STUDY GUIDE:
Registered Broadcast Captioner – Master (RBC-M)
Written Knowledge Test
The National Verbatim Reporters Association® (NVRA®) is a professional association of verbatim court reporters and other voice writing professionals.

NVRA® members document the official record of congressional hearings, court proceedings administrative hearings, depositions, conferences and similar events and proceedings. They also assist deaf and hard-of-hearing individuals by providing Communication Access Realtime Translation (CART) and realtime Broadcast Closed Captioning. Using state-of-the-art voice and stenographic methods, our reporters maintain the highest standards of speed and accuracy in their field. NVRA® is the authority for the voice writing profession. We support our members with official testing and certification, marketing, news and information, legislative advocacy and professional development services.

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NVRA® advances the understanding, practice, education and professional standards of verbatim reporters, CART providers, broadcast captioners and related professionals by promoting ethical behavior, professional development and educational opportunities.

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National Verbatim Reporters Association®
629 N. Main Street
Hattiesburg, MS 39401
E-mail: nvra@nvra.org
Phone: 601-582-4345

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NVRA’s certification examinations meet the Standards for Educational and Psychological Testing (1999) and have been approved by a registered psychometrician. Further information can be found on our Web site at www.nvra.org.
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Introduction

Congratulations on deciding to pursue NVRA’s Registered Broadcast Captioner-Master (RBC-M) certification. The certification exam consists of a Written Knowledge Test and a Dictation Skills Test. The Dictation Skills Test is administered remotely and a complete description is contained in the Registered Broadcast Captioner - Master Rules, Policies, and Procedures document which can be found online at www.nvra.org. This study guide is intended to provide information that will assist you in passing the Written Knowledge Test portion of the RBC examination.

Please be aware that this study guide is not intended to be comprehensive. Other resources one should use to study for the written knowledge exam are listed elsewhere in this guide.

Certification Testing

NVRA conducts certification testing several times per year. These tests are taken by experienced reporters, broadcast captioners and CART providers, brand new reporters, broadcast captioners, and CART providers, and students. Whether seeking certification in order to obtain employment, to receive increases in compensation, or simply to stand out from others in the field, NVRA certification testifies to the professionalism and skills of any voice writer.

With certification testing, NVRA is testing real world skills, not theoretical skills, of CART providers. In both the Dictation Skills Test and the Written Knowledge Test, NVRA is testing the things that a CART provider needs to be able to do and needs to know in order to be a qualified and professional provider.

Therefore, NVRA utilizes professionally recorded dictated material for the Dictation Skills Test. The test does not use artificially enhanced, perfect audio played over headphones. That is not the real world. No working CART provider will have the opportunity to caption a class, meeting, appointment, etc. under those circumstances.

Similarly, the Written Knowledge Test touches on a wide range of subjects, including spelling, punctuation, ethics, CART preparation and delivery, and professional practice. Even with the current emphasis on realtime voice to text skills, the professional captioner must be well versed in all of the subjects mentioned above.

NVRA is testing for real world abilities and is certifying our captioners as capable of professional performance in the real world.

Validation

NVRA’s certification examinations meet the Standards for Educational and Psychological Testing (1999) and have been approved by a registered psychometrician. This means that the questions for the Written Knowledge Test and the scripts for the Dictation Skills Test are created under strict guidelines and standards. They are vetted by subject matter experts who actually take the test. Once scored, questions
or scripts that fall outside of acceptable norms are eliminated.

In order for an item to be validated for inclusion in the Written Knowledge Test, the question and four possible answers must be written according to very specific rules mandated by the educational testing service. Additionally, in order to maintain their validity, all questions must be kept secure and never distributed outside of the actual test setting. Therefore, no notes may be taken by the test participant during the actual test, and NVRA is prevented from sharing any actual question or answer with a test participant or educator. If such sharing were to happen, the question and its answer would have to be eliminated from all future use.

Part of the process of test writing involves research for correctness and the identification of a specific reference from which that answer was determined. Test questions and answers are not matters of opinion or supposition and are not subject to local custom.

NVRA has written and validated several thousand questions for use in the Written Knowledge Test. These questions are randomized for each test event. Some questions may be repeated; some may not. Often, the topic of a question may be the same from test to test, but the specific wording of the question and the possible answers will differ.

Validation further requires that the Written Knowledge Test be randomized and graded by an independent third party. Therefore, NVRA utilizes an educational testing service to administer and score the online Written Knowledge Test. All grading is done “blind” with no reference whatsoever to the name of the test participant.

Further information can be found on our Web site at www.nvra.org.

Critiques and Appeals

Following receipt of test results, a critique of test performance may be ordered by contacting NVRA Member Services. The Test Verification Committee completes these critiques and returns them to Member Services for distribution. Currently, the fee for a critique is $25.

The critique is intended to assist test participants in identifying those areas that will require additional study in order for the test participant to pass the Written Knowledge Test. A sample critique will be found at Appendix B.

Should a test participant experience an event or situation outside of their control that interferes with their ability to complete their test in an appropriate manner, that individual may file an appeal through Member Services. The deadlines and procedures for filing an appeal are found in the RCP-M Certification Rules, Policies, and Procedures Manual available online at nvra.org.

Please note: A test participant may not appeal the number of errors on their exam, and the information contained in the critique may not be used as grounds for an appeal. As explained above, the answers to all questions are correct, thoroughly researched, and backed by official references. The fact that a test participant disagrees with the answer to a specific question is not grounds for appeal.

Often a test participant will consult an outside party after the test and ask for an opinion regarding the possible answers to questions as they remember them to be, and they may receive agreement that they
had marked the “correct” answer. This is not a reliable manner to determine one’s performance.

Since taking notes during a test is not allowed, a test participant may be hard-pressed to remember the specific questions and the four answers verbatim. Often small differences contained in the answer choices make all the difference. One might remember the gist of the question and answers, but it would be rare indeed to be able to recall exactly. And, of course, the taking of notes during the test would result in disqualification, so everyone is relying on the memory of a test participant as to the contents of the 50 questions. Again, this is not grounds for an appeal.

The Study Guide

This document, as the name states, is only a guide. It does not contain answers to all possible questions. Your preparation for the test cannot stop with this Study Guide.

The Written Knowledge Test is comprised of fifty multiple choice questions. The required areas of knowledge are Preparation and Performance (85%), and Professional Responsibilities (15%). The validation process identified the knowledge, skills, and abilities required in each of those categories. The complete list is found at Appendix A to this Study Guide.

