

Thursday, October 5, 2023

Natalya Mytareva
CCHI Executive Director

RE: CCHI's Response to the *Draft Recommendations by the Interpreters United* dated 10/2/23 and Posted as #13 on the Workgroup Website

Unfortunately, the [*Draft Recommendations by the Interpreters United* dated 10/2/23 and posted as #13 on the workgroup website] document contains multiple factual errors about testing processes overall and about CCHI's examinations, specifically, including but not limited to the percentages of the CCHI exam content. I encourage all parties to go to CCHI's publications to get correct information about our national certification credentials (the most comprehensive description of all our exams and testing processes is in the [Candidate's Examination Handbook, available here](#)).

CCHI's credentials – CoreCHI (which the Interpreters United's document refers to as a "written exam") and CHI-Spanish – are accredited by NCCA. We are the *only* entity with interpreting certification that has NCCA accreditation. In 2023, CCHI has launched a new credential – *CoreCHI-Performance*, which includes passing of two exams: a "written" and an interpreting skills exam in 2023, and currently counts 120 certificants with this credential whose languages range from French, Japanese, Korean, Portuguese, Vietnamese to Farsi, Hmong, Nepali, Tagalog, and also American Sign Language. CCHI is seeking its accreditation by NCCA in 2024.

1) The main point of clarification is that, with the new CoreCHI-Performance credential, CCHI does have a reliable mechanism of assessing interpreting knowledge and *skills for all languages*. Here is a brief outline of the performance exam (called ETOE™) that is required for this new credential:

1. Listening Comprehension (14%)
2. Shadowing (13%)
3. Memory Capacity (24%)
4. Restate the Meaning (21%)
5. Equivalence of Meaning (19%)
6. Reading Comprehension (9%)
7. Speaking Skills in Language Other Than English (LOTE) (this item is further assessed via a required continuing education activity).

(A detailed description of the ETOE™ interpreting performance exam is [available here](#).) In 2025, CCHI will start requiring all CoreCHI certificants to take this exam and earn the CoreCHI-Performance credential. CCHI has updated its language proficiency requirements based on a national survey, to make them more robust. These requirements go into effect in early November and are published next week. I'll share them with the DSHS workgroup as soon as they are available.

2) Another point of clarification is about the importance of updating the certification exams based on a national job task analysis. The Interpreters United chose to site our report of 2016 (page 17 of their document), yet, they do not reference our report of 2022 (https://cchicertification.org/uploads/CCHI_Job_Analysis_Report_2022.pdf). Comparison of these two reports demonstrates that there have been changes in the practice that necessitate changes in the content and structure of the tests, e.g., in the 2022 report, simultaneous interpreting skills receive a higher weight on the bilingual performance exam (17% compared to 14% in 2016). And CCHI adjusts all its exams based on the most recent job task analysis. The fact that the old DSHS tests have not

undergone such comprehensive revisions means that they do not meet current psychometric standards of certification test development at this point.

3) The Interpreters United make an unsubstantiated claim that medical interpreting is performed via only two modes – consecutive and sight translation (page 25). They leave out the simultaneous mode of interpreting which is the third mode as defined by [ASTM Standard F2089-18](#) “Practice for Language Interpreting.” In medical settings, the simultaneous interpreting mode has been deployed for such critical instances as emergency care, psychiatric care, patient education, emotionally charged situations, etc. The simultaneous mode has been validated as a main skill by the national job task analyses conducted by CCHI in 2010, 2016, and 2022. Neither the old DSHS nor NBCMI’s nor ALTA’s tests assess skills in this mode. CCHI’s performance exams (both CHI and ETOE) assess skills needed for simultaneous interpreting.

4) The description of the bilingual CHI performance exam, presented on p. 23 of the Interpreters United document, is incorrect. Please see the detailed [description of the exam here](#).

5) It’s important to correct a misinterpretation of a passing point on our exams which the Interpreters United document presents as 75% for CCHI’s bilingual exam (page 23 of their document). The passing score of 450 points is a weighted representation of a passing point established through a psychometric process called “standard setting study”. The description of the standard setting process is available at the bottom of this page: <https://cchicertification.org/certifications/preparing/chi-score/>. While it may seem a technical distinction (a score is not a percentage), CCHI does not accept inaccurate information about our exams in any form.

Please share these comments and corrections with all members of the workgroup and other interested parties.