

SECTION 3A

PROGRAM

SIGN LANGUAGE PROFICIENCY INTERVIEW (SLPI): AMERICAN SIGN LANGUAGE

(SLPI: ASL)

SCHEDULING AND INTERVIEWING PROCEDURES

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PROGRAM SLPI: ASL SCHEDULING AND INTERVIEWING PROCEDURES

I. SCHEDULING

- A. EACH CANDIDATE IS SCHEDULED FOR A 30 MINUTE INTERVIEW TIME
- B. SLPI PRE-INTERVIEW FORMS/INFORMATION FOR CANDIDATEES: If circumstances allow, candidates receive memos informing them of their interview dates. These memos generally include the names of interviewers and are sent with:
 - 1. A Brief Description of the SLPI: ASL
 - 2. SLPI: ASL - Information for Candidates
 - 3. SLPI Tips for Candidates - Provides hints on strategies to use during SLPI interviews in order to do well
 - 4. SLPI Rating Scale

Copies of the above forms are included in *SLPI Notebook* Section 9B, *PROGRAM Staff American Sign Language (ASL) Policy: Procedures for Implementation*, pages 8-12.

Note: As stated above, interviewers' names generally are included on appointment memos sent to candidates scheduled to take the SLPI. Candidates may request other interviewers, but may not request specific interviewers. (Note: Candidates do not need to give reasons for requesting other interviewers.)

II. INTERVIEWING

- A. GENERAL GUIDELINES AND PRINCIPLES
 - 1. Importance of Local SLPI Interviewers (and Raters)
 - a. Skilled in, knowledgeable about, and accepting of local/ PROGRAM ASL dialect
 - b. Able to provide SLPI follow-up meetings in a timely manner, and, therefore, connect SLPI results to skills development
 - c. Sensitive to maintaining fairness of SLPI process for people assessed
 - 2. Professionalism
 - a. Be prepared to begin SLPI when candidate arrives
 - b. Dress - Casual professional dress and moderate-dark color clothing
 - c. Posture - Sit upright, with side, forward, and back body movements as appropriate for ASL communication; be involved in conversation
 - d. Attitude/Respect for all candidates
 - 3. Interviewer is model for Candidate - Assume all candidates are Superior Range Signers - This is especially important at beginning of interview.

4. Major Interview Topic Areas
 - a. Work/Schooling
 - b. Social: Background/Family and Hobbies/Interests
5. Be careful with attitudes and beliefs - pursue only if candidate indicates willingness to discuss attitudes/beliefs.
6. Maintain Conversational Format
 - a. Show interest
 - b. Nonmanual behaviors, including posture, are important
 - c. Comment/respond to candidate statements
7. Have a Purpose for Questions:
 - a. Two basic categories of questions -
 - 1) Questions which can be answered with one word or a short phrase (for example, yes-no, choice/which, who, what, where, when?) - Often used to introduce topics
 - 2) Questions which require more elaborated answers (for example, how, why, if-then, describe, explain?, compare) - Generally used to bring conversation to a "higher" level
 - b. What "approximate" functional level is this candidate?
 - c. Are my signing and questions maintaining interview at one functional level or are they providing opportunity for candidate to show higher skill level (probing)?
 - d. Encourage elaboration by questions/information requested (Why?, How?, Please explain, Please tell me more) and allowing candidate to hold floor
 - e. What types of questions can I ask now that will provide rating information
 - f. Ask for clarification (sometimes) when candidate makes an obvious mistake and/or response is not clear; avoid correcting the candidate or explaining points of grammar or vocabulary
 - g. Use your own opinions and information about yourself as a comprehension technique (reception of sign) or as a way to move the conversation along; however, do not "confront" candidate with your opinions

- h. For Intermediate and above skill level candidates include comparison questions, and questions to elicit use of classifiers (describe that, LOOK-LIKE WHAT), locations, relationships between places, and directions
- i. Listen/watch carefully. Your/interviewer questions introduce general topics; candidates' responses identify specific topics. Follow-up with questions that connect to candidates' responses and encourage further elaboration on specific topics introduced by candidates. For example, rather than MARRIED YOU?, request candidates to tell you about their backgrounds and families, and then ask follow-up questions based on each candidate's responses.

Note: See pages 6-7 for SLPI question types and examples.

