Federal Court Interpreter Certification Examination
For Spanish/English

Examinee Handbook
Updated June 1, 2017

UNITED STATES COURTS
Federal Court Interpreter Certification Examination

Paradigm Testing, LLC is the contractor to the Administrative Office of the United States Courts for the development and administration of the Spanish/English Federal Court Interpreter Certification Examination.
A. Registration Process

1. Prepare For The Exam

It is suggested that candidates for Court Interpreter Certification complete a self-assessment of readiness before registering for an exam. The self-assessment may be found in the Examinee Handbook.

2. Determine Eligibility

There is no eligibility requirement for the written exam, but it is suggested that a candidate successfully complete the practice exam before registering.

The written exam is one indicator of basic readiness, and must be passed before a candidate is eligible to sit for the oral exam.

3. Request any Required Accommodations

Reasonable accommodations will be provided for individuals with disabilities if the need is clearly documented and the requested accommodation does not undermine test validity, given the job requirements for interpreters and the test constructs\(^1\).

Requests for special accommodations will be reviewed on a case-by-case basis only after all documentation regarding the requested accommodation has been received. Scheduling an accommodated exam may require extra coordination to assure that all needs are met, so it is recommended that requests are completed well before the registration window opens for each exam. Read more, and apply on line for required special accommodation at:

https://paradigmtesting.com/ada-accommodation/

4. Create an Online Candidate Account

Candidates for the Spanish/English Federal Court Interpreter Written or Oral Examination register online. It is important that all information required in the online application be complete and accurate as incomplete registrations may not be processed and could cause a candidate to miss the opportunity to sit for the exam.

5. Pay for your exam

An approved price list will be provided for each exam. Payment may be made by credit card using the secure payment portal provided on the registration site. The inclusive price listed includes

\(^1\) A “construct” is an attribute of people, reflected in test performance; for example, the ability to perform the activities of a court interpreter.
all required fees for registration, scheduling the test at an approved location, required proctoring fees, and scoring and reporting.

6. Select Location and Date

Written exams are offered during even numbered years (2018, 2020, 2022...). Oral examinations are offered odd years (2017, 2019, 2021...). Both exam formats are available at multiple locations across the United States. The list of available dates and locations will be provided online at the time of scheduling.

7. Review Confirmation Email

Once an appointment has been confirmed you will receive an email with the location and date of your appointment. If there are any questions please contact Paradigm immediately at support@paradigmtesting.com.

8. Reschedule and Refund Policy

Rescheduling may be allowed in case of emergencies, based on available appointments during the exam window. Fees may be refunded if an appointment is cancelled at least one week before the scheduled appointment.

B. Exam Day Process

Certification exams are recognized as high stakes testing. Government issued identification (ID) must be provided to authenticate each individual who presents at a high stakes testing center. It is important that the name on the ID match the name on the test registration EXACTLY. If your full name is not present on both the registration and the ID you may not be allowed to sit for an exam. ID must have a photo that clearly looks like the individual presenting to the proctor, and must not be expired. The ID must have a signature that matches the signature entered in to the test center records at the time of the exam. Examples of acceptable ID:

- Current State Issued Driver’s License
- Current U.S. Passport
- Current U.S. Military I.D. Card

Test Center Rules and Policies

- Each candidate must provide a valid, government issued ID to the test center administrator before being allowed in to the testing room. The ID must have a current photo and signature. An expired ID is not valid.
- Candidates will be asked to sign the test center admission log upon each entry and exit from the testing room.
- Food and drink are prohibited in the testing room.
- Outerwear coats and hats may not be worn in the testing room. Shawls, sweaters, and jackets are subject to search upon entry and exit from the test room.
- Recording devices, except those provided by the testing center or staff, are prohibited in the test center (including the waiting area and sign in area). This includes but may not be limited to cell phones, watches with texting or email, and cameras of any kind.
- Test takers will be photographed, and the test session, registration and waiting areas may be monitored and recorded by audio and video equipment.
- Purses, briefcases, and backpacks should not be brought to the testing location. There may not be room to store them in the waiting area and they may not be brought in to the testing room.
- Lockers may be provided in some testing centers, as a courtesy. Loss or theft of items left in the waiting area is not the responsibility of the test center.
- Only authorized test takers are allowed in the test center. Guests must not stay in the waiting area or hallway outside of the testing center.

