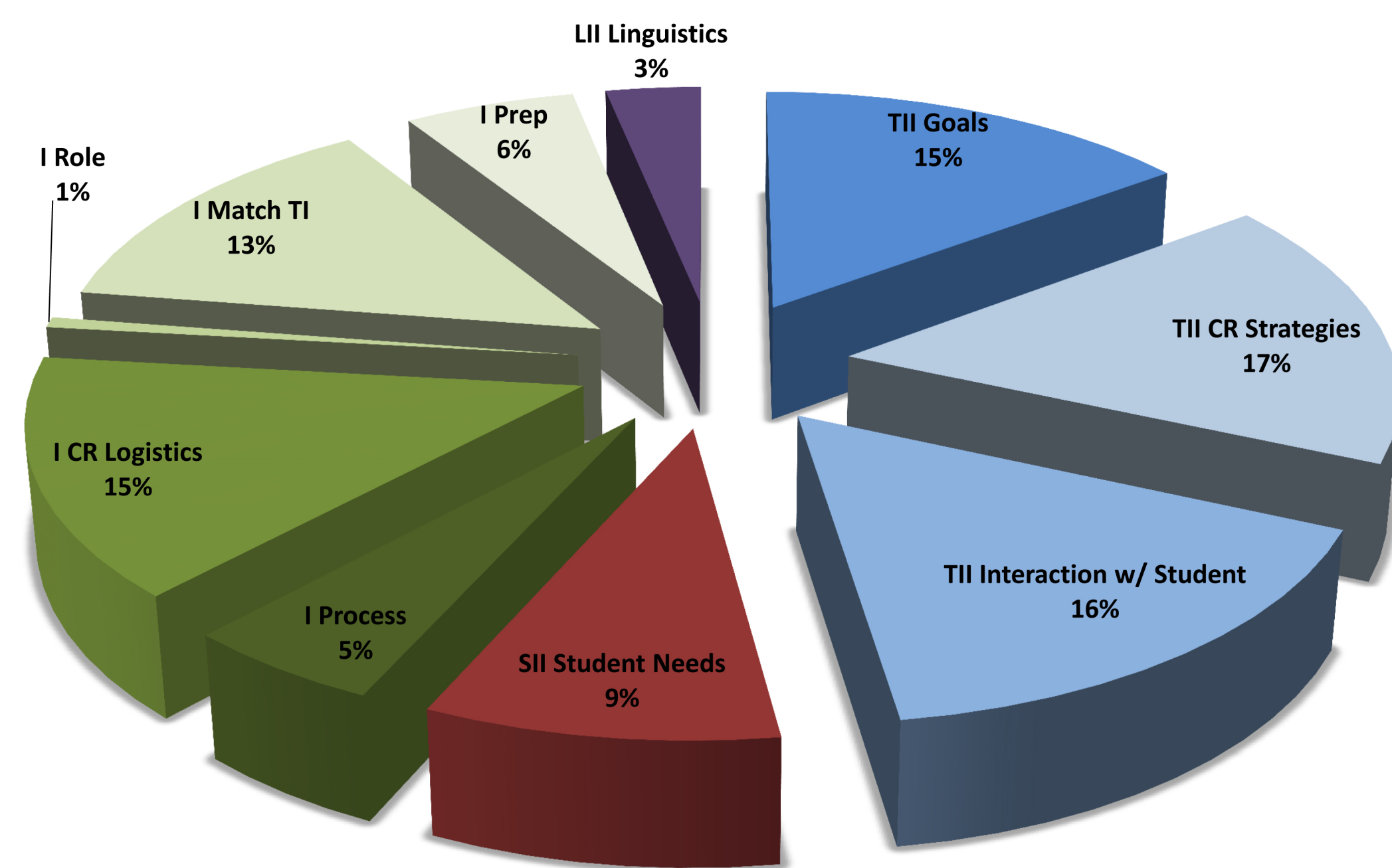


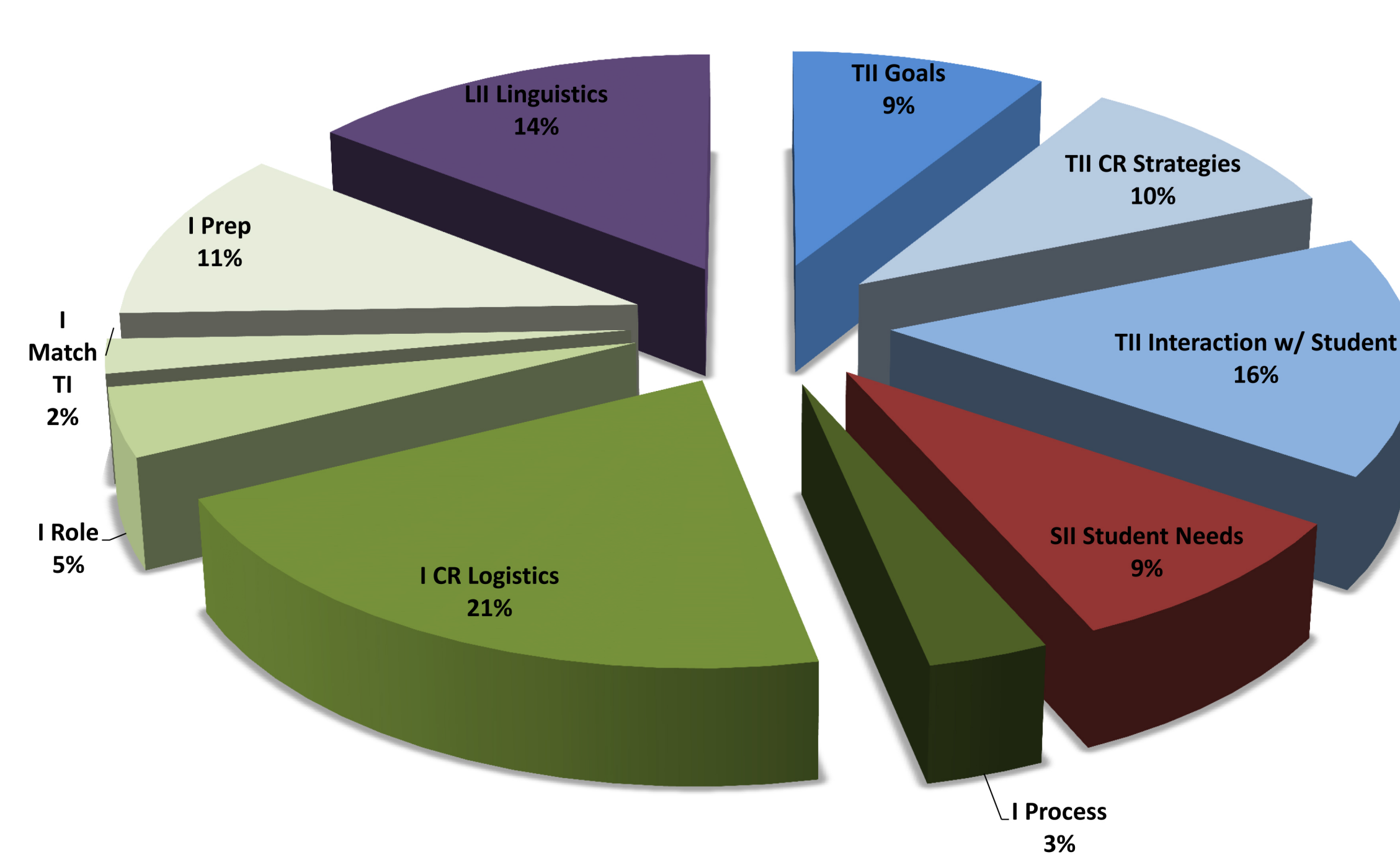
## TAPs: Comparison of Effectiveness of Interpretation and Levels of Analysis During Preparation