The answer to every validated question will be found in one or more of the following references:

- Black’s Law Dictionary (Full Edition)
- Dorland’s Medical Dictionary
- Keyes, B. Voice Writing Method (Sixth Edition)
- Merriam-Webster's Collegiate Dictionary, 11th Edition
- NVRA Advisory Opinions
- NVRA Code of Ethics
- The Gregg Reference Manual
- The Merck Manual
- The Physicians’ Desk Reference
Broadcast Captioning

Online (realtime) captioning is performed by human beings who are attempting to produce an accurate, readable text representation of what is spoken during a broadcast at the same time the program is occurring. Traditionally, specially-trained stenographic reporters have performed captioning services. However, with the advent of voice writers using speech recognition software and the advances in the speed and accuracy of that software, some voice writers have been able to perform some or all of the services that captioning companies typically provide. In addition to television broadcasting, captioning companies may provide realtime text for financial reporting conference calls, relay conference calls, conferences, and events at event centers. Offline captioning is captioning that is encoded to a videotape before the program on the tape airs. The offline (post-production) process is quite different from the realtime process and will not be discussed at length in this study guide.

■ Origin of Captioning Mandates and Purpose of Captioning
The captioning mandates grew out of the implementation of the Americans with Disabilities Act in which the Federal Communications Commission (FCC) established benchmarks to meet captioning deadlines. These deadlines went into effect fully in 2006 for English programming and in 2010 for Spanish programming. There are some exceptions, but captioning rules apply to programming occurring between 6:00 a.m. and 2:00 a.m. local time.

The purpose of captioning is to provide equal access to television programming for deaf and hard-of-hearing individuals. It is interesting that captioning is also being used in other ways, such as providing text for television programming in noisy venues like restaurants and bars, assisting individuals for whom English is their second language in understanding the broadcast, and reinforcing reading skills for children. However, the original purpose of captioning is to provide equal access to people who are deaf or hard of hearing.

■ Differences Between Captioning and Reporting Legal Proceedings
It may be surprising to a court reporter that captioning is not strictly verbatim. That being said, it is important to understand that captioners attempt to produce captions that are as close as humanly possible to what is spoken in the broadcast. Why are captioners allowed this license? The reason carrying the most import is that the captioner cannot control the event or ask for clarification, as a reporter might do in a deposition or court proceeding. Captioners must frequently deal with audio difficulties, overlapping speakers, names and terminology that are unfamiliar to them, as well as other obstacles to producing a verbatim reproduction of what is said in broadcast audio. When these things occur, the captioner must attempt to convey the meaning of what is said to the best of his ability; therefore, the captioner might paraphrase and/or summarize slightly, and not create a verbatim reproduction of the spoken word.

Another way this license may be used is in the case of troublesome misrecognitions. For instance, if the speakers on a show are talking about “tennis shoes,” and the SRE is consistently generating “ten issues” as text, the captioner might say, “athletic footwear” when he hears “tennis shoes” so that the meaning of the spoken word is conveyed to the consumer.

■ Professional Guidelines

Of course, there are professional guidelines to which a captioner should adhere. While captioning
Companies may add to these guidelines in their company practices and procedures, a discussion of some of the basic guidelines follows.

- A captioner should strive to achieve, as nearly verbatim as possible, 100% accuracy at all times. The caption consumer deserves this level of dedication. Captioners usually are not required to provide transcripts of their captioning sessions, but if permission is granted by the hiring party and a request for a transcript is received, the captioner may provide one.

- Some captioning companies hire independent contractors. Of course, when assigning events to these independent contractors, the captioning company should make these assignments according to the skill level of the captioner. Therefore, most captioning companies have devised some method for assessing a captioner’s skill level so the company can properly assign shows to independent contractors, as well as employees of the company. A captioner should never divulge rates involved in captioning.

- A captioner should acquire information or materials in advance of an event so that the captioner can prepare a job dictionary for the event, thereby ensuring the highest level of captioning accuracy attainable.

- When captioning the event, a captioner should include environmental sounds being heard when applicable. This is especially true when the environmental sounds are essential to understanding what is happening on the television screen or when long periods of time elapse with no dialogue. Captioning these environmental sounds indicates to the consumer that the captions are still active and there is no problem with the consumer’s ability to receive captions.

- Captioners should archive and maintain files according to employer requirements, which may vary from employer to employer. When accepting a captioning schedule, a captioner should consider whether the schedule in question can be honored by the captioner. While emergencies do occur that can affect the captioner’s ability to caption a scheduled event, accepting a captioning schedule should be considered a commitment that the captioner cannot renounce.

- In the cases of show overrun and standby time, a captioner should notify the hiring company of the situation. The company will probably need this information for their billing and bookkeeping purposes. The captioner, especially an independent contractor, should not bill the broadcaster directly for overrun and/or standby time. In cases where there may be little guidance in captioner professional conduct, the captioner should consider professional courtesy when applying ethical guidelines.

**How Captions Are Placed Into the Video Signal**

When the FCC created the captioning rules, it reserved Line 21 of the Vertical Blanking Interval (VBI) for captions. What does all that mean? To understand, one must know a little about how a television picture tube works.

This is greatly simplified, but the back side of the screen is coated with phosphors, which are “excited” and glow when an electron hits them. At the back of the tube is an electron gun, which shoots electrons at the phosphors on the screen. There are 525 lines of phosphors on the tube, so the electron gun shoots electrons at all of these 525 lines, line by line, top to bottom. This creates a still picture. When
the gun has completed the bottom line, it must move back to the top of the screen to begin shooting electrons again. During the time it takes for the gun to move from the bottom to the top of the screen, the screen is blank. So it is from this process that the term Vertical (bottom to top) Blanking (the screen is blank) Interval (the time period) was coined. There are 21 lines in the Vertical Blanking Interval, and as mentioned above, the FCC reserved Line 21 for captioning.

After this regulation was created, people began working on the equipment that would place the captions into Line 21. A device that came to be called the caption encoder was created. Its function is to place the captioning data stream into Line 21 and encode, or close (hide), the captions. This process is called encoding. It should be noted that captions can be either closed or open; open captions are always visible, cannot be turned off from a display screen, and do not require a decoder box or chip to be visible. Closed captions are either hidden or enabled, depending on the user’s choice.

Some may wonder about the difference between captions and subtitles. In the United States, subtitles contain only dialog; captions contain other information that can convey descriptions of non-verbal or environmental sounds heard by the captioner.

**Encoders, Decoders, etc.**

Captioners must connect to encoders in order to send the captions they generate through their CAT systems and captioning software to encoders. Originally, this was done through a telephone line using a modem; with advances in Internet communications, it has become possible to send captions through the Internet to encoders through Internet Protocol (IP). So today, both telephone and modem and IP connections are used for encoder connections, depending on the equipment the broadcaster has available and the desire of the broadcaster.

To render closed captions visible, another piece of equipment called the caption decoder was created. These were at first set-top boxes that a caption consumer would be required to purchase to view captions. The Television Decoder Circuitry Act later mandated that televisions 13 inches and larger in diagonal must include a decoder chip, thereby eliminating the necessity to purchase the decoder box and making captions much more accessible to those who need them.

**Displaying Captions**

Closed captions are displayed in a number of ways and modes. There are actually four modes available in Line 21: text mode, caption mode, and two modes reserved for Spanish captioning. In text mode, the entire television screen is devoted to displaying text (no picture is available). This can be used to post items and announcements on a bulletin board. Educational television stations have been known to provide this service. Because these announcements are simply typed, no realtime skills are needed to create these captions.