C. Score Reporting Procedures and Timelines

**Written Examination:**

Scores will be available at the end of the test session for the written examination.

**Oral Examination:**

Scores will be available approximately three months after the administration of the oral examination, and will be sent to the e-mail address provided during registration. The Director of the AO will confer certification on candidates who pass the oral examination, usually within four months following the examination. Candidates are not considered certified until these certificates are received.

D. Description of the Written Examination

The Written Examination has two sections: English and Spanish. Each section has 100 multiple-choice items and is divided into five parts.²

**Part I: Reading Comprehension.** Reading Comprehension items measure the ability to read and understand texts that reflect the language proficiency required of a Federally Certified Court Interpreter (FCCI).

**Part II: Usage.** Usage items measure the knowledge of grammar and idioms that is representative of the high level of general language proficiency required of an FCCI.

² As a standard and customary practice there may be unscored items in each test administration which are being evaluated for addition to the item pool. Time spent on these items will not be counted as part of your allowable test time and your response will not impact your score.
**Part III: Error Detection.** Error Detection items measure the knowledge of grammar that a FCCI must possess to carry out job-related responsibilities.

**Part IV: Synonyms.** Synonym items measure the breadth of general vocabulary that an FCCI must possess.

**Part V: Best Translation of a Word or Phrase.** Best Translation items measure the ability to correctly translate an underlined word or phrase, tapping the knowledge of vocabulary, grammar, and idioms required of an FCCI.

The five parts of the English section are followed by the five parts of the Spanish section. The Written Examination has a total of 200 items.

**E. Scoring the Written Examination**

The English and Spanish sections of the Written Examination are taken on the same day and scoring of the sections is conjunctive rather than compensatory. That is, the minimum passing score must be achieved on each of the exam sections. The minimum passing score is 75 percent, which is the standard set by the AO. A candidate who passes only one section must retake and pass both sections at a subsequent administration.

The examination is designed to measure proficiency in English and Spanish and as such only a total score for each language is reported. In accordance with the project psychometrician, you will not be provided with a breakdown of your equated scores by test part. The score on a test part will not serve as a diagnostic tool and the score may not accurately inform you about particular strengths or weaknesses in language skills.

There are multiple forms of the examination. Since exam forms cannot be developed to be identical in difficulty level, the Standards for Educational and Psychological Testing (2014) recommends that test forms be statistically equated. The equating process ensures fairness to all examinees, regardless of what form of the test they took.

**F. Description of the Oral Examination**

Only those individuals who have previously passed the Phase One Written Examination are eligible to take the Phase Two Oral Examination.

The FCICE Oral Examination is a performance test that lasts 45 minutes. The purpose of the federal certification program is to determine whether a person seeking certification is minimally competent for immediate work in the federal courts. Consistent with this purpose, the Oral

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Examination assesses functional proficiency during actual task performances required for court interpretation.  

Functional proficiency means that the interpreter can accurately conserve the meaning of a source language when rendering it into a target language, without embellishments, without omissions, and without altering the style or “register” of speech. The interpreter must be able to do this while keeping up with the routine pace of court proceedings. The tasks required of interpreters in court include interpreting in the simultaneous and consecutive modes and sight translations of documents. The criterion for minimal competency was determined by the original architects of the examination to be accuracy at the 80 percent level in a testing situation. Therefore, the passing score on the examination is 80 percent as measured by preselected words or phrases that are embedded in the examination text for use as objective scoring units.

The Oral Examination consists of five parts that represent activities interpreters are required to do in court, namely: interpreting in the consecutive mode, interpreting in two contexts in the simultaneous mode, and sight translation of documents (English to Spanish and Spanish to English). The activity of simultaneous interpretation is performed in two contexts: the context of extended monologue speech and the context of witness examination, which involves relatively short exchanges between two speakers. All test parts are simulations of what interpreters do in court and are based on case transcripts from matters in the federal courts.