Processes that Influence **Effective** Interpretations



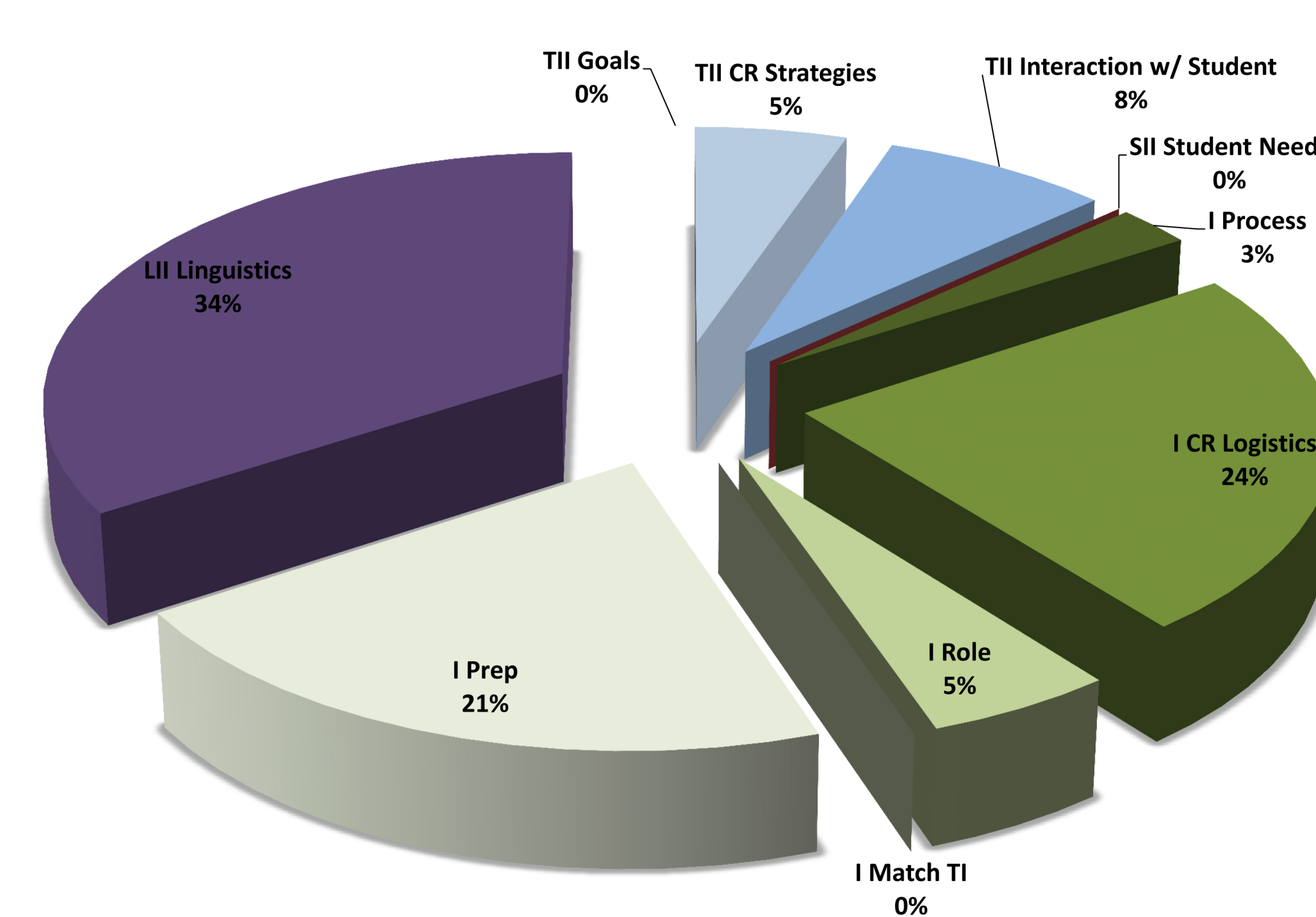
TII Teacher Intent Informs Interpreting: 48%  
SII Student Needs Preferences Inform Interpreting: 9%  
I Interpreting Process Informs Interpreting: 40%  
LII Linguistic Issues Inform Interpreting: 3%