In caption mode, three styles of display are available: pop-on, roll-up, and paint-on. Pop-on captions are used in offline or post production captioning. The captions appear suddenly, or pop on, all at once, at times assigned by the offline captioner. They can be placed in various locations on the screen, usually to indicate who is speaking. This type of captioning can be viewed in primetime dramas, sitcoms, and so on. An example can be viewed at [http://www.vitac.com/services/broadcast_captions.asp](http://www.vitac.com/services/broadcast_captions.asp).

Roll-up captions are always used in realtime captioning. Captions are displayed a line at a time; new
captions push captions previously onscreen either up (called bottom-up) or down (called top-down),
depending on the desire of the broadcaster. Two to four lines of captioning can be displayed; two or
three are most often used in news broadcasting. An example of roll-up bottom-up captions can be
viewed at http://www.vitac.com/services/broadcast_captions.asp.

There are also several styles of captioning: Offline (post-production), Realtime, Live Display, and a
Combination of Live Display and Realtime.

Occasionally, a captioner may have access to an accurate script or videotape prior to the program’s
telecast. In these cases, the script can be prepared for captioning by inserting the proper speaker
identifications and other captioning conventions into that script; during the telecast, these scripts are
“sent” line by line as captions by pressing a key on the computer keyboard. This is called live display
captioning. Sometimes a partial script is available to the captioner, and that can be prepared as above.
During the event, when the script matches what is being said, the script is sent line by line; when the
speech deviates from the script, those words are captioned in realtime. This is called a combination of
Live Display and Realtime captioning.

Paint-on captions are rarely used because new captions appear a line at a time, but overwrite those
already onscreen. For this reason, some captioning information could be missed if one was not finished
reading a line and it was overwritten by the next line of captioning. This method is sometimes used in
music videos.

The Television Screen Layout

One can think of the television screen as being divided into a grid upon which the captions are
displayed. There are 15 rows top to bottom on the screen; each row is divided into 32 columns. So, one
can think of the screen as having 15 lines of text available, each line containing 32 spaces. This is
important to know because a broadcaster may possibly display a text-based graphic called a “bug”
throughout the program that the broadcaster doesn’t wish to have captions cover. An example of a bug
would be the station’s call letters displayed in the lower corner of the screen. In this case, the captioner
may need to change the line length of his captions to allow that bug to be seen.

Captions can be placed in various positions on the screen, based on the described grid above and the
type of programming being captioned. Some positions have become standard; for instance, in many
news shows, a “crawler,” (a loop of information that runs continuously during the show) is run at the
bottom of the screen. The broadcaster would not want the crawler covered by captions, so the
captioner would use a “2-lines, middle placement. This does not imply that the captions are placed in
the center of the screen, however. The captions appear to be raised one line from the bottom, and two
lines of text are displayed. Since news is usually done in roll-up style, new lines of captioning would
appear to “push up” older lines from the bottom. When captioning a sporting event, it is important to
allow the action to be viewed; because most of the action during a sporting event appears in the lower
two-thirds of the screen, captions during sporting events are usually placed at the top of the screen with
a 2-line roll up. So the position would be 2 lines, top.

Captioning Font/Case

Realtime television captions are displayed entirely in upper case because the captioning font renders
lower case letters difficult to read, especially the tails of those lower case letters that have “tails,” such
as \( j, g, y \), and so on. However, when captioning events that are sent to the Internet, mixed case is used because to display text in upper case on the Internet indicates that one is shouting.

### Captioning Symbols and Conventions

Several symbols are used in captioning to indicate to the consumer what is occurring in the spoken word:

- **>>** This is a change of speaker symbol. With some exceptions, when the speaker changes, this symbol is used to indicate same.

- **>>>** This is a change of story or topic symbol. This is most often used at the beginning of a show, when the show is returning from a commercial break, or, in the case of news shows, when the topic changes. If the speaker and the topic change simultaneously (for instance, if one anchor “tosses” the show to another and the second anchor introduces a new topic), this symbol is used, not `>>`.

- **>> Reporter:** This symbol is used in news shows to indicate that the station reporter who has created the story, or “package,” is speaking during that package. A package is a set of edited video clips that have been assembled into a longer (perhaps two- to five-minute) story.

- **>> Translator:** This symbol is sometimes used when a person is speaking in a foreign language and a person is heard off screen translating into English. This may be done because many in the deaf and hard-of-hearing community read lips, and if the captions are not matching what the lip reader is seeing, the consumer may suspect something is wrong with the captions. However, this symbol is usually not used if the captioner cannot view the program he is captioning, because the captioner would not know if the translator is onscreen or not. If the program cannot be viewed, `>>` is used as an identifier.

Sometimes a broadcaster wishes the name of the speaker to be used to identify the speaker; this most often happens during athletic events, when the play-by-play and color announcers are speaking, and talk shows, when the host is speaking. Though preferences for style can vary among captioning companies, the accepted way to display a “name” identifier is similar to the `>> Reporter:` and `>> Translator` identifiers above. So for an announcer named Joe, the identifier would appear as:

- **>>Joe:**

### Punctuation

Punctuation is handled differently in captioning than it is in transcripts of legal proceedings. In captioning, each new sentence begins on a new line on the margin. As a result, most captioners define their ending punctuation marks (period, question mark, exclamation point) with a new line character at the end of the CAT dictionary definition. In addition, some punctuation marks (colon and semicolon, for instance) are not easily read in captions, so a dash (--) is used to indicate a pause in speech. Also, if a captioner sees an error in captions, many captioning companies allow the captioner to caption a dash and then the correct text. Consumers have become accustomed to this practice, and can usually read through errors corrected in this manner.
Sound Descriptors

There are often times during a show when a captioner may hear environmental sounds that are important to understand what is occurring in a program, yet no words are being spoken. In these cases, the captioner inserts "sound descriptors" into the captions to indicate what is being heard. The words in the descriptors are surrounded by brackets and spaces. The following are some frequently-used sound descriptors:

[ APPLAUSE ]
[ CHEERS AND APPLAUSE ]
[ AUDIENCE REACTS ]
[ SOUND OF GUNFIRE ]
[ OVERLAPPING SPEAKERS ]

The decision of whether or not to use a descriptor is left to the captioner. The captioner must bear in mind that he is not only captioning the words spoken, but also these environmental sounds, such that meaning is not lost for the consumer.

During a baseball game, for instance, if a home run is hit and the crowd cheers, the captioner should caption

[ CHEERING ]

If, during a talk show, two guests engage in a heated discussion, they are talking at the same time, and the captioner cannot follow one speaker or the other, the captioner should caption

[ OVERLAPPING SPEAKERS ]

These frequently-used sound descriptors can be created on the fly, or dictionary entries can be created in the CAT system that will produce them.