The five parts of the examination include:

- Sight translation: English to Spanish
- Sight translation: Spanish to English
- Simultaneous interpretation into Spanish – monologue speech
- Consecutive interpretation: Spanish to English; English to Spanish
- Simultaneous interpretation into Spanish – witness testimony (question and answer)

G. Administering and Scoring the Oral Examination

If a candidate stops an administration before completion of the examination for any reason, the examination will not be rated and no score will be reported.

Sight Translation: English to Spanish

This part of the test requires the candidate to read an English document of approximately 230 words and interpret it aloud in Spanish. This part of the test represents 10 percent of the test weight (22 scorable units), and the candidate is allowed 5 minutes to complete the task. Documents used for this part of the examination are typically based on police reports.

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presentence investigation reports, or affidavits of witnesses. These reports include a wide range of language and generally involve factual descriptions of events or personalities. During the five minutes allotted, the test candidate may read the document for one and one half minutes. However, if after this time, the candidate’s rendition has not begun, you will be prompted to begin.

**Sight translation: Spanish to English**

The Spanish to English sight translation is of the same length and weight as the English to Spanish sight translation. Documents used for this part of the examination are typically based on formal legal documents that are written in fairly high register (formal) Spanish. Examples would include affidavits taken before a notary, letters written to judges by educated individuals, or excerpts from legal documents. During the five minutes allotted, the test candidate may read the document for one and one half minutes. However, if after this time, the candidate’s rendition has not begun, you will be prompted to begin.

**Simultaneous Interpretation Section – Monologue Speech**

This section of the examination represents 29 percent of the test weight (65 scorable units) and requires the candidate to listen to and simultaneously interpret a recorded speech monologue by a lawyer. The candidate wears a set of headphones to listen to the recording and speaks aloud so that the performance can be recorded. The speech is entirely in English, and the interpreter interprets into Spanish as would be required to assist a Spanish speaking defendant during a trial. The speech represents either an opening or closing argument to a jury and is approximately 840 words in length. The recording is made at an average of 120 wpm and takes about 7 minutes. Texts in this section are typical of discourse delivered to jurors who are average speakers of English. Language register will vary between higher and lower registers as the lawyer covers matters of law and fact in combinations of formal and casual persuasive speech patterns. Once this section of the test begins, the proctor may not stop the recording. If you ask to have the recording stopped, everything from that point forward in this section will be counted as incorrect.

**Consecutive Interpretation Section**

This section of the examination is administered as a role-play of the questioning of a witness by a lawyer. It is about 875-925 words in length, and the candidate is allowed 18 minutes to complete this section of the test. This section includes 76 scoring units, and represents 35 percent of the test weight. Candidates may take notes on material provided by the test proctor. The consecutive script is prerecorded and the test administrator(s) plays one segment at a time, allowing the candidate to interpret from English into Spanish or from Spanish into English, as appropriate. The script is recorded at a normal, conversational pace that would be typical during a witness’ testimony. Later, during evaluation, the raters will evaluate your ability to interpret all the details of the questions and the testimony accurately while maintaining the register of the original. Source texts for this section of the examination are transcripts from direct or cross-
examination of a witness during actual trials where the testimony is given by a Spanish speaking person. Texts in this portion of the examination always include examples of lower register speech, which may include profanity and idiomatic usage. Candidates are allowed to ask the proctor for up to two repetitions during the consecutive section.

**Simultaneous Interpretation Section – Witness Testimony (Q&A)**

This section of the examination represents 16 percent of the test weight (35 scorable units) and requires the candidate to listen to recorded speech using a headphone set. For this section of the test, however, the source texts are in question-and-answer form, taken from transcripts of testimony by English-speaking witnesses. The text length is about 600 words at a varying speed of delivery that approximates normal courtroom speech, up to 160 wpm and takes about 5 minutes. Often these source texts will include evidence presented by law enforcement officers or technical experts. Vocabulary in these texts will include a greater amount of specialized terminology than in the consecutive interpreting task, but the texts do not include highly unusual or technical vocabulary that would be unfamiliar to educated native speakers of English. Once this section of the test begins, the proctor may not stop the recording. If you ask to have the recording stopped, everything from that point forward in this section will be counted as incorrect.