Processes that Influence **Mostly Effective** Interpretations



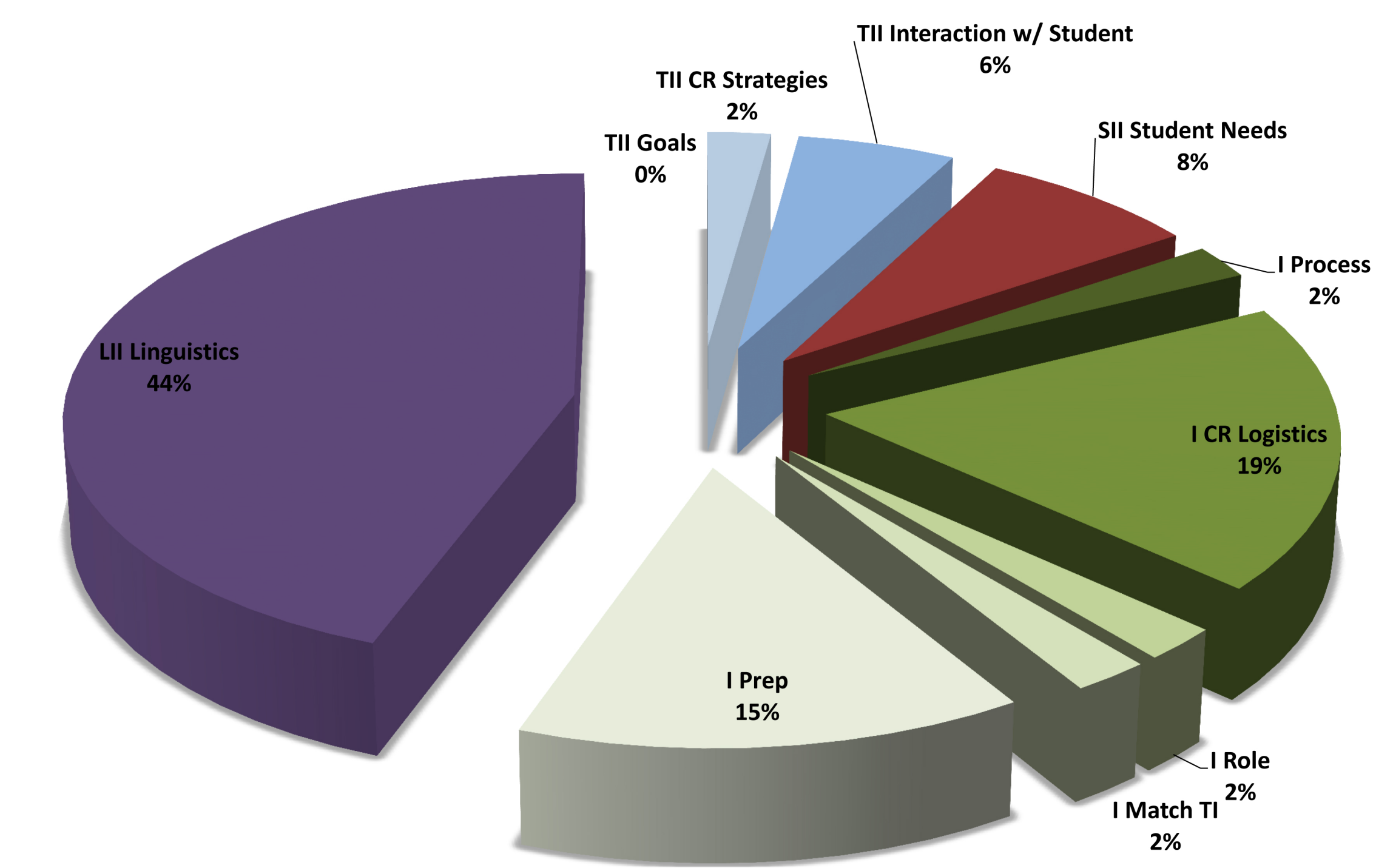
TII Teacher Intent Informs Interpreting: 34%  
SII Student Needs Preferences Inform Interpreting: 9%  
I Interpreting Process Informs Interpreting: 42%  
LII Linguistic Issues Inform Interpreting: 15%

Processes that Influence **Mostly Ineffective** Interpretations



TII Teacher Intent Informs Interpreting: 13%  
SII Student Needs Preferences Inform Interpreting: 0%  
I Interpreting Process Informs Interpreting: 53%  
LII Linguistic Issues Inform Interpreting: 34%