Captioning Music

There are two methods of captioning music, depending on whether or not lyrics can be heard. In the case of instrumental music that does not have associated lyrics, the captioner can display a caption that contains a code that, when sent to the encoder, produces a music note (♪). The code the captioner should send is CAT software-specific and differs from CAT system to CAT system. Alternatively, the captioner could caption a sound descriptor that looks something like

♪♪[ MUSIC ]♪♪

The decision of which of these to use is left to the captioner.

If lyrics are heard, the captioner should attempt to caption the words sung without punctuation, placing musical notes at the beginning and end of each caption. For example:
Teases and Blanking

In many shows, before a commercial break, the show host or anchor may “tease” what is coming up after the commercial break by talking about subjects that will be covered after the break. This is done so that the audience will remain tuned to the channel on which the program is airing and ensure that the sponsors’ commercials will be viewed by the audience. Many commercials are captioned offline so that the captions will air when the commercial does. A realtime captioner never needs to caption commercials unless instructed to do so by the entity for whom he is captioning. However, when the captioner is captioning, all captions that may already be present in any pre-produced video clips that may be used in packages will be blocked by the realtime captioner because the speech may be different from what was originally spoken on the clip. In other words, the original audio for the clip may be voiced over, and the realtime captioner must display the captions for the words being heard, not those for the original audio on the clip. Realtime captioners caption in what is called “block” mode. However, in the case of the commercials, the captions already encoded to the commercial (through the offline process) must be allowed to display. So, the captioner must blank his captions off the screen and reset the encoder to “pass through” those pre-existing captions by placing the encoder in pass-through mode. This procedure is often called “blank and pass.”

Many captioning companies instruct captioners to caption two or three of the teases described above and then send the “blank and pass” command to the encoder so that the “upstream” captions (those already encoded to the commercial) are displayed. This dropping of some of the teases is another reason that captioning is not necessarily verbatim. The blank and pass command(s) are sent to the encoder before the commercial airs so that the captions that may already be encoded to the commercial can be viewed.

Another time a captioner might blank captions is when he can view the show he is captioning, a graphic is displayed, and the speakers are simply reading what is on the graphic. For instance, if the weekly predicted temperatures are displayed in a graphic during a weathercast, and the weathercaster is reading those temperatures, the captions may be blanked so that the graphic can be read by the consumer.

Encoder Commands

Captioners frequently send commands to the encoder to instruct the encoder to perform a function. Some of these are:
Blank  This command immediately removes captions from the screen; it is usually used to allow a graphic to be read.

Block  This command prevents “upstream” captions (those that may already be encoded to a video) from being displayed. It is usually used during realtime captioning so that captions from previously-captioned clips are not seen.

Flush  This command moves information held in all caches to the encoder. It is used when a commercial break is approaching so that no “stray” captions held in cache interrupt upstream captions.

Pass  This command sets the encoder to allow any upstream captions to be viewed.

Suspend  This command is used to temporarily disconnect the captioner’s CAT system from his captioning software. This is commonly done after a captioner has connected to the encoder, but wishes to test last-minute definitions or prevent extraneous words that may be produced by the SRE from being sent to the encoder.

■ Preparing for an Event

When preparing (editing) transcripts of legal proceedings, court reporters must frequently research spellings of names, medications, etc. so that the transcript is accurate. A captioner must attempt to anticipate these kinds of terms before the event occurs. Therefore, preparation for an event is very important.

As mentioned previously, sometimes a full or partial script of the show will be available to the captioner. In these cases, the script is prepared according to captioning conventions and sent line by line as Live Display captions, or in the case of a partial script, a combination of Live Display and Realtime captions.

If no script is available, several strategies can be applied, depending on what type of event is to be captioned. If the event to be captioned is a news show, the captioner can go to the station or network website and open the stories filed there. He should copy the text of these stories into a word processing document; massage the text, inserting any tokens and/or custom words; then send the resulting document through the document analysis feature of the SRE. This process should place names and other information into the SRE vocabulary. Any needed corresponding CAT dictionary entries can be made subsequently.

To caption a sporting event, the rosters containing the names of the players and coaches should be placed into the vocabulary and any needed corresponding CAT dictionary entries created. If the sport is one with which the captioner is not familiar, rules for the game should be researched, as well as any idiosyncratic terminology pertaining to the sport. If a caption transcript of a previous game of the same sport can be obtained, it should be massaged as described above and sent through the document analysis feature of the SRE. After the game, it’s probably good practice to remove player names that are not particularly noteworthy, as well as all coaches except the head coach.

There may or may not be preparation material available for a relay event. If available, one should skim said material for names, acronyms, and other terminology that may not be resident in the vocabulary. If not available, one must rely on one’s listening skills, on-the-fly or “quick tran” dictionaries, and features in the CAT software that allow the user to type words into the text and have them sent to the captioning software.
Procedures, Troubleshooting, and Other Considerations

It is probably worthwhile to discuss the software a captioner uses when performing his duties. Of course, a voice captioner uses a Speech Recognition Engine to generate text from words spoken into a microphone connected to the computer on which the SRE is resident; the SRE should be placed in dictation mode. The captioner will also use a Computer-Aided Transcription system, which can help to correct typical errors generated by the SRE and send the text to a captioning software application. The captioning software is the application that connects to the encoder and sends the data stream and any encoder commands received from the CAT system to the encoder. The encoder then places the data stream into Line 21 of the video signal and broadcasts the captions.

Captioners should keep a checklist of procedures handy when preparing to caption an event. A typical checklist might look like:

- Prepare for the event
- Launch necessary software
- Send test text to confirm that all software connections have been completed
- Connect to audio
- Connect to encoder
- Caption event
- Suspend captions during commercials
- Un-suspend after commercials
- Disconnect from audio and encoder at end of event
- Evaluate and correct text file created during the event

Note: A captioner should always review the text file that results from captioning the event to correct misrecognitions, create dictionary entries, etc., so that subsequent events might have fewer errors.

Any interruption of the data stream will result in loss of captions. Therefore, precautions must be taken to ensure that power outages and other occurrences outside the captioner’s control do not interrupt the data stream. A captioner should plug all electronic equipment (computer, modem, etc.) into a surge protector and plug the surge protector into an uninterruptible power supply (UPS); a UPS is a battery that, in the event of a power outage, will allow the captioner to continue captioning until he can notify his captioning company of the situation and be relieved by another captioner.

If connections between software and/or the encoder cannot be made, the captioner should check connections between computer and microphone, mute buttons, and anything else that could be set incorrectly, thereby preventing the captions from streaming.

Even though all precautions that can be taken may have been, problems can still arise that interfere with the production of captions. For instance, a station may be having difficulty with its audio feed to the captioner; in this case, the captioner cannot caption what he cannot hear or understand, so captions are lost. In the event of caption loss due to this type of audio problem, the captioner should inform the employer or client station of the problem and the approximate number of minutes of captioning missed.