**H. More on Scoring Units**

Scoring units are particular words and phrases that are selected because they represent various features of language that interpreters encounter in their work and must render accurately and completely without altering any of the meaning or style of speech. The raters determine as a group whether each of the scoring units is interpreted correctly or incorrectly.

Scoring units are classified into three general categories and nine specific types.

**Grammar and Usage**

A. Grammar/verbs

   Features of grammar, especially verbs, that should be handled appropriately by the sophisticated user of the two languages.

B. False cognates/interference/literalism

   Terms or phrases that should be interpreted correctly by a qualified interpreter despite interference by one language on the other (e.g., false cognates, awkward phrasing, or terms or phrases susceptible to literal renditions resulting in loss of precise meaning).

**General Lexical Range**

C. General vocabulary

   Vocabulary of general usage, including that of more and less well educated speakers, and any general lexical item or set of items not easily classified elsewhere among the scoring units.
D. Legal terms and phrases

Any word or phrase of a legal or technical nature, or which is not common in everyday speech but is commonly used in legal settings.

E. Idioms/sayings

Sets of words with a meaning that as a whole is different from the meaning of the individual words; famous sayings or quotes from literature or history.

Conservation

F. Register and slang/colloquialisms

Words and phases of unquestionably high or low register that can be preserved in that register in the target language by a qualified interpreter (e.g., curses, profanity, taboo words).

G. Numbers/names

Any number (e.g., street address, weight of person or object, measurements such as distance) or name (e.g., person, court, street, town).

H. Modifiers/intensifiers/emphases/interjections

Adjectives and adverbs that increase or modify intensity or provide emphasis or precision to a description (e.g. adverbs that increase the intensity of adjectives, such as “absolutely,” “completely,” or “very”). May include interjections (e.g. wow, yuk, oops, etc.).

I. Embeddings/positions

Words or phrases that would not be omitted by a qualified interpreter due to position (e.g., at the beginning or in the middle of a long sentence; the second in a string of adjectives or adverbs) or function (e.g., tag questions).

Reporting Test Irregularities Which Might Result in Invalid Scores

The procedure for filing a report of test center irregularity is the same for both the Written Examination and the Oral Examination. If a candidate believes the test has been compromised due to unacceptable conditions at the test center on the day of the test they should report issue immediately. Complaints and appeals must be submitted in writing within thirty (30) calendar days after the date of the candidate’s exam. Evidence that supports the examinee’s belief must be included in the appeal. Only letters of appeal written and submitted by the examinee or the
legal representative of the examinee are accepted. Send all formal communication electronically to support@paradigmtesting.com.

We will respond as soon as a reasonable investigation has been completed, no later than 120 days after a complete request for review (with supporting documentation) has been received.

Confidentiality of investigation findings

All investigations of disputes are confidential and internal. Decisions based on the findings of Paradigm are final, unless otherwise directed by the AO.
SELF-ASSESSMENT OF READINESS TO TAKE THE FCICE

On the following pages are two sets of questions to help you assess your readiness to take the Federal Court Interpreter Certification Examination: Language Proficiency questions and “Can Do” questions.

Language proficiency is the first prerequisite to success as an interpreter. Three subsets of questions relating to speaking, listening, and reading in English and Spanish are provided to help you assess your level of language proficiency.

If you are satisfied with the results of the Language Proficiency assessment, or if you simply want to know more about what is required for court interpreting, proceed the list of 29 “can do” statements.

