Skill Assessment Supplementary Feedback

Name of Transcriber: Jane Doe   Skill Assessment Version: ABC300

Date of Skill Assessment: Jan 12, 2017   Prepared by: Kate Ervin

If you have any questions or comments about the information and suggestions below, I would be happy to discuss them with you by phone or email. Thanks for the opportunity to review your work, and for your continued dedication to providing excellent communication access!

List of Transcript Deficiencies

Missing required commas

Missing capitalizations

Multi-paragraph topic

Missing period at end of sentence (at end of paragraph)

Fact error / conflation of main points

Inappropriate word substitution

Repeated word within same sentence

Missing required quotation marks

Ambiguous pronoun

Transcriber comment embedded within speaker's sentence

Unclear wording

Message Content

Your work shows that you have a strong short-term memory and you can capture a relatively high rate of main points in moderately-paced lectures.

There was one instance where you fell behind or could not hear a student's comment, so you did not complete her sentence. Instead, you typed CH for "[Can't hear/can't understand]." We used to teach "CH" in the TypeWell Basic Skills Course, but then we stopped teaching it entirely, even though it's still in the TypeWell dictionary.

When a student walked into the class late, you captured her exchange with the teacher about parking on campus. Because you focused on capturing that full exchange, you missed some of the teacher's class-related comments.

Situations like the one above require a quick judgment call. If you must choose between an informal exchange and a comment that is related to the course content, push to capture the course-related content.

In this case, it would be better to capture the teacher's comment (i.e. "These activities can be in different sequences, depending on what you have planned for that day.") instead of the less-relevant info about parking.

Grammar

Your expressive grammar skills are very good! Some long, multi-clause sentences might have been easier for the reader to parse *quickly* in real-time if you inserted commas.

In one segment, you used a dash after the single word "Recitation." Dashes are discouraged in real-time communication access transcribing because many readers for whom English is not the first language do misunderstand the intent of dashes. They might consider them to be equals signs, or to show sequential relatedness between the phrases on either side.

Formatting

The transcript was well-formatted and easy to read, with good use of white space, speaker IDs, etc. A few of your sentences had reader orientations embedded within the speaker's sentence, instead of separated. In the following example, a reader orientation was enclosed in parentheses instead of square brackets.

Technical Skills

Your abbreviation skills are strong, and you usually catch and fix typos and expansion errors immediately. There was one error ("sediment" for "see") that seemed to be related to a PAL entry for another class; this error was repeated several times during the class.

As we discussed in our follow-up call, it's sometimes appropriate to use colon highlighting (skip back one word at a time) instead of semicolon highlighting. You highlighted and deleted several words, then inserted white space and re-typed those words. Readers have told us that "disappearing text" can be quite distracting.

PRIORITIZED STRATEGIES FOR IMPROVEMENT

Punctuation

When you capture a lot of information quickly, you sometimes type long sentences (i.e. several clauses long) without including commas to help your reader quickly understand the information. Remember that commas are more necessary in transcribing than in other kinds of writing, because they make it easier and faster for the reader to parse sentences. Try to insert commas between main clauses, and after conditional and introductory clauses.

Avoid using dashes and ellipses altogether. Stick with commonly-understood, basic punctuation (i.e. commas, periods and question marks), to prevent any confusion for the reader. If the speaker says an incomplete thought or stops mid-sentence, use your lag time to process and plan a better way to express the idea. In many cases, there's no need to transcribe an incomplete thought. In other cases, you can easily understand the speaker's intended message and transcribe a complete sentence rather than using a dash or ellipsis.

Typing speed

We strongly encourage you to complete the Turbo I Courselet, available through your online TypeWell account. The fast abbreviations for common prefixes and suffixes will help you save keystrokes and time, and potentially increase the amount of information you're able to capture during a lecture.

If you do take the Turbo Courselet, try to choose a month when you can get at mononym of 2-3 hours of in-class practice in between each of the 5 lessons. That will help to "lock in" the new abbreviation skills.

PAL-related expansion errors

If a PAL entry (e.g. se->sediment) is interfering with your regular use of a common abbreviation (e.g. se->see), it's a good idea to change or delete the problem PAL entry. Since you share computers with other team transcribers, you and the rest of the staff should work out a system for keeping track of such additions/deletions. One solution is to simply make a rule not to replace common short-word expansions like se->see with obscure words like "sediment." A Turbo abbreviation for "sediment" is "sedm."

Error corrections

Practice semicolon-highlighting and colon-highlighting outside of class, until you feel totally comfortable with each. Think about cases where one or the other is more appropriate. Readers have reported that it's very distracting to see large segments of text "disappear" from the transcript. When you feel tempted to highlight and delete several words at once, try to stop yourself and use a less distracting error correction.

Formatting

Remember to use square brackets around all reader orientations and transcriber comments, instead of parentheses. Keep those comments separate from the speakers' sentences. If you embed a transcriber comment within the speaker's sentence, that can confuse the reader as to the author of the message.