Of course, if a captioner has received an assignment that he feels is beyond his abilities (e.g., fast-moving and/or covering subject matter about which the captioner has little knowledge), he should notify the captioning company of this. The company can then decide whether or not to replace the captioner.
Captioners occasionally hear words that the FCC has deemed obscene, indecent, or profane. These words, if spoken, should be bleep censored by the broadcaster, but sometimes mistakes are made and these words do make it to air and are heard. If a captioner is captioning television and hears one of these words, the captioner should not caption the word because the client broadcaster could be fined by the FCC twice – once for airing the word and once for displaying it in captions. Captioners should consult company guidelines for the unacceptable words and take every precaution to keep these words from being displayed in television captions. Most financial call events also follow this guideline. However, a relay event is not being broadcast on the airwaves; therefore, this issue becomes one of access, and if those words are heard, they should be captioned.

### In General

Because of the wide variety of topics involved with broadcast television, it is useful for a captioner to have a modicum of knowledge in a myriad of content areas. A captioner never knows for certain what the subject matter of the show he will be captioning will be because late-breaking events can occur at any time, and the captioner on air at the time of the broadcast of the late-breaking event is usually required to caption the event. The subject matter of these late-breaking events may have little relation to the scheduled program the captioner was to caption. For instance, when captioning a local sporting event, the national network might break in with news about the Dalai Lama, the religious leader of Tibetan Buddhists currently in exile, returning to Tibet; or during a live comedy show, a tragic accident could occur to a celebrity in a foreign country, presenting many foreign names, accents, and so on.
Vocabulary and Spelling

The following lists of general captioning terminology, homonyms, frequently misspelled words, foreign words and phrases, and prefixes, suffixes, and roots should assist you in successfully completing both the Written Knowledge Test and the transcript of the Dictation Skills Test. While many examination items are taken from these lists, the examination is not limited to the words appearing in this Study Guide.

General Captioning Terminology

**ADA-** The Americans with Disabilities Act was passed in 1990 to protect the rights of individuals with disabilities as defined in section 504 of the Rehabilitation Act of 1973.

**ALDA-** Association of Late Deafened Adults

**Assistive technology-** refers to any technological device used to assist an individual with a disability.

**CAPD-** Central Auditory Processing Disorder- A condition in which the individual may have problems concentrating in a classroom setting.

**CART- Communication Access Realtime Translation** is a service performed by a realtime reporter who is specially trained to assist a hard of hearing individual communicate.

**CAT-** Computer-Aided Transcription refers to any application or use of a computer to help the Captioner or CART Provider produce a transcript or feed.

**Closed Captioning-** Producing written words that appear on the screen that can only be seen via a special device or chip, to describe what is being said for people who do not hear well.

**Chyro-** A text-based graphic identifying a picture on a television screen

**ESL-** English as a Second Language. People unfamiliar with English can use captions to read words and hear pronunciations to assist in learning English.

**Realtime-** Refers to the act of writing or voicing and having the English words appear instantly on the computer screen for viewing or printing.

**Remote access-** translating in one location and transmitting to a consumer in another location.
Homonyms and Word Usage

**accede**: to agree  
**acrose**: to agree

**exceed**: to go beyond limit

**accept**: to receive willingly  
**except**: other than; to exclude

**access**: entrance  
**excess**: more than needed

**adherence**: close attachment; devotion  
**adherents**: supporters of a cause

**adverse**: acting against or in a contrary direction; hostile  
**averse**: having an active feeling of repugnance or distaste

**advice**: opinion, suggestion  
**advise**: to offer advice to, to counsel

**affect**: to influence; emotional response  
**effect**: a result; to cause to happen

**aid**: to assist  
**aide**: assistant

**ail**: feel ill  
**ale**: type of beer

**aisle**: passageway between rows of seats  
**isle**: small island

**all ready**: prepared  
**already**: by this time

**allowed**: permitted  
**aloud**: in loud tone, out loud

**allude**: to refer to indirectly  
**elude**: to avoid

**allusion**: indirect reference  
**illusion**: erroneous belief; perception

**elusion**: avoidance  
**elusion**: avoidance

**altar**: elevated structure for religious ceremonies  
**alter**: to adjust or modify

**ascent**: an upward slope  
**assent**: agreement; to agree

**bail**: money for release of arrested person  
**bale**: wrapped package

**bare**: unclothed; to reveal  
**bear**: to carry; an animal

**bazaar**: marketplace, fair  
**bizarre**: strange

**beat**: whip, thrash  
**beet**: dark red root vegetable

**been**: past participle of be  
**bin**: storage container

**beer**: alcoholic beverage  
**bier**: coffin stand

**biannual**: occurring twice a year  
**biennial**: occurring once every two years

**bloc**: a group united for common cause  
**block**: piece of wood, city square; to prevent passage

**boar**: male swine  
**boor**: crude person  
**bore**: dull, tiresome person; to make a hole

**board**: a plank of wood  
**bored**: uninterested

**born**: brought into life  
**borne**: carried

**brace**: stop  
**break**: smash

**breach**: to break or violate  
**breech**: part of a gun

**breadth**: width  
**breathe**: to inhale and exhale

**buy**: purchase  
**by**: next to

**cache**: a group of things that have been hidden in a secret place; a computer memory for storage of frequently or recently used instructions or data