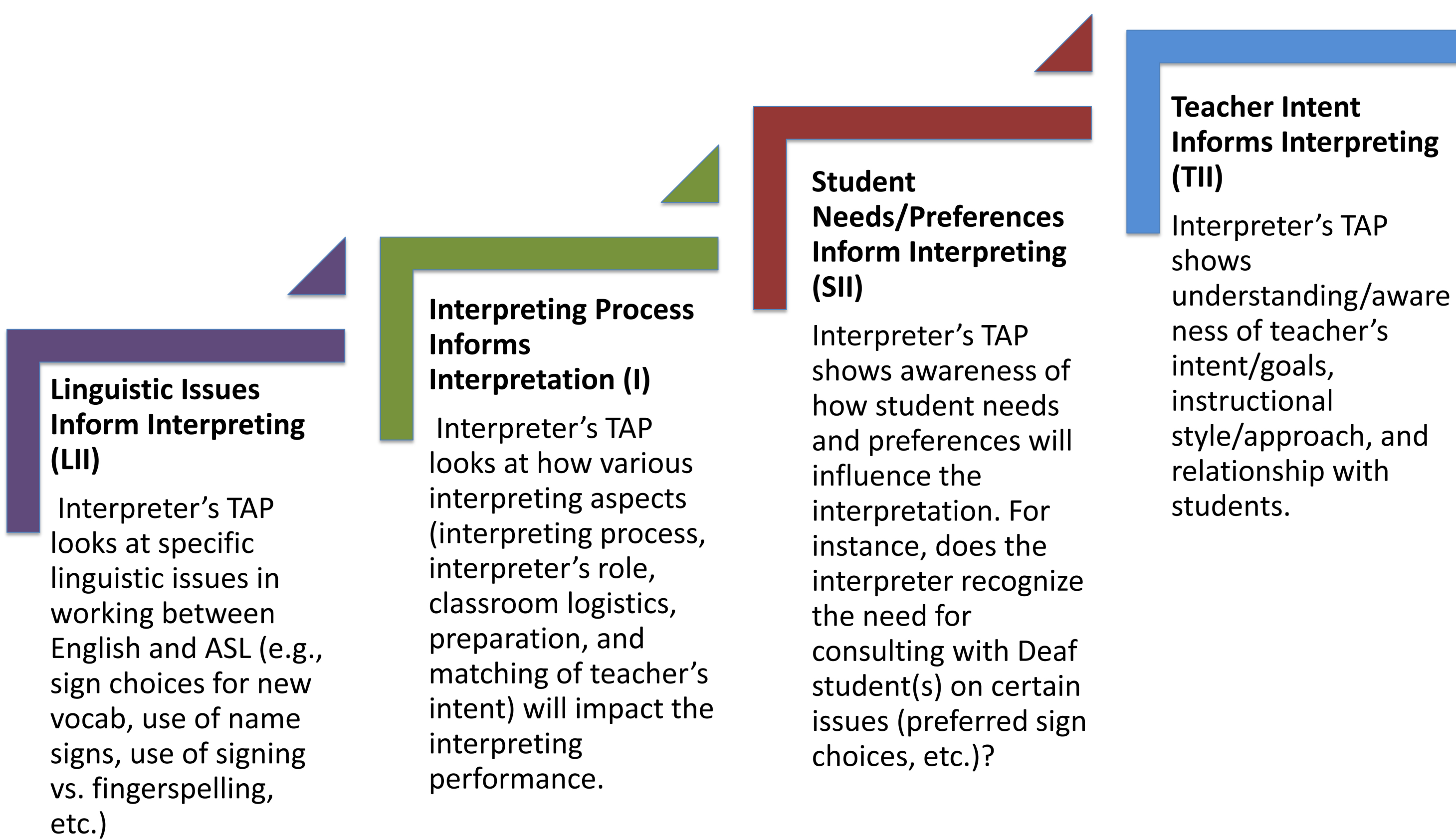
Processes that Influence **Ineffective** Interpretations



TII Teacher Intent Informs Interpreting: 8%  
SII Student Needs Preferences Inform Interpreting: 8%  
I Interpreting Process Informs Interpreting: 40%  
LII Linguistic Issues Inform Interpreting: 44%