- 8. "15-20" Minutes Average Time Per Interview; Ratable Sample More Important Than Time

Note: Your goal is a ratable interview; therefore, time should not be your major concern; concentrate on asking questions that will elicit elaboration, avoid unnecessary repetitions or expansions, and "wind-down" when you are comfortable that candidate has had opportunity to demonstrate her/his best skills and you have a ratable interview.

B. PREPARATION - REVIEW

- 1. SLPI Question Types and Examples (#7 on pages 2-3 and pages 6-7)
- 2. (Additional) SLPI Interviewing Guidelines and Principles (pages 9-12): Encouraging elaboration is especially important (see page 10, J-4).
- 3. SLPI INTERVIEWING MATERIALS, EQUIPMENT, ROOM SET-UP, AND RECORDING STEPS/GUIDELINES: Be sure all equipment and materials are ready for recording prior to the arrival of candidates; see page 8.
- 4. Pre-Interview Forms/Information for Candidates (*SLPI Notebook* Section 9B, *PROGRAM Staff Sign Language Communication Policy: Procedures for Implementation*, pages 8-13).

C. INTERVIEWING PROCEDURES AND TECHNIQUES/STRATEGIES

- 1. Interviewer should greet candidate at door, with greeting and all communication prior to start of interview being minimal and involving "natural" gestures rather than formal signs as much as possible. Recommended Greeting: GOOD MORNING/AFTERNOON. Using natural gesture(s), indicate candidate should follow you/interviewer.
- 2. Interviewer should walk with candidate to chairs and indicate (using natural gestures) that candidate should sit down in candidate's chair.

3. Using “natural” gestures and/or sign language only, interviewer should request candidate to read “SLPI Information for Candidates” sheet [*SLPI Notebook Section 9B, Model PROGRAM Staff American Sign Language (ASL) Policy: Procedures for Implementation, page 10*].
4. Interviewer (or another designated person) should check to ensure candidate is in a clear recording-viewing position and interviewer chair is appropriately placed, and, after making any necessary adjustments, turn recorder to on position (see page 8).
5. When candidate is finished reading information sheet, interviewer should ask if candidate if s/he has any questions and remind candidate to be sure to use her/his best signing. If candidate does not understand then use information sheet and point to appropriate print at bottom of this page.

Note: If necessary, during instructions prior to interview voice and lip movements for speech may be used for candidates with minimal sign language skills. During interviews, however, there should be no use of voice and no/minimal use of lip movements for speech unless used to avoid total breakdown and frustration on part of candidate. Remember order of strategies listed in #12, page 5, when breakdown occurs.

6. Starting Interview
 - a. Remember - You are a Model
 - b. Suggested Questions
 - 1) PLEASE FINGERSPELL YOUR NAME (if know candidate)
 - 2) NAME YOU? (if you do not know candidate)

Note 1: If low skill level candidate, do not fingerspell your name.
Note 2: Do not request candidate to fingerspell her/his name for the camera.
 - c. Non-Suggested Questions
 - 1) WHY HERE YOU?
 - 2) WHAT IS (OR I-S) YOUR NAME?
 - 3) MY NAME _____
7. Explore each topic area (work, background/family, hobbies/interests) in depth first time - probes, breadth of vocabulary, etc.
8. Remember, questions should have a purpose [pages 2-3 (#7) and pages 6-7]

9. Questions for Hobbies/Interests
 - a. Suggested Questions
 - 1) WHEN NOT WORKING, WHAT YOU ENJOY DOING?
 - 2) PUT-ASIDE-TOPIC, ENJOY YOU DOING?
 - 3) NOT WORKING, HUH? INTEREST YOU?
 - b. Non-Suggested Questions
 - 1) WHAT DO YOU THINK ABOUT “current controversial political topic?”
 - 2) (DO) YOU LIKE READING?
10. Encourage Candidates through nonmanual cues (facial expression, nodding, body posture, etc.)
11. Even if you understand the candidate, if the signing is not clear and/or candidate uses wrong sign [for example, HAVE + TO for HAVE-TO/MUST and GRADUATE (verb) + SCHOOL for GRADUATE-SCHOOL], ask the candidate for clarification (sometimes)
12. Process When “breakdown” occurs:
 - a. Repeat phrase/question exactly as originally signed
 - b. Rephrase in SIGN LANGUAGE
 - c. Slower rate/speed of signing
 - d. Expand, add information, give examples
 - e. Use gestures

Note: When breakdown occurs avoid fingerspelling, especially with lower level candidates.
13. Ending Interviews:
 - a. When you are comfortable you have a ratable sample of candidate’s signing, conduct “The Wind-Down” phase - use a level and topic of success and comfort for the candidate
 - b. Thank candidate for coming to interview ... “enjoyed talking/chatting with you.”
 - c. Do not discuss candidate’s performance
 - d. If candidate has questions about policy guiding use of SLPI, refer her/him to SLPI Coordinator.