**cash**: ready money

**cannon**: large gun  
**canon**: code of law

**canvas**: heavy cloth  
**canvass**: to examine or survey

**capital**: seat of government, uppercase letter of alphabet; very serious; sum of money

**capitol**: building where legislature meets

**cede**: to surrender  
**seed**: propagative part of plant; to plant

**cellar**: basement  
**seller**: one who sells
censer: incense container
censor: one who condemns; to examine for objectionable material
censure: reprimand
sensor: a device that responds to stimulus
choir: company of singers
quire: one twentieth of a ream of paper
choose: to select
chose: past tense of choose
chord: tones sounded together
cord: twine, rope, cable
cite: to quote an authority
sight: the ability to see; to look at
site: a place
cloth: fabric
clothe: to cover with clothing
coarse: rough, crude
course: a route, program of instruction
complement: something that completes; makes whole
compliment: expression of praise; to praise
conscience: sense of right and wrong
conscious: aware, capable of thought
consul: government official
council: governing body
counsel: advice, attorney; to advise
core: innermost part
corps: military group, group of persons acting together
corpse: dead body
deprivation: the act of depriving; loss
depredation: moral corruption; perversion
decent: acceptable
descent: downward slope or movement; ancestry
dissent: disagreement; to disagree
desert: arid region; to abandon
dessert: after-dinner course
die: expire; singular of dice
dye: color
discreet: reserved, respectful
discrete: individual, distinct
done: finished; past participle of do
dun: dull brown color; to demand payment
earn: to gain from work
urn: a vase
elicit: to bring out
illicit: illegal, forbidden
emigrate: to leave one region or country to settle in another; emigrate from
immigrate: to settle in a region or country other than one’s native area; immigrate to
eminent: distinguished
imminent: about to occur
envelop: to surround
envelope: wrapper
everyday: ordinary
every day: each day
everyone: everybody
every one: each one
exercise: bodily exertion; to use
exorcise: to free from evil spirit
faint: lose consciousness
feint: misleading movement
fair: average; lovely
fare: a charge for transportation
farther: greater distance
further: additional; to promote
flair: style, talent
flare: to flame up; sudden outburst
foreword: preface to book
forward: in front; to send, promote
formally: conventionally, ceremonially
formerly: previously
forth: forward
fourth: number after third
foul: offensive
fowl: types of birds
gate: structure blocking an entrance
gait: rhythm of movement
gorilla: a large primate
guerrilla: a kind of soldier
grate: framework of bars; to annoy
great: large, distinguished
grisly: gruesome
grizzly: species of bear; partly gray
hail: frozen precipitation; to greet enthusiastically
hale: in sound health
hangar: structure for aircraft storage
hanger: a device for hanging clothes
heal: to mend
heel: part of foot
hew: to shape with ax
hue: color
hear: to perceive by ear
here: in this place
heard: past tense of hear
herd: a group of animals
hole: an opening
whole: complete
hoard: to store up
horde: large group
incite: to provoke
insight: ability to discern
its: possessive of it
it’s: contraction of it is
lane: narrow roadway
lain: past participle of lie
later: occurring after
latter: second of two things
lead: heavy metal; front position; to guide
led: past tense of lead
lessen: to make less
lesson: something learned
lesser: smaller
lessor: one who leases
liable: responsible
libel: written defamation
lightening: lessening
lightning: electrical discharge in atmosphere
loath: unwilling, reluctant
loathe: to dislike intensely
loose: slack, not tight
lose: to mislay; opposite of win
mail: postal material; armor
male: masculine
material: relating to matter rather than form; having real importance; the elements, constituents, or substances of which something is composed or can be made
materiel: equipment, apparatus, and supplies used by an organization or institution
meat: edible flesh
meet: encounter
mete: to deal out
medal: an award
meddle: to interfere
metal: hard substance
mettle: courage, spirit
might: power, force; may
mite: small object or creature
moot: open to question, debatable, deprived of practical significance, made abstract, or purely academic
mute: unable or unwilling to speak; to muffle, reduce, or eliminate the sound of
moral: conviction of right or wrong
morale: spirit of enthusiasm or discipline in a group
more: additional
moor: open land
naval: relating to navy or ships
navel: where umbilical cord was attached
no: the opposite of yes
know: to be certain
pail: bucket
pale: light in color, pallid
pair: two matched items
pare: to peel pear: fruit
palate: roof of the mouth
palette: board for mixing artist’s paints
pallet: platform for freight; mattress
passed: past tense of pass
past: after; a time gone by
patience: forbearance
patients: persons under medical care
peace: the absence of war
piece: a portion of something
peak: high point, pinnacle
peek: quick look
pique: resentment
peal: to ring out
peel: skin of fruit
pedal: foot lever
peddle: sell petal: part of flower
peer: to look intently; a person of equal status
pier: platform extending from shore over water
personal: private
personnel: employees

phase: a stage or period
faze: to disturb

plain: clear
plane: airborne vehicle; carpenter’s tool

plaintiff: complaining party in litigation
plaintive: sorrowful, melancholy

populace: population
populous: containing many inhabitants

pole: long, rounded piece of wood
poll: voting place; to question in survey

pore: tiny opening in skin
pour: to stream or flow

precede: to come before in time
proceed: go forward, continue

presence: the state of being at hand
presents: gifts

principal: most important; sum of money; head of school
principle: a basic truth or law; rule or standard

prophecy: a prediction
prophesy: to predict

rail: horizontal bar
rale: rattling breath sound

rain: precipitation
reign: to rule rein: a strap for controlling an animal
raise: to build up
raze: to tear down

rational: sane, logical
rationale: explanation or reason
real: actual
reel: a spool; to wind

respectfully: with regard or deference
respectively: in the order designated

right: correct
rite: a religious ceremony
write: to form letters, compose

road: a surface for driving
rode: past tense of ride
role: function, capacity; part played by actor
roll: a list; to rotate

rote: memorizing process
wrote: past tense of write

sail: fabric for propelling ship; to move effortlessly
sale: the act of selling

sane: of sound mind
seine: fishing net

scene: where an action occurs
seen: past participle of see

shear: to cut
sheer: steep; transparent; to turn aside

sleight: clever trick
slight: to treat thoughtlessly

stalk: stem of plant; to track
stock: a supply of merchandise; corporate shares

stationary: unmoving
stationery: writing paper

steal: take property
steel: hard metal

straight: unbending
strait: a water passageway

taught: past tense of teach
taut: tight

tense: nerve-racking
tents: portable shelters

their: possessive of they
there: opposite of here
they're: contraction of they are

throe: spasm of pain
throw: to toss

timber: trees; wood
timbre: distinctive tone

to: toward
too: also
two: number following one

treaties: contracts, formal agreements
treatise: written account

troop: group of people
troupe: theatrical company

trustee: legal administrator
trusty: dependable; trustworthy convict

waist: the middle of the body
waste: discarded material

wait: postpone
weight: measure of heaviness

waive: to relinquish voluntarily
wave: hand gesture; ridge of water
**want**: desire
**wont**: apt, likely

**weak**: not strong
**week**: Sunday through Saturday

**weather**: state of the atmosphere
**whether**: used to introduce alternative possibilities

**which**: one of a group
**witch**: a sorcerer

**who's**: contraction of who is **whose**: possessive of who

**wreak**: to inflict punishment **wreck**: to destroy

**yoke**: type of harness **yolk**: center of egg

**your**: possessive of you **you're**: contraction of you are **yore**: time long past

---

**Commonly Misspelled Words**

- abeyance
- absence
- absorption
- abundance
- accentuate
- acceptable
- accessible
- accidentally
- accommodate
- accuracy
- accustomed
- achieve
- acknowledge
- acquaintance
- acquiesce
- acquire
- across
- actually
- address
- admission
- adolescent
- advice
- advising
- aesthetic
- against
- aggravate
- aggressive
- all right
- all together
- almost
- altercation
- although
- altogether
- altruistic
- amateur
- analysis
- analyze
- anathema
- angel
- annihilate
- annual
- answer
- apology
- apparent
- appearance
- appetite
- appreciate
- appropriate
- approximately
- argument
- arrest
- ascend
- assassinate
- assistance
- associate
- atheist
- athlete
- attendance
- audience
- auxiliary
- average
- bargain
- basically
- beginning
- belief
- believe
- beneficial
- benefited
- boundary
- breath
- breathe
- Britain
- bureaucracy
- burial
- business
- calculator
- calendar
- carrying
- category
- cede
- cemetery
- certain
- changeable
- changing
- characteristic
- chief
- chocolate
- choose
- climbed
- coarse
- column
- coming
- commercial
- commitment
- committed
- committee
Word Construction

The following lists supply information regarding prefixes, suffixes, and roots. These are helpful in extrapolating proper word usage and/or definitions.