Language Proficiency Self-Rating in English and in Spanish

Following is a three-part self-rating exercise, based on the US Government language proficiency skill level descriptions, for individuals who are considering registration for the Federal Court Interpreter Certification Examination (FCICE). The three parts are:

A. speaking proficiency.
B. listening proficiency.
C. reading proficiency.

A key to help you apply your self-ratings of language proficiency readiness to take the FCICE is found at the end of the exercises.
A. **Self-rating of speaking proficiency in English and Spanish**

Read and consider the following four descriptions of speaking proficiency. Afterwards, decide which description most accurately represents your overall speaking proficiency in English and Spanish. If your language proficiency is substantially better than one level but not consistently as good as the next higher level, select the appropriate "plus" level.

**Fill in the box below the appropriate number.**

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<th>1.1 English – Speaking</th>
<th>1.2 Spanish – Speaking</th>
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2. **Limited working proficiency.** I can handle informal conversations successfully. I can begin, continue, and bring to completion a variety of communicative tasks. I can handle most everyday social conversation with some confidence, but not with facility, including casual conversations about current events, work, family, and autobiographical information. I can narrate and describe events occurring in the past, present, and future. I have control of everyday vocabulary sufficient to discuss general topics of a concrete nature.

3. **General professional proficiency.** I can participate effectively and with ease in both formal and informal conversations on abstract and professional topics as well as practical and social topics. I can discuss my particular interests and fields of competence with ease. In conversation, I can answer objections, clarify points, justify decisions, state and defend policy, or give a briefing. I show some breadth of vocabulary. I make occasional errors with low frequency and complex language, but these almost never impede communication.

4. **Advanced professional proficiency.** I can speak the language fluently and accurately and with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of my personal and professional experience and scope of responsibilities, even when communicating in sophisticated and demanding conversations. I can communicate effectively with varied audiences, purposes, tasks, and settings. If a nonnative speaker, I may exhibit a slight foreign accent, although this never disturbs the native listener.

5. **Educated native proficiency.** I speak the language as well as a highly articulate, well-educated, native speaker. I can use the language with complete flexibility and intuition, so that my speech on all levels is fully accepted by, and equivalent to, a well-educated native speaker in all of its features, including breadth of vocabulary, colloquialisms, and pertinent cultural references. My pronunciation is consistent with that of an educated native speaker of a standard dialect of the language.

**Self-rating of listening proficiency in English and Spanish**

Read and consider the following four descriptions of listening proficiency. Afterwards, decide which description most accurately represents your overall listening proficiency in English and
Spanish. If your language proficiency is substantially better than one level but not consistently as good as the next higher level, select the appropriate "plus" level.

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<th>2.1 English – Listening</th>
<th>2.2 Spanish – Listening</th>
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2. **Limited working proficiency.** I can understand face-to-face speech in standard pronunciation spoken at a normal pace, with some repetition and rewording even when spoken by a native speaker who is not used to speaking to people with limited proficiency in this language. I can understand speech dealing with everyday topics, common personal and family news, well-known current events, and routine work matters. I can understand descriptions of different places and narrations about past, current, and future events. I can follow the essential points of the average discussion on work-related topics in my field. I can understand the facts, such as reported in news broadcasts, but I do not grasp inferred meanings or implications expressed through more complex language.

3. **General professional proficiency.** I can understand the essentials of all speech in standard pronunciation, including discussions within my field of interest or specialization. I can follow accurately the essentials of conversations between educated native speakers of the language, reasonably clear telephone calls, radio broadcasts, news stories, oral reports, some oral technical reports, and public presentations on non-technical subjects. I can infer meanings that are not directly stated. I have trouble understanding native speakers if they speak very quickly or use dialect or slang.

4. **Advanced professional proficiency.** I can understand all forms and styles of speech pertinent to my social and professional needs. This includes speech involving extensive and precise vocabulary, subtleties and nuances in standard dialects of the language, and technical discussion on professional topics within the range of my knowledge. I can understand language tailored to different audiences and purposes, including persuasion, representation, counseling, and negotiating. I can readily infer meanings and implications. I can easily understand all social conversations, radio broadcasts, and phone calls. I may experience some difficulty understanding speech heard under unfavorable conditions, such as through a poor quality loudspeaker or radio or in a noisy room.