D. BE SURE VIDEO IS TAKEN TO PROPER PLACE TO ENSURE CONFIDENTIALITY OF INTERVIEW VIDEO

Note : To help ensure CONFIDENTIALITY only one interview should be recorded on each SLPI video.

III. MAINTAINING AND DEVELOPING YOUR SLPI INTERVIEWING SKILLS
(see page 13)

IV. THE IMPORTANCE OF SLPI INTERVIEWS TO THE SLPI RATNG PROCESS (see pages 14-15)

Appendix A

SIGN LANGUAGE PROFICIENCY INTERVIEW (SLPI)
QUESTION TYPES AND EXAMPLESFrank Caccamise and Bill Newell
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YES/NO QUESTIONS

Examples: _____^q
YOU FROM WASHINGTON
_____^q
YOU WORK HERE

Optimal Level: Novice

Advice: Use sparingly; use for warm up or to lead to more in-depth discussion for higher-level candidates.

CHOICE QUESTIONS

Example: _____^{wh-g}
WORK NIGHT, DAY WHICH

Optimal Levels: Novice-Intermediate

Advice: Use sparingly; use in low level interviews, and, if possible, rephrase to an information question (see INFORMATION QUESTIONS below).

POLITE REQUESTS/DESCRIPTIONS

Example: PLEASE TELL-ME ABOUT YOUR WORK
_____^{wh-g}
THAT LOOK-LIKE
_____^{wh-g}
WORK HOW

Optimal Levels: Intermediate to Superior

Advice: Can be used at Survival and Intermediate levels to elicit narration/description/explanation (elaboration).

INFORMATION QUESTIONS

Examples: _____^{wh-g}
YOUR SUPERVISOR WHO
_____^{wh-g}
YOU THERE WHEN
_____^{wh-g} ____^{wh-g} ____^{wh-g} ____^{wh-g}
WHO, WHAT, WHERE, WHEN

Optimal Levels: Novice to Superior

Advice: Concentrate at lower levels. Try to use them so that they will lead to natural conversation.

REPHRASABLE QUESTIONS

Example: HOW, WHY YOU BECOME INVOLVE DEAF PEOPLE ^{wh-g}

Rephrased:

YOU WORK WITH DEAF, BECOME INVOLVED HOW, ENJOY WHY ^{wh-g}

Optimal Levels: Intermediate Plus and Below

Advice: Rephrasing may be necessary because a candidate does not understand key sign vocabulary in original question.

HYPOTHETICAL QUESTIONS

Example: SUPPOSE SOMEONE YOU DON'T-KNOW, SHOW-UP, TAKE STUDENT

GO-OUT, DO-DO-DO ^{wh-g}

Optimal Levels and Advice: Advanced and Intermediate levels.

Advice: Intermediate Plus and above candidates can handle hypothetical questions.

DESCRIPTIVE PRELUDES

Example: TALK-WITH PARENTS IMPORTANT SKILL FOR DORM HOUSEPARENT.
HOUSEPARENT, TEACHER, PARENTS COOPERATE SHOULD.

HOW YOU CAN PROMOTE GOOD TALK-WITH-them-them ^{wh-g}

Optimal Levels: Advanced-Superior

Advice: Use for higher levels as a check on comprehension.

FOLLOW-UP QUESTIONS

Example: OH-I-SEE, MAKE OWN BEER. EXPLAIN HOW, PROCESS WHAT ^{wh-g}

Optimal Levels: Intermediate-Superior

Advice: Allows the interviewer to pursue areas of particular interest to the candidate. Generally good technique for eliciting more elaboration.

SUPPORTED OPINION QUESTIONS

Example: ENJOY-really YOU BOOKS HISTORY READING. WHY ^{wh-g}

Optimal Levels: Intermediate-Superior

Advice: Allows the interviewer to pursue areas of particular interest to the candidate. Generally good technique for eliciting more elaboration.