### Prefixes:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-</td>
<td>without/absence of</td>
</tr>
<tr>
<td>ab-</td>
<td>away from</td>
</tr>
<tr>
<td>ad-</td>
<td>to/toward</td>
</tr>
<tr>
<td>an-</td>
<td>without</td>
</tr>
<tr>
<td>ante-</td>
<td>before</td>
</tr>
<tr>
<td>anti-</td>
<td>against</td>
</tr>
<tr>
<td>bi-</td>
<td>two</td>
</tr>
<tr>
<td>brady-</td>
<td>slow</td>
</tr>
<tr>
<td>contra-</td>
<td>against</td>
</tr>
<tr>
<td>ecto-</td>
<td>outside</td>
</tr>
<tr>
<td>endo-</td>
<td>within</td>
</tr>
<tr>
<td>exo-</td>
<td>outside</td>
</tr>
<tr>
<td>glyc-</td>
<td>sweet</td>
</tr>
<tr>
<td>hyper-</td>
<td>above</td>
</tr>
<tr>
<td>hypo-</td>
<td>below</td>
</tr>
<tr>
<td>im-</td>
<td>not</td>
</tr>
<tr>
<td>infra-</td>
<td>under/below</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
</tr>
<tr>
<td>intra-</td>
<td>inside</td>
</tr>
<tr>
<td>mal-</td>
<td>bad</td>
</tr>
<tr>
<td>macro-</td>
<td>large</td>
</tr>
<tr>
<td>meso-</td>
<td>middle</td>
</tr>
<tr>
<td>meta-</td>
<td>after</td>
</tr>
<tr>
<td>mut-</td>
<td>change</td>
</tr>
<tr>
<td>patho-</td>
<td>disease</td>
</tr>
<tr>
<td>peri-</td>
<td>surrounding</td>
</tr>
<tr>
<td>retro-</td>
<td>back</td>
</tr>
<tr>
<td>sub-</td>
<td>under/below</td>
</tr>
<tr>
<td>supra-</td>
<td>above</td>
</tr>
<tr>
<td>super-</td>
<td>over/above</td>
</tr>
<tr>
<td>tachy-</td>
<td>fast</td>
</tr>
<tr>
<td>trans-</td>
<td>through, across, beyond</td>
</tr>
<tr>
<td>ultra-</td>
<td>beyond, excess</td>
</tr>
</tbody>
</table>

### Suffixes:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-algia</td>
<td>pain</td>
</tr>
<tr>
<td>-asis</td>
<td>condition</td>
</tr>
<tr>
<td>-asthenia</td>
<td>weakness</td>
</tr>
<tr>
<td>-ectomy</td>
<td>excision, surgical removal</td>
</tr>
<tr>
<td>-emia</td>
<td>blood condition</td>
</tr>
<tr>
<td>-genic</td>
<td>producing, causing</td>
</tr>
<tr>
<td>-itia, itis</td>
<td>inflammation</td>
</tr>
<tr>
<td>-lysis</td>
<td>reduction, destruction</td>
</tr>
<tr>
<td>-megaly</td>
<td>enlargement</td>
</tr>
<tr>
<td>-oma</td>
<td>tumor, swelling</td>
</tr>
<tr>
<td>-oscopy, -opsy</td>
<td>to view</td>
</tr>
<tr>
<td>-ostomy</td>
<td>creation of artificial opening</td>
</tr>
<tr>
<td>-otony</td>
<td>cut into</td>
</tr>
<tr>
<td>-pathy</td>
<td>disease</td>
</tr>
<tr>
<td>-penia</td>
<td>insufficiency</td>
</tr>
<tr>
<td>-plegia</td>
<td>paralysis</td>
</tr>
<tr>
<td>-pnea</td>
<td>breathing</td>
</tr>
<tr>
<td>-sclerosis</td>
<td>hardening</td>
</tr>
<tr>
<td>-sepsis</td>
<td>infection</td>
</tr>
<tr>
<td>-stasis</td>
<td>control/stop</td>
</tr>
<tr>
<td>-tropic</td>
<td>influencing</td>
</tr>
</tbody>
</table>
### Roots:

<table>
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<th>Meaning</th>
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<tbody>
<tr>
<td>bronch-</td>
<td>windpipe</td>
</tr>
<tr>
<td>cardi-</td>
<td>heart</td>
</tr>
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<td>carp-</td>
<td>wrist</td>
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<tr>
<td>cutane-</td>
<td>skin</td>
</tr>
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<td>cyst-</td>
<td>bladder</td>
</tr>
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<td>cyt-</td>
<td>cell</td>
</tr>
<tr>
<td>derm-</td>
<td>skin</td>
</tr>
<tr>
<td>dors-</td>
<td>back</td>
</tr>
<tr>
<td>encephal-</td>
<td>brain</td>
</tr>
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<td>enter-</td>
<td>intestines</td>
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<tr>
<td>erythr-</td>
<td>red</td>
</tr>
<tr>
<td>gangli-</td>
<td>swelling</td>
</tr>
<tr>
<td>gastr-</td>
<td>stomach</td>
</tr>
<tr>
<td>hema-</td>
<td>blood</td>
</tr>
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<td>hepat-</td>
<td>liver</td>
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<td>homeo-</td>
<td>same</td>
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<td>lact-</td>
<td>milk</td>
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<td>leuko-</td>
<td>white</td>
</tr>
<tr>
<td>lip-</td>
<td>fat</td>
</tr>
<tr>
<td>mening-</td>
<td>membrane</td>
</tr>
<tr>
<td>morph-</td>
<td>shape/form</td>
</tr>
<tr>
<td>myo-</td>
<td>muscle</td>
</tr>
<tr>
<td>nephr-</td>
<td>kidney</td>
</tr>
<tr>
<td>olfact-</td>
<td>to smell</td>
</tr>
<tr>
<td>oo-</td>
<td>egg, ovum</td>
</tr>
<tr>
<td>oss, oste-</td>
<td>bone</td>
</tr>
<tr>
<td>phleb-</td>
<td>vein</td>
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<tr>
<td>pleur-</td>
<td>rib</td>
</tr>
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<td>pod-</td>
<td>foot</td>
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<td>proct-</td>
<td>rectum</td>
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<td>psych-</td>
<td>mind</td>
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<td>puber-</td>
<td>adult</td>
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<td>pyr-</td>
<td>fever</td>
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<td>thromb-</td>
<td>clot</td>
</tr>
<tr>
<td>ven-</td>
<td>vein</td>
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</tbody>
</table>

### IN CONCLUSION

As stated before, this study guide is not intended to be comprehensive, nor is it intended to be a “how to caption” guide. Other resources listed earlier in this guide should be consulted in your preparation to take the Written Knowledge Test for the RBC-M.

NVRA wishes you well in your pursuit of the RBC-M.
SAMPLE QUESTIONS

1. When was the first realtime captioning aired?
   A. 1982
   B. 1976
   C. 1979
   D. 1980

2. Why should computer-aided transcription software be used in conjunction with speech recognition software?
   A. Certain conflicts are not resolvable through the speech recognition software alone.
   B. The speech recognition software will compensate for the shortcomings of the computer-aided transcription software.
   C. Certain conflicts are not resolvable through the computer-aided transcription software alone.
   D. The speech recognition software augments the abilities of the computer-aided transcription software.

