

**MEDICAL INTERPRETER INTERNSHIP  
EVALUATION FORM**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

***This form is to be completed by the designated preceptor interpreter***

Rating Scale:

1 = Unsatisfactory

2 = Basic

3 = Proficient

**I) Accuracy: Mistakes**

1 = Unsatisfactory. Transmits the wrong message; the “interpreted” message does not convey the same meaning as the original message; uses the wrong word or phrase.

2 = Basic. “Distorts” the message but not to the extent that it would be considered a different message or meaning.

3 = Proficient. Conversions have equivalent meaning.

**Comments:**

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**II) Accuracy: Additions**

1 = Unsatisfactory. Adds key elements that were not in original message.

2 = Basic. Adds to the original message but added portions are not key elements.

3 = Proficient. Does not add anything to the original message.

**Comments:**

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### **III) Accuracy: Omissions**

1= Unsatisfactory. Omits key elements of the message.

2= Basic. Is inconsistent in interpreting everything but portions that are omitted are not key elements of the message. Interprets all key elements.

3= Proficient. Interprets everything that is said.

**Comments:**

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### **IV) Accuracy: Self-Awareness**

1= Unsatisfactory. Does not recognize that a key mistake or inaccuracy has occurred.

2. Basic. Catches mistakes she/he has made and corrects them.

3. Proficient. Catches mistakes she/he has made corrects them.

**Comments:**

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## **V) Accuracy: Clarification**

1= Unsatisfactory. Does not ask for clarification or explanation even when it is clear that they do not understand the message.

2= Basic. Frequency of asking for clarification indicates that vocabulary and understanding is limited; however, maintains accuracy.

3= Proficient. Asks for clarification when needed but need is infrequent.

### **Comments:**

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## **VI) Request for pauses**

1= Unsatisfactory. Requests for pauses are disruptive because they break the speaker's train of thought, are too frequent, or do not allow for the completion of a thought resulting in the speaker forgetting what they were saying or a literal interpretation.

2= Basic. Requests for pauses result in grammatically incorrect or awkward phrasing but meaning is intelligible.

3= Proficient. Requests for pauses are unobtrusive and contribute to accuracy and completeness and to pacing that keeps provider and patient engaged with each other.

### **Comments:**

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## **VII) Establishing the Role of the Interpreter**

1= Unsatisfactory. Does not convey the key elements of the role of the interpreter either at the beginning or when the occasion requires it (e.g. name, everything will be interpreted; provider and patient should communicate and relate directly to each other and not to the interpreter; confidentiality; etc.); allows misconceptions about the role to continue.

2= Basic. Conveys the key element of the role of interpreter at the beginning of the encounter but is unable to adapt to the circumstances.

3= Proficient. Conveys the key elements of the role of the interpreter in a flexible manner that is adaptive to the given circumstances and in a way that is easily understood (without using “jargon”).

**Comments:**

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### **VIII) Intervening as an Interpreter**

1= Unsatisfactory. Intervenes without indicating that they are speaking for herself/himself creates confusions as to who is speaking.

2= Basic. Inconsistent in making clear when she/he speaking for her/him-self, but confusion as to who is speaking is minimal.

3= Proficient. Whenever intervenes as her/himself, clearly indicates that he/she is doing so.

**Comments:**

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### **IX) Professionalism**

1= Unsatisfactory. Presents him/herself in a non-professional way; does not dress appropriately.

2= Basic. Dresses appropriately, behave in a professional way but needs more confidence in role.

3= Proficient. Dresses appropriately; presents him/herself in a professional way; demonstrates confidence in their role.

**Comments:**

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## **X) Managing Communication: Direct Communication**

1= Unsatisfactory. Ignores cues that the speakers are communicating to the interpreter and not with each other; contributes to having the speakers communicate with the interpreter and not with each other.

2= Basic. Indicates that speakers should talk directly to each other as a process, but does nothing when speakers continue to direct their communication to the interpreter rather than to each other.

3= Proficient. Encourages speakers to talk directly to each other, to look at each other when speaking rather than to the interpreter.

### **Comments:**

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## **XI) Managing Communication: Flow of Communication**

1= Unsatisfactory. Allows speakers to talk at the same time; allows one speaker to speak for a long time without asking for a pause such that the listener gets bored or distracted.

2= Basic. Is inconsistent in managing the communication flow such that at times one or both of the parties are left out of the communication loop.

3= Proficient. Manages turn taking in a way that both speakers are always in the loop and not left out without knowing what is going on for long periods of time.

### **Comments:**

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## **XII) Cultural Broker: Assists with Cultural Inquiry**

1= Unsatisfactory. Does not pay attention to cues that may indicate culturally based in miscommunication.

2= Basic. Identifies the possibility of cultural misunderstanding but tends to take over and speak for either the patient or provider.

3= Proficient. Identifies the possibility of cultural misunderstanding to both the patient and the provider and assists both in exploring what the source of the misunderstanding is; in cases where “untranslatable” words are used, assists in developing explanation that can be understood by the listener.

**Comments:**

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### **XIII) Cultural Broker: Uses Culturally Appropriate Behavior**

1= Unsatisfactory. Does not observe the rules of cultural etiquette and or institutional norms appropriate to each party.

2= Basic. Is inconsistent in observing the rules of cultural etiquette and/or institutional norms appropriate to each party.

3= Proficient. Observe the rules of cultural etiquette and/or institutional norms appropriate to each party and/or, when becomes aware he/she has made a “cultural mistake” acknowledges having done so and adjusts the behavior.

**Comments:**

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**Additional Comments:**

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**Preceptor Name:** \_\_\_\_\_

**Location of Practicum:** \_\_\_\_\_

**Telephone Number:** \_\_\_\_\_