Appendix B

SLPI INTERVIEWING MATERIALS, EQUIPMENT, ROOM SET-UP,
AND RECORDING GUIDELINESFrank Caccamise
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1. PRE-INTERVIEW INFORMATION SENT TO PERSONS TAKING THE SLPI
(*SLPI Notebook*, Section 9B, pages 8-12)
 - A. Appointment and Information Memo
 - B. A Brief Description of the SLPI
 - C. SLPI Information for Candidates – Also given by interviewers to candidates to read just prior to interviews
 - D. SLPI Tips for Candidates
 - E. SLPI Rating Scale
2. SLPI Candidate Questionnaire – Candidates requested to complete this when they arrive to take interviews (*SLPI Notebook*, Section 9B, page 13).
3. SLPI INTERVIEWING: EQUIPMENT SET-UP
 - A. Key Concept: Need clear view of candidate, both dominant signing hand and face.
 - B. When setting-up equipment have two people in chairs facing each other (not camera)
 - C. Want largest possible image of candidate and interviewer: No “open space” above and to the sides considering need for some space to left and right of candidate.
 - D. Place tape or mark in some other manner proper location on floor for candidate and interviewer chairs and camera(s) unless mounted.
 - E. Develop and review sample model interview showing proper view of candidate and interviewer.
4. Also, see PAPER #6 in *SLPI Notebook* Section 7, *Angles and Other SLPI Recording Guidelines*.

Appendix C

(ADDITIONAL) INTERVIEWING GUIDELINES AND PRINCIPLES

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- A. **PREPARE:** Interviewers should prepare for each SLPI; this means reviewing interviewing technique, thinking about the overall strategies for interviewing, and reviewing question types. Review question types and sample questions on pages 6-7 in this appendix to assist you in preparing for interviews.
- B. Important to consider information shared with candidates prior to their SLPI interviews [see Sub-Section I (page 1)]
- C. **LENGTH OF INTERVIEWS:** Generally interviews need to be at least 10 to 15 minutes in length, although candidates in Novice range may be adequately interviewed in 8-to-10 minutes. Survival range through Superior range should average around 15 to 20 minutes. Interviews of 7 minutes and less likely (1) do not provide candidates opportunity to show their skills, and (2) do not provide raters with sufficient information (including form examples) to support ratings.
- Note: Interview longer than 25 minutes may penalize candidates. Why? Because more opportunity to make more errors.
- D. **FINGERSPELLING YOUR NAME:** Be careful with fingerspelling your name, especially for candidates at and below Intermediate skill level - may cause breakdown, and possibly frustration, at beginning of interview.
- E. **YOU/INTERVIEWER INTRODUCE GENERAL TOPICS, CANDIDATES INTRODUCE SPECIFIC TOPICS:** You introduce general topics (work, hobbies, family/background) and candidates you interview introduce specific topics; most of your questions, therefore, should be based on each candidate's responses. Ask "follow-up" questions.
- F. **ASK SEVERAL "???" FOR EACH TOPIC:** Be prepared to ask several "questions" for each topic (work, family/background, hobbies/interests). Don't switch without feeling that you have encouraged candidates to elaborate on that topic. This means questions and requests such as: (1) How do you do that?; (2) Tell me about that; (3) Please explain that; (4) Is it challenging?; (5) How?; (6) Why?; (7) What problems do you face?; and (8) Tell me more about that.
- G. **WORK TOPIC ESPECIALLY IMPORTANT FOR CANDIDATE/YOU:** Follow up questions are essential. Act like you know nothing about candidates' jobs and you wish to find out what they do and how they do it.
- H. **QUESTIONS NOT TO ASK:**
1. WHY HERE YOU, WHY?
 2. HERE YOU, KNOW WHY?
 3. WHAT THINK YOU "current/past controversial topic"?
- And remember, do not request candidates to fingerspell their names for the camera.

- I. **SLPI IS A TEST THAT HAS A CONVERSATIONAL FORMAT:** The SLPI looks somewhat like a conversation. It is not a conversation like you would normally have. This means not accepting signing that you don't understand. This means giving candidates a fair chance to show what they can do. If you never request clarification, candidates assume their signing is acceptable and raters, therefore, may not have a sample of candidates' best sign language (see J below and K on next page).
- J. **PROVIDING CANDIDATES OPPORTUNITY TO SHOW HIGHEST SKILL LEVELS:** Try to be aware of skill level candidates are approximately functioning on the rating scale and then adjust your interviewing to challenge them to perform at higher levels. Elaboration (important to functioning) most important for your awareness of rating range, then use form to narrow your rating range.

1. Ask questions that encourage use of classifiers and space; for example -
 - a. "PLEASE DESCRIBE YOUR _____"
 - b. "HOME TO WORK, DRIVE HOW?"
 - c. REMODEL HOUSE, NICE. LOOK-LIKE? or TELL-ME, REMODEL HOW?

