction

Credentials – letters or a certificate giving evidence to the bearer's identity or competence

Eligibility Requirements – requirements that a candidate must meet in order to be able to take an examination

General Studies – continuing education on topics that enhance the interpreter/transliterator's general knowledge base. Legal and Performing Arts Specialty CEUs are sub categories of Professional Studies CEUs

Professional Studies – continuing education on topics that directly affect the field of interpreting/ transliterating (i.e. linguistic and cultural studies; theoretical and experiential interpreting/transliterating studies; and specialization studies)

Rater – an examination evaluator

Registration – the process a candidate goes through to apply to take an examination

Role Delineation Study – a study used to identify the knowledge and skills required to perform the tasks of a specific profession

Scoring Criteria – the standards on which a judgment or decision can be made about a candidate's exam score

Score Report – results letter; information about a candidate's performance on an exam

Solutions – the candidate's recorded response to examination stimulus materials

Special Accommodations – changes made to the administration of an examination to "level the playing field" for candidates who have a diagnosed disability per the Americans with Disabilities Act of 1990 (ADA)

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Stimulus Materials – the material containing the examination problems to which the candidate responds

Test administrator – an RID approved proctor for NAD-RID and RID certification examinations

Test site – an RID approved location where the eligible exam candidates can take an NAD-RID or RID certification examination

Vignette (pronounced “vin-YET”) – a short problem that contains a real world problem or interpreting activity