5. **Educated native proficiency.** I can fully understand educated and academic speech, abstract and professional discussions, regional dialects, highly colloquial speech, jokes and puns, and speech in noisy places or heard under unfavorable acoustic conditions. My comprehension of the language is fully equivalent to that of a well-educated native-speaker.
C. Self-rating of reading proficiency in English and Spanish

Read and consider the following four descriptions of language proficiency. Afterwards, decide which description most accurately represents your overall reading proficiency in English and Spanish. If your language proficiency is substantially better than one level but not consistently as good as the next higher level, select the appropriate "plus" level.

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<th>3.1 English – Reading</th>
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2. Limited working proficiency. I can read simple written material in print on subjects I am familiar with. I am able to read straightforward, familiar, and factual material with only some misunderstandings. I can locate the main ideas and details in material written for the general public. I can read uncomplicated prose on familiar subjects. I can generally comprehend most news articles involving description or narration of current events, travel, food, and music. I can also comprehend simple biographies, social notices, personal correspondence, routine business letters, and simple technical material written for the general public.

3. General professional proficiency. I can read a variety of materials on unfamiliar subjects with normal speed and almost complete comprehension. I can fully understand news stories or international news items in magazines, routine correspondence, editorials, and general reports. I can understand technical reports and other materials in my field of specialization even when they include hypothesis, argumentation, and supported opinions. I can read and comprehend literature, including short stories, novels, and plays. I can usually read between the lines, if necessary. I rarely have to reread general vocabulary; however, I may have some difficulty with unusually complex structures or low frequency idioms.

4. Advanced professional proficiency. I can read nearly all styles and forms of the language pertinent to academic and professional needs fluently and accurately. I can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, professional documents, and complex literary texts, as well as any subject directed to the non-specialized reader. I can also read legal documents and legal texts written for the general reader and documents from earlier periods containing archaic forms of language.

5. Educated native proficiency. I can fully understand extremely difficult and abstract prose, including general legal and technical material, as well as contemporary and classical literature. I can read classical or archaic forms of writing as well as a well-educated native. I can read a wide variety of handwritten documents. My speed and comprehension are equal to that of a well-educated native reader.
Interpreting your self-ratings

Speaking. Federal court interpreters must have a broad and precise vocabulary, excellent grammar, pronunciation that is always easily intelligible, fluency, and naturalness of expression in both languages. Language experts generally agree that FCCIs are usually a 4+ in one language and 5 in the other. Many are a 5 in both. Some federal court interpreters may be only a 4 in one language if they have excellent interpreting skills and are always intelligible. If your speaking skills are not at least a 4 in both languages, you may wish to improve your speaking skills before taking the FCICE.

Listening. The listening skills of a typical FCCI are at the same high level as the speaking skills. That is, one must be at least a 4 in both languages, and preferably higher. In addition, one must have the ability to retain what one hears, decode it, and then encode it rapidly in the other language.

Reading. FCCIs are highly literate in both languages although they may be somewhat more literate in one than the other. Language experts generally agree that the typical profile is probably a 4 in one language and a 5 in the other. One needs to be at least a 3+ in both languages in order to comprehend the kinds of documents that the court interpreter may have to translate orally to a defendant or to the court.
“Can Do” Interpreter Self-Assessment

An extensive list of “Can Do” statements follows. Read each statement and circle the answer that most accurately describes your current ability or skill. Although the FCICE examination is specific to court interpreting, the questions related to interpreting skills are intended to be general in nature. You should answer those questions about interpreting skill based on your own interpreting experience. If you have no experience or other basis on which to make a self-assessment of the activity or skill described in the question, do not circle any answer and go on to the next question.

A key to help you apply your self-ratings of the Can Do assessment of readiness to take the FCICE is found at the end of the exercises.

1. When speaking a standard variety of Spanish, I can use correct pronunciation and intonation without any significant effort.