Note: Questions to elicit use of classifiers (especially) important for "Intermediate and above" candidates. Intermediates generally show minimal or basic use of classifiers, Advanced fair to good use, and Advanced Plus and above very good to excellent use of classifiers.

2. If candidate using primarily English word order, occasionally -
 - a. Rephrase candidate's response in "higher level" sign language
 - b. Sign "MEAN YOU" then rephrase candidate's response in "higher level" sign language

Note: English word order is part of sign language. However, a person who uses only English word order is not using the full range of sign language.

3. Follow "process" listed on page 5 of this Section (#12), if/when "breakdown" occurs. It is normal to sometimes repeat questions in everyday conversations between two highly skilled users of a language.
4. Encourage elaboration by -
 - a. Questions/requests for information (How?, Why?, please tell me more, please explain, compare, etc.)
 - b. Allowing candidates to hold floor - Do not be too quick to interrupt candidates or to start signing when candidates pause – This is important for lower level candidates who may show less elaboration than their best because they generally give up the floor immediately when interviewers begin to sign.

K. REQUEST CLARIFICATION (SOMETIMES) WHEN CANDIDATE USES WRONG SIGN BASED ON MEANING, INAPPROPRIATE INITIALIZATION, AND/OR RESPONSE IS NOT CLEAR (even if you can understand/“figure-out” meaning): Be sure you do this for signs not having a meaning base and when “over elaborated responses” are not clear “in ASL.” Also, if candidates are signing too fast for their skill levels, need to request clarification (normal/near-normal rate does not necessarily mean candidates are having a “conversation”).

1. If candidates use wrong sign choice based on meaning, request them to explain meanings of signs used; that is, “SIGN YOU MEAN WHAT?”
2. If candidates use inappropriate initialization, use strategy similar to #1; if candidates do not correct then sign, “OH, MEAN YOU _____” (your “last sign” being correct sign/non-initialized)
3. If candidates’ responses are not “clear” use following strategies as appropriate:
 - a. If production of a sign or fingerspelling not correct, request candidates to sign again; that is, “PLEASE, AGAIN.”

Note: If candidates do not self-correct when requested, okay to sometimes provide correct production.

- b. If use of sign language grammatical features not correct, request clarification, for example -
 - 1) If space not used clearly to separate places or people discussed
 - 2) If wrong classifier used

L. ALLOW CANDIDATES OPPORTUNITY TO PROVIDE SIGNS and SELF CORRECT: Do not “quickly” provide signs or correct signs of candidates. Allow candidates the opportunity to self-correct. Do request clarification. Do not interrupt or assist too quickly.

M. ALLOW CANDIDATES TO SHOW BEST COMPREHENSION: Your “question type” and phrasing can make comprehension more difficult or easier. Although you may reduce your signing rate (and even use lip movement for speech) to assist Intermediate and below level candidates to feel positive/successful after a comprehension “break-down,” it is important that you then “raise your signing to normal” in order to allow them to show their best comprehension (page 5, #12). Lower skill level signers should show comprehension breakdowns periodically throughout interview.

- N. CONTROL OF INTERVIEW: (Primarily) Responsibility of Interviewer. “Over-elaboration” by candidates not good communication; remember, good turn-taking skills important to effective communication. Therefore, if candidates inappropriately “holding floor,” you may need to interrupt them. Use “eye contact” and candidates’ (brief) pauses as opportunities to “re-direct” conversation; for example, “eye contact - HOLD/STOP, break eye contact - CURIOUS ME, re-establish eye contact - STUDENTS OTHER SAME DIFFERENT PROBLEMS?”
- O. YOU/INTERVIEWER AS MODEL: Remember, you are the model for candidates you interview; therefore, important for you to:
1. Maintain your own signing at a high level.
 2. Adjust your signing if necessary when breakdown occurs.
 3. Raise your signing to a high level again after any adjustments for breakdowns.
 4. Sometimes request candidates to clarify if meaning or production not clear (even if you understand).

Note: If candidates using (excessive) lip movement for speech, you must focus on signing...Do not allow your “excellent” speechreading skills to substitute for Candidates need to sign more “clearly.”
 5. Maintain good conversational strategies throughout interview; this includes “attentive posture” and encouraging non-manual feedback when staff member is signing.
- P. SLPI INTERVIEW IS WORK: When you finish conducting an SLPI interview you should feel like you have worked hard; this is especially true with lower skill level candidates.
- Q. INTERVIEWER SELF-ANALYSIS: Ask yourself, “If I was the candidate how would my interviewing influence me?” (See pages 13-15.)