3. Which of the following terms describes the act of recording via realtime methodology conversations, broadcasts, events, meetings, and other gatherings into printed text on a computer screen or on television?
   A. Closed captioning
   B. C-Print
   C. Text entry captioning
   D. Offline captioning

4. A captioner has connected to the audio for an event; however, the audio of the event being heard seems to be of a different event than the one the captioner was assigned. Which of the following actions should the captioner take first?
   A. Verify connection information with the customer.
   B. Verify connection information from the scheduling documentation.
   C. Verify connection information with the scheduling department.
   D. Verify the connection information with Master Control.

5. Which of the following is the best format for weather temperature?
   A. Fifty-six degrees
   B. 5 six degrees
   C. 56 degrees
   D. 56°

6. Which of the following would be two ways to connect to a station?
   A. Facebook and Twitter
   B. IM and iCap
C. iCap and dial in encoder  
D. Encoder and Skype

7. Which of the following should a Captioner be able to perform?  
A. All of the above  
B. Write conflict free, be able to format numbers - time, money, have briefs for environmental sounds - (laughter), (silence), (phone ringing), (fire alarm)  
C. Fingerspell words on-the-fly, have speaker identifications and a generic speaker identification, be able to write using correct punctuation  
D. Be able to enlarge the size of your font and change colors of font and non-text areas

8. For proper formatting, which of the following should happen following the end of each sentence?  
A. Double space  
B. New line  
C. Nothing  
D. No punctuation

9. Which of the following would be an appropriate way to identify a news anchor throughout a show?  
A. By first name  
B. "Anchor"  
C. First and last name  
D. All of the above

10. A fine from the FCC due to profanity or captioning related issues can be as high as?  
A. $25,000.00  
B. $500.00  
C. $5,000.00  
D. $1,000.00

Answers: 1 - A, 2 - A, 3 - B, 4 - B, 5 - C, 6 - C, 7 - A, 8 - B, 9 - D, 10 - A
## Appendix A: Registered Broadcast Captioner - Knowledge, Ability, Skills, and Tasks

<table>
<thead>
<tr>
<th>Knowledge of speech recognition technology</th>
<th>Knowledge of professional competence and skill levels necessary to perform different types of assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of methods to ensure compatibility of hardware and software</td>
<td>Ability to provide captions at varying speeds</td>
</tr>
<tr>
<td>Knowledge of methods to troubleshoot equipment problems</td>
<td>Ability to resolve word conflicts</td>
</tr>
<tr>
<td>Knowledge of sources of broadcast terminology, spelling, grammar and punctuation</td>
<td>Ability to caption sound descriptors</td>
</tr>
<tr>
<td>Knowledge of prescribed formats for caption display</td>
<td>Ability to listen, caption, and monitor caption output</td>
</tr>
<tr>
<td>Knowledge of conventions in speaker identification</td>
<td>Ability to provide live feed to consumer</td>
</tr>
<tr>
<td>Knowledge of how to provide accurate realtime output under less than optimal conditions</td>
<td>Ability to insert punctuation while captioning</td>
</tr>
<tr>
<td>Knowledge of ethical guidelines regarding professional relationships or interactions within the profession</td>
<td>Ability to correct recognition errors while captioning</td>
</tr>
<tr>
<td>Knowledge of ethical guidelines regarding confidentiality of information</td>
<td>Ability to paraphrase while captioning</td>
</tr>
<tr>
<td></td>
<td>Ability to anticipate potential errors while captioning</td>
</tr>
<tr>
<td></td>
<td>Ability to customize, correct, and maintain dictionary and vocabulary</td>
</tr>
</tbody>
</table>
Appendix B:
SAMPLE WRITTEN KNOWLEDGE TEST CRITIQUE

Dear Tester 00-0000,

In response to your request for a critique of your performance on the Written Knowledge Test, your entire test was reviewed.

This critique is not an official review of your grade, nor can it be used as the basis for any appeal. It is only intended to assist you in preparing for future testing.

Please find the following breakdown of errors:

1) **Definitions:** You chose incorrect answers to questions related to the meaning of the following words: Americans with Disabilities Act, Section 504 or the Rehabilitation Act, CODA

2) **Spelling:** You chose the incorrect spelling of the following words: preceed, nonviolent

3) **Homonyms:** You chose the incorrect use of the following words: affect/effect

4) **Captioning practice:** You chose incorrect answers on one or more questions regarding the following subjects: deleting words from dictionary, prevention of extra words, saving speech files, configuring entries in speech files, correcting recognition errors, handling improper grammar, determining the visual components of the feed

5) **Miscellaneous:** You chose incorrect answers to one or more questions regarding the following: plural possessive, capitalization, use of hyphen, use of apostrophe, use of colon

We hope this information enables you to better understand your score and is of benefit to you in your studies. Best of luck on your next written test. We want to see that RBC-M posted after your name.

**NVRA Verification Committee**
APPENDIX C:
NVRA Code of Ethics

A member of NVRA shall:

I. Exhibit absolute impartiality toward all participants in the proceedings; be truthful and accurate when making public statements or advertising qualifications and services provided; and offer comparable services and financial arrangements to all.

II. Preserve confidentiality; respect privileged information and confidences, oral or written, entrusted to the reporter or learned indirectly; guard against not only the fact of but the appearance of impropriety; avoid giving or receiving any gift, incentive or reward of substance to or from any persons associated with the proceedings; and immediately notify all parties of any possible or potential conflict of interest.

III. Refrain from giving, directly or indirectly, any gift, incentive, reward or anything of value to attorneys, clients, or their representatives or agents, except for nominal items that do not exceed $50.00 in the aggregate per recipient firm each year.

IV. Determine fees independently, except when established by statute or court order; enter into no unlawful agreements with others on fees; and honor contracts, agreements and assigned responsibilities.

V. Be prompt to all assignments and maintain a dignified appearance in dress and deportment; respect all participants in a proceeding; and not offer counsel, advice or personal opinions.

VI. Prepare the record, and preserve the notes/recordings, in accordance with guidelines established by rule, statute or court order; strive to achieve the highest quality, effectiveness and dignity in both the process and products of professional work; and maintain the integrity of the profession.

VII. Acquire and maintain professional competence; stay abreast of changes in the law, legal procedures and technological developments relating to the reporting profession; and participate in continuing education programs.

VIII. Exhibit ethical conduct while participating in the NVRA testing and continuing education programs.

IX. Participate in national, state and local associations to advance the quality and standards of the reporting profession; improve public understanding of the reporting profession; and cooperate with the bench and bar for the improvement of the administration of justice.

X. Understand and accept that there is a consequence for misconduct, up to and including membership revocation, and that those who have been or are sanctioned by a government agency or convicted in a court of law of an action that is in violation of this Code may be barred from membership or expelled from the organization.

XI. Abide by the Constitution and Bylaws of NVRA.