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ASSESSMENT MATRIX

This is one of the three complementary methods for (self-)assessing liaison interpretations. The assessment matrix consists of six parts: *presentation*, *speech management*, *expression in mother tongue and in the foreign language*, *problem solving* and *content*. The student can obtain a score of 4 in each part. In order to pass the test, a minimum score of 2.5 must be obtained in the parts: *expression in the foreign language* and *synthesis and division*.

TABLE ADAPTED FOT THE ASSESSMENT OF BILATERAL INTERPRETING (Álvarez García & Limbach, 2019).

Score table	5	3	1,5	0
Presentation	Appropriate tone in accordance with subject matter. Clarity and vocalisation; intelligible pronunciation of all words. Correct and relaxed posture. Confident delivery. Fluent expression, without false starts and with appropriate pauses.	Generally correct tone, but sometimes not in line with the content of what is being said. General clarity, except for a few mispronounced words. Correct posture. Fluent speech, but with hardly any pauses or continuous but too slow.	Poor tone. Almost all statements are clear, but more than one word mispronounced. Poor posture. Use of some fillers or false starts/total absence of pauses.	Absolutely inappropriate tone. Virtually no clarity and more than one incorrect word. Inappropriate body movement or lack of eye contact. Poor fluency with fillers or false starts.
Speech management	Use of the first person switching to the third person only for clarification; he/she encourages interaction, making eye contact between interlocutors, both verbally and through other paralinguistic features; he/she allows interlocutors to finish their turn through good	Use of the first person, switching to the third person only for clarification; he/she encourages interaction in general, making eye contact between interlocutors, both verbally and through other paralinguistic features. He/she generally allows interlocutors to finish their turn without interrupting for clarification but	Occasional use of the first person; excessive use of the third person, creating awkwardness; he/she hardly encourages interaction in general, neither verbally nor through other paralinguistic features; he/she interrupts interlocutors often for clarification due to the need to develop memory and note-taking skills in general. He/she allows	Occasional use of the first person; almost excessive use of the third person, creating awkwardness; he/she does not encourage interaction between interlocutors, either verbally or through other paralinguistic features; he/she does not allow interlocutors to finish their turn; he/she frequently interrupts for clarification, preventing smooth

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	memorisation and note-taking skills; he/she demonstrates effective strategies for handling overlaps.	he/she has some difficulty and needs to further develop memory and note-taking skills, as well as improve vocabulary. He/she generally handles overlaps calmly and efficiently but requires further practice.	interlocutors to finish their turn without interrupting for clarification; he/she has some difficulty due to the need to further develop memory and note-taking skills as well as to improve vocabulary. He/she is nervous with overlaps and requires further practice.	dialogue; memory and note-taking skills barely developed; he/she does not handle overlaps efficiently, leading to dialogue interruptions and excessive omissions.
Expression in mother tongue	Accuracy. Accurate idiomatic expressions. Correctness. Correct register. Tone appropriate to the content of what is being said. Clarity and vocalisation; fluent speech, without false starts and with appropriate pauses.	Correct and natural language, free of calques. Tone generally correct, but sometimes not in line with the content of the statement. General clarity. Expression continuous but too slow. Use of some fillers.	Use of some incorrect expressions (calque, grammatical error) or inappropriate register. Tone just about adequate. Many of the statements not clear. Poor posture. Use of fillers or false starts.	Use of more than one incorrect expression or inappropriate register. Completely inappropriate tone. Clarity virtually absent. Poor fluency with a lot of fillers or false starts.
Expression in foreign language[1]	Correct idiomatic expressions. Almost no grammatical or pronunciation errors. Correct register. Appropriate tone to the content of what is being said. Clarity and vocalisation; fluent speech, without false starts and with appropriate pauses. Very few or no fillers.	Correct language, he/she generally does not make many grammatical or pronunciation errors. Generally correct register. Generally correct tone, but sometimes not in line with the content of what is being said. General clarity. Expression continuous but too slow. Use of some fillers.	Incorrect expressions. Frequent grammatical or pronunciation errors. Often incorrect register. Barely correct tone. Many statements are unclear. Posture is not correct. Use of fillers or false starts.	Difficulty understanding interpretation. Multiple grammatical and pronunciation errors. Long pauses, incorrect expressions, inappropriate register. Completely inappropriate tone. Clarity practically absent. Poor fluency with a lot of fillers or false starts.

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Problem solving		Successful (and imperceptible) solutions to the difficulties encountered.	Quick and professional solutions to the difficulties encountered, although perceptible.	Unprofessional and inappropriate solutions to the difficulties encountered.	Mental block and inability to deal with the problems encountered.
Content	Synthesis and division of attention[2]	Complete.	Key ideas. Absence of some secondary ideas.	Choice of information could be improved; incomplete.	Some sentences are delivered, while others are not. Absence of division of attention. Content does not correspond at all to the original speech.
	Equivalence	+1	0	-1,5	-2,5
		Absence of ideas that do not appear in the original, except for essential cultural explanations.	Inclusion of a nuance not specified in the original speech, but which does not contradict meaning.	Inclusion of an idea that does not appear in the original speech.	Inclusion of an idea that contradicts the original speech (contradiction).

[1] [2] A minimum of 2.5 points in this category is required to pass the test.

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