

Percent, place, & position —math & science numbers

ASL Numbers for Educational Interpreters
Date changed to May 11, 2013

Numbers are a basic expression of language fluency yet many interpreters do not produce ASL's various number systems correctly. As an interpreter in the educational system, you are a language model for Deaf students. Consider the following example: "Please turn to chapter three. Read about Christopher Columbus' third voyage in his three ships. On this trip, he finally reached South America where he spent $\frac{3}{4}$ of a year exploring." This utterance expresses four different numbering systems in ASL.

Numbering systems differ in English and ASL. English is relatively straightforward with only two categories. In contrast, ASL has more than two-dozen systems including nominals, fractions, quantifiers, and spatial/temporal. While many systems are familiar, interpreters can struggle with knowing which system to use. This is especially true with some of the more unique systems. Expressing ASL numbers incorrectly can make an interpreted message difficult for Deaf students to understand, hinder comprehension of educational content, affect their language development, fluency, and proficiency.

Using signed video texts, participants will learn to recognize, accurately articulate, and correctly use specific ASL numbering systems used in education. Increase your language fluency in ASL with numbers!

Date/Time Saturday, May 11, 2013, 8:30-11:30a

Location Willmar Education and Art Center, 611 5th Street SW, Willmar MN 56201

Cost Free for educational interpreters or school employees in Regions 6 & 8. \$50 for those outside the region. Maximum capacity of 40 people.

Registration Email non-paid registrations to Janell Bullard, bullardj@willmar.k12.mn.us. Paid registrations should be made to Willmar Public Schools and mailed to the address above. Registration deadline is Tuesday, May 7, 2013.

Content 0.3 Professional Studies CEUs. For interpreters in educational settings, this workshop requires some content pre-knowledge.

Information *This workshop will be presented in ASL.* If you require accommodations, please email your request to bullardj@willmar.k12.mn.us by Tuesday, May 7, 2013.

Topics we will cover

- Recognize different ASL numbering systems commonly encountered in education
- Learn how to articulate the different number systems
- Know when to use a particular system in an ASL message
- View ASL numbers used in context
- Enhance language accuracy, competency and comprehensibility in ASL messages



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David N. Evans is a nationally-certified practitioner with over 25 years of providing ASL-English interpretation services, working extensively in conference settings as well as in performing arts, corporate and community settings.

Educating interpreters for two decades, David's sessions are interactive, entertaining, and informative—creating a relaxed, safe environment for all audiences. He has presented at conferences from the local to international with a record attendance of over 1,250 participants at the 2009 RID Conference in Philadelphia. Other accomplishments include presenting at two National Alliance of Black Interpreters (NAOBI) conferences and four national RID conferences. David established Bridge Communications in 1996 to further his goals of providing skill-building workshops and video materials for ASL-English interpreters.

When not on the road presenting, he makes his home with his partner, cat, and dog in Minneapolis, where he enjoys playing Frisbee, listening to disco, and taking walks around the city's many lakes.

Standards for Interpreting Standardized Testing

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Many Deaf and hard-of-hearing students experience difficulty taking standardized tests. Central to this difficulty is the reality that English often functions as a non-native language for these individuals. Compounding the language issue, standardized tests are often constructed with the overall style of language being very specialized, include low-frequency vocabulary words, contain grammatical constructions that make items more difficult to decode, ask music- and/or sound-based questions, and impose artificial time constraints on test takers.

One accommodation is to have interpreters translate questions and answer choices for Deaf and hard-of-hearing test takers. Without adequate knowledge, skill, and preparation, however, attempting to interpret standardized testing could actually harm students' ability to accurately represent themselves on the exam.

While little in the way of research exists in this arena, David has been involved in translating standardized testing for video delivery for over a decade. From helping to "invent the wheel" to consulting with various states on their approach to testing, David has a wealth of experience to help guide interpreters in this important work.

Date/Time Saturday, May 11, 2013, 12:30-3:30p

Location Willmar Education and Art Center, 611 5th Street SW, Willmar MN 56201

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Content 0.3 Professional Studies CEUs. For interpreters in educational settings, this workshop requires some content pre-knowledge.

Information *This workshop will be presented in spoken English.* If you require accommodations, please email your request to bullardj@willmar.k12.mn.us by Tuesday, May 7, 2013.

Topics we will cover

- Discuss appropriate accommodations for Deaf and hard-of-hearing test takers
- Examine standardized testing stem construction
- Equivalency or bias: how much cultural mediation should be allowed?
- Practice translating and interpreting standardized testing questions and answer choices



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