Appendix D

MAINTAINING AND DEVELOPING YOUR SLPI INTERVIEWING SKILLS

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1. On an on-going basis, interviewers should:
 - A. Review interviewing procedures, guidelines, and principles (Section 3A)
 - B. Review and discuss examples of “good/model” interviews (see #2 immediately below)
 - C. Review and discuss your own interviews (NOTE: We suggest this be done in teams of two or three SLPI Team members)

Note: When doing B and C reviews immediately above, interviewers should refer to *SLPI Notebook* Section 3A, with special attention in S3A to question types (#7 on pages 2-3 and pages 6-7) and (additional) interviewing guidelines and principles (pages 9-12).

2. SLPI Coordinators should facilitate the above by serving a leadership role:
 - A. In planning and conducting SLPI Team in-service training workshops that focus on interviewing.
 - B. In identifying and obtaining permission to use “model/good” SLPI interview videos for training.
 - C. In encouraging and facilitating opportunities for SLPI Team Members to review their own interviews in teams of two or three, as well as individually.

Note: All SLPI: ASL Team Members should support and collaborate with SLPI Coordinator in achieving the above.

Appendix E

THE IMPORTANCE OF SLPI INTERVIEWS TO THE SLPI RATING PROCESS

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Interviewer as a Model

It is important that you continue to remember throughout your interviews that you are the model for the candidates that you interview. You must challenge candidates in order to show what they cannot do, as well as what they can do. During your interviews and when reviewing your interviews you should be asking yourself how each of your questions and requests would help you as a rater. For example, if you modify your signing to help repair a communication breakdown, you need to then return to normal or near normal signing in order to ensure each candidate's best and true skill level for comprehension is clear to raters.

As a rater you need to recognize when communication breakdowns occur and analyze how both the interviewer and the candidate handle breakdowns.

Interview Topics and Questions

Remember that interviewers introduce general topics (work, background/family, and hobbies), with specific topics introduced by candidates' responses. Follow-up questions that connect to specific topics introduced by candidates allow candidates the opportunity to provide elaboration. Other than questions designed to introduce the three general topics, questions should be based on candidate' responses rather than a set of pre-determined questions for all candidates. In this *SLPI Notebook* Section, pages 6-7 provides sample question types; these sample questions should not become a set of specific questions that must be asked in all interviews.

Function – Elaboration

What kinds of questions and requests encourage elaboration? As an interviewer you should consider this before and during your interviews.

As a rater you need to recognize when these questions and requests are made by interviewers and you need to analyze how candidates respond to these opportunities to provide elaboration. Always ask yourself, "How would highly skilled signers that I know respond to such questions and requests?"

Form and SLPI Rating Scale Skill Levels

Keeping in mind the **form** skills and problems that may be expected as you “descend” the SLPI Rating Scale can assist you in conducting quality interviews and ratings.

For example, with candidates in the Intermediate skill level range and below you should expect comprehension breakdowns and you should expect that interviewers will need to request clarification for signs used in terms of their meanings and productions. When the above do not occur candidates in the Intermediate skill level range and below may appear to be more skilled than they actually are.

Sign Language Grammar

As you “ascend” the SLPI Rating Scale, what sign language grammar skills do you expect to see? Can you think of questions and requests that will provide candidates the opportunity to show these skills?

As a rater you need to recognize when questions and requests provide candidates the opportunity to show specific grammar skills. For example, if an interviewer asks a question about family members, job responsibilities, or events that occur in a time sequence, how do you expect Intermediate skill level candidates to respond and how do you expect Advanced skill level and above candidates to respond?

Use of Your *SLPI NB*

Considering the above, use your white and blue laminated pages and Section 3A to help you to prepare for and conduct interviews in a manner that assists your SLPI Team colleagues in conducting SLPI ratings?

Remember - No Interview is Perfect

As an interviewer, please keep in mind that no interview is perfect. Your job is to conduct interviews in a manner that will demonstrate as clearly as possible each candidate’s best and true functional skills and their best form skills.

Since no interview is perfect, raters should make every effort to provide **official ratings** for all candidate interviews they rate. Candidates should not be told they need to schedule another SLPI unless absolutely necessary. (Note: Only your SLPI Coordinator may make this decision.)