

Name:

Grade:

Date:

School:

Setting:

Possible Goal: By _____ (the next annual review date), the student will demonstrate appropriate use of sign language interpreter services in classroom, extra-curricular, and social settings as measured by achieving ____ out of ____ points on the Self-Advocacy for Signers Rubric.

Dates:	Baseline	1st	2nd	3rd	4th
Self-advocacy					
Appropriately seeks help					
Requests processing time					
Asks for rephrasing/restatement					
Seeks preferential/flexible seating					
Requests access to lecture notes/outlines					
Requests use of assistive technology					
Requests interpreter, as needed (sign language/system preference)					
Equipment					
Maintains personal equipment (i.e. batteries, cleaning) with assistance					
Maintains personal equipment (i.e. batteries, cleaning) independently					
Wears personal equipment daily					
Informs staff when not working effectively					
Interpreter					
Document Interpreter role					
Describe student role					
Describe teacher role					
Explain interpreter role to 3rd party/peers					
Explain different communication modes					
Identify professional boundaries					
Appropriately request for interpreter					
Explain my communication preference and needs					
Utilize interpreter services appropriately in various settings/individuals					
Knowledge of school policies related to interpreter					
Utilize Interpreter					
Paying attention/watching					
Request clarification/repeat sign					
Knowing when to ask teacher					
Establish rules with interpreter for social interaction/non-academic times (school policy)					

Dates:					
Understanding request/cancellation policies					

scoring key

- 0 = never/not observed/inappropriate - 0
- 1 = rare/occasional/very inconsistent - 25%
- 2 = some of the time/partial - 50%
- 3 = most of the time/fairly consistent - 75%
- 4 = always/complete - 100%