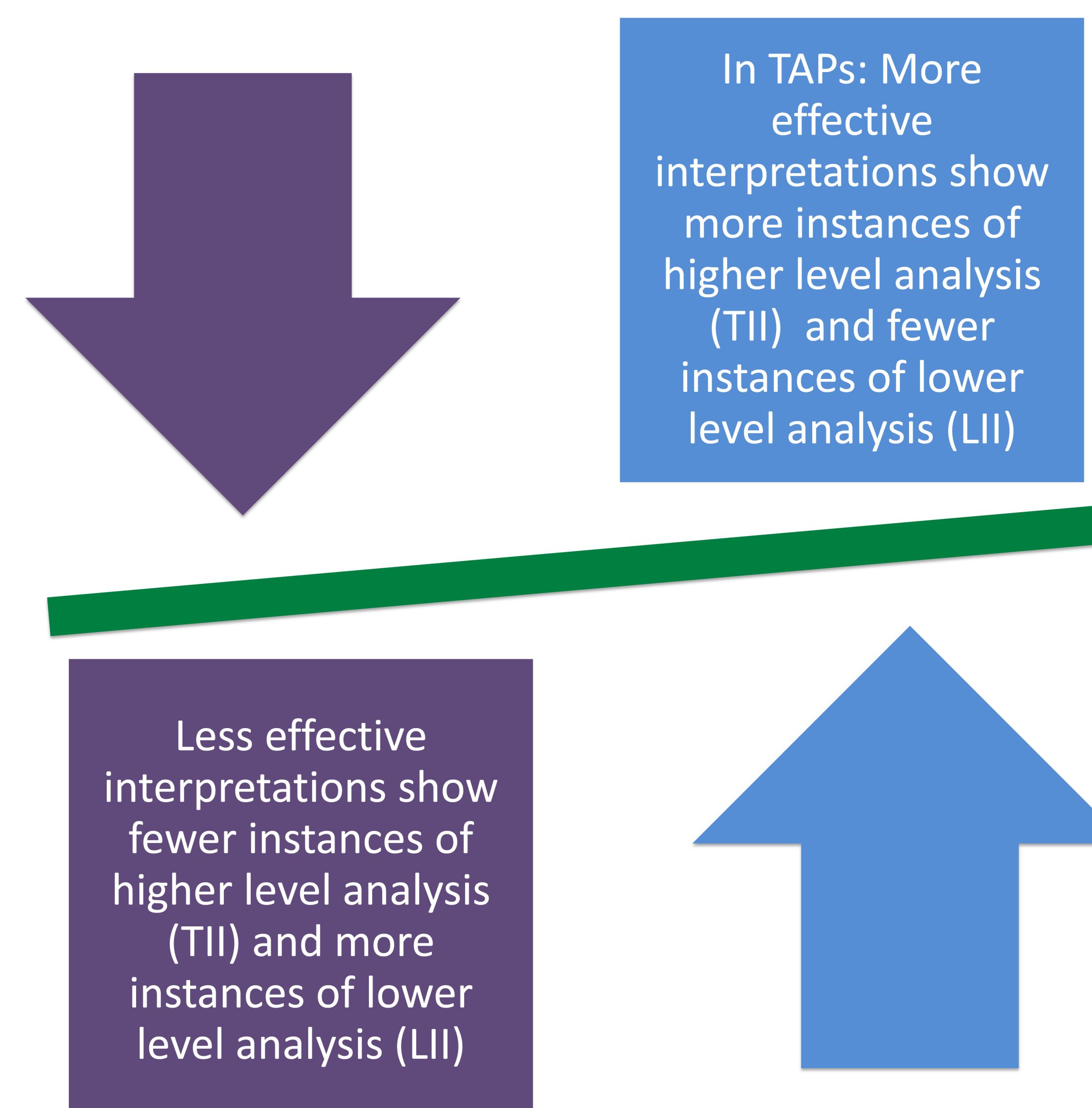
### Definitions and Coding

#### Higher Order Thinking



#### Lower Order Thinking

### Preliminary Findings



### Implications for Educators

- When we offer feedback or assessment, does it speak to the higher order cognitive issues of identifying teacher intent/goals/classroom processes or does our feedback focus on individual sign/lexicon type of comments?
- How are we teaching interpreters to manage the cognitive demands of the educational discourse in order to produce effective interpretations?
- What are the models of interpretation that the teacher draws upon in their own interpreting work, and the model they use when teaching the task of interpreting?
- Would the labels we came up with be useful ways to help people explore and plan for interpreting in educational settings?
- Could interpreting students learn to self-assess using these same approaches?