   A. always  
   B. most of the time  
   C. frequently  
   D. rarely or never

2. I am able to understand standard varieties of Spanish usage from any country in the Spanish-speaking world.

   A. always  
   B. most of the time  
   C. frequently  
   D. rarely or never

3. When listening to nonstandard varieties of Spanish, I can comprehend speakers without any significant extra effort.

   A. always  
   B. most of the time  
   C. frequently  
   D. rarely or never

4. When engaged in conversations with native speakers, I am able to speak Spanish fluently and can incorporate regional colloquialisms and slang expressions.

   A. always  
   B. most of the time  
   C. frequently  
   D. rarely or never
5. I am able to render precise, accurate interpretations from Spanish into English without omissions or additions.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

6. When interpreting from Spanish into English, I am able to maintain the speaker's register (formal versus informal language) in terms of level and complexity of vocabulary and sentence construction.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

7. I can render interpretations from Spanish into English promptly without hesitation.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

8. I am able to read and understand articles of general interest written in standard Spanish.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

9. I am able to read and understand technical material written in Spanish such as legal documents, probation or social services reports, medical reports, etc.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

10. I can read and understand correspondence in Spanish that may be written in an archaic or semi-literate manner.

A. always  
B. most of the time  
C. frequently  
D. rarely or never
11. I can read any Spanish document out loud in English promptly, precisely, and accurately without hesitation, omissions or additions.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

12. When listening to varieties of spoken English other than standard American English, I can comprehend speakers without any significant extra effort.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

13. When watching the nightly news on English language television, I can simultaneously render the newscaster's speech into Spanish without falling behind.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

14. I am able to render precise, accurate interpretations from English into Spanish without omissions or additions.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

15. When interpreting from English into Spanish, I am able to maintain the speaker's register (formal vs. informal language) in terms of level and complexity of vocabulary and sentence construction.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

16. I can render interpretations from English into Spanish promptly without hesitation.

A. always  
B. most of the time  
C. frequently
D. rarely or never

17. When engaged in conversation, I can speak standard American English with correct pronunciation and intonation.
   A. always
   B. most of the time
   C. frequently
   D. rarely or never

18. When engaged in conversation, I am able to speak English fluently and can incorporate regional colloquialisms, slang terms, and slang expressions.
   A. always
   B. most of the time
   C. frequently
   D. rarely or never

19. I am able to read and understand technical material written in English such as legal documents, probation or social services reports, medical reports, etc.
   A. always
   B. most of the time
   C. frequently
   D. rarely or never

20. I can read any English document out loud in Spanish promptly, precisely, and accurately without hesitations, omissions, or additions.
   A. always
   B. most of the time
   C. frequently
   D. rarely or never

21. I am able to interpret *consecutively* in both directions what the speaker is saying.
   A. always
   B. most of the time
   C. frequently
   D. rarely or never

22. I am able to interpret every oral utterance, even those embarrassing to me or other court participants, in either direction.
   A. always
   B. most of the time
C. frequently  
D. rarely or never

23. When going in either direction and when interpreting consecutively or simultaneously, I am able to monitor my own interpretations and correct my own mistakes.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

24. I am able to research the meaning of specific words and terms efficiently and effectively.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

25. When going in either direction and when interpreting consecutively or simultaneously, I am able to interpret effectively under pressure of time constraints, adversarial settings, and in emotionally charged circumstances.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

26. When interpreting consecutively in either direction, I am able to comprehend and retain conversation or testimony as long as necessary in order to render an accurate interpretation.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

27. If someone reads a passage to me that is descriptive (what something looks like or something that happened), I can remember and repeat back what I heard word-for-word even if the passage is as many as 30-40 words long.

A. always  
B. most of the time  
C. frequently  
D. rarely or never

28. I speak clearly and can adjust the loudness of my speech so that I am audible to the intended audience in both intimate and public interpreting settings.
29. I am able to efficiently take notes when interpreting consecutively while preserving the natural flow of question and answer.

A. always
B. most of the time
C. frequently
D. rarely or never

If you can answer “A” or “B” to questions 1 to 29, you may be ready to take the FCICE Examination. If you skipped or answered “C” or “D” on more than a few questions, then you may want to gain additional experience as a court interpreter before taking the examination, or you may want to pursue additional formal study or immersion training in English or Spanish.