

American Sign Language Checkpoint **B Examination**

**Manual for Administering and Scoring
Part 1: Conversation/Roleplay
Part 2: Expressive Tasks**

Created by



Oneida • Herkimer • Madison

BOCES

Manual for Administering and Scoring

Part 1: Conversation/Roleplay

How many points can be earned by students on the examination?

The Oneida-Herkimer-Madison World Language Checkpoint B examinations are scored on a 100-point scale. The breakdown of point values for each part appears below.

| | Description | Point Value |
|--------|------------------------------|-------------|
| Part 1 | Conversation/Roleplay | 24 |
| Part 2 | Expressive Tasks | 20 |
| Part 3 | Receptive Tasks | 30 |
| Part 4 | Expressive & Receptive Tasks | 26 |

What is Part 1: Conversation/Roleplay of the examination?

The Part 1: Conversation/Roleplay addresses four conversation functions: 1) socializing, 2) providing and obtaining information, 3) expressing personal feelings or opinions, and 4) getting others to adopt a course of action, or persuasion.

Part 1: Conversation/Roleplay consists of two (2) tasks which outline a setting and situation that will be role-played between the student and teacher. The Conversation/Roleplay will be selected randomly by the student. The conversation/roleplay scenarios will be selected randomly from a set of *ASL Conversation/Roleplay Cards* by the student. Part 1: Conversation/Roleplay is worth twenty-four (24) points.

- Each Conversation/Roleplay will have a maximum score of twelve (12) points.
- Each conversation/roleplay will have six (6) exchanges between the student and the teacher.
- Each student *articulation*¹ receives 2, 1, or 0 points dependent upon the level of comprehensibility, appropriateness, and adequacy as referenced by the New York State [Learning Standards for Languages Other Than English](#) and their guide for [Modern Languages for Communication](#).
- In each conversation/roleplay, the students will play themselves and the teacher will assume the role assigned in the conversation/roleplay that is randomly selected by the students. One conversation/roleplay will be student initiated; the other will be teacher initiated.

Administration of the expressive portion of the examination must be completed during the period of time that occurs between ten (10) weeks before the administration of the sit-down portion of our examination and no later than five (5) days prior to the administration of the sit-down portion of our examination. The written portion of our examination will be administered on the date suggested by the Office of State Assessment at the New York State Department of Education. Please refer to their latest [Regents Examination calendar](#) to determine the date of our examination.

¹ An *articulation* is defined as a signed concept, word, phrase or sentence.

Where do I find Part 1: Conversation/Roleplay prompts?

Oneida-Herkimer-Madison BOCES will produce and distribute an exam-specific set of sixty (60) speaking tasks for each exam administration. They are based on the former speaking prompts issued by the New York State Education Department; however, they have been updated and restructured by Oneida-Herkimer-Madison BOCES. Schools that administer our examination must use the prompts created by Oneida-Herkimer-Madison BOCES.

There are two options available for accessing the current set of expressive tasks for administration of each examination:

1. The set will be available online through the Buzz Learning Management System (LMS). Upon submission of your Checkpoint B order form, each teacher of record listed on the order form will be e-mailed a school-specific URL to log in to Buzz. Login credentials will also be provided. The set of conversation/roleplay tasks can be used digitally (i.e. on the computer screen) or they can be printed on paper and cut out by hand.
2. Alternatively, your school district may choose to have Oneida-Herkimer-Madison BOCES print and ship the Part 1: Conversation/Roleplay task prompts on rip-resistant high-gloss paper. The price for the set of cards is listed on the order form and is subject to change over time.

Important: It is the responsibility of all teachers and/or administrators who access the Part 1: Conversation/Roleplay prompts associated with the Oneida-Herkimer-Madison BOCES World Languages Examinations to keep them secure at all times. The prompts are for testing purposes only and may not be used as practice prior to the exam administration. Following the administration of each year's examination, the Part 1: Conversation/Roleplay prompts that were used on the examination may then be used for practice with students in the classroom.

How do I administer Part 1: Conversation/Roleplay?

The teacher may choose to complete both conversations/role plays in one sitting or opt to complete them at different times or on different days. Individual student scores for Part 1: Conversation/Roleplay must be recorded on the *Student Score Reporting Sheet* found as Appendix A the end of this document.

The following describes procedures that must be followed during the administration of Part 1: Conversation/Roleplay.

1. The student will randomly choose a task from the sixty (60) conversation/roleplay tasks compiled specifically for the examination being administered.
 - If using a set of printed Part 1: Conversation/Roleplay cards, the student will draw a prompt at random. One card will need to be selected from the teacher initiated set of prompts; a second card must be selected from the student initiated set of prompts. Once the card has been selected, continue with step number two below.
 - If using the Buzz Learning Management System (LMS), the teacher will need to create a system for drawing numbers randomly.

The teacher will then need to access the conversation/roleplay tasks in Buzz, click the corresponding number on the screen, and continue with step number two below.

2. Before commencing the conversation/roleplay, the teacher will read the prompt aloud to the student twice and ask if he/she understands the scenario. This should be explained in English.

Note: Once a student has chosen a card, he/she may not exchange it for a different prompt.

3. The teacher or the student begins the conversation/role play as outlined by the prompt. The conversation/role-play must be conducted exclusively in American Sign Language.

4. The role of the teacher is to act as the conversation partner. The teacher must strive to create an articulation that will help keep the students on task. This can be done by using open-ended questions or statements that allow the students a broad range of response options. We recommend that teachers avoid asking questions such as “Who...?”, “When...?”, “Where...?”, etc... because these types of questions will likely elicit simple, but inadequate responses from students. The teacher might lead with expressions such as “Why...?” “How...?”, “Tell me about..”, “What do you think about...?”, etc. The teacher’s job is to guide the conversation to a natural conclusion.

The following student responses in a conversation should be disregarded from scoring:

- Yes/no answer
- Proper noun used in isolation
- Simple restatement of what the teacher has said

If teachers should encounter one of the above scenarios, it is expected that teachers will restate their articulation in an effort to move the conversation/roleplay forward.

Note: Adequate provisions must be made by each school district to accommodate students with disabilities as outlined by New York State each January and June in their document [Directions for Administering Regents Examinations: \[Insert Month & Year\] Administrations.](#)

Who is permitted to score Part 1: Conversation/Roleplay

In order for our World Languages exams to qualify for New York State's 4+1 Pathways to Graduation, Oneida-Herkimer-Madison BOCES has adopted revised requirements for administering and scoring our World Languages Checkpoint B examination. Each school district that administers our exam must:

- assign a *disinterested*² teacher to administer and simultaneously score any subjectively scored parts of the exam, or
- have the student's teacher administer Parts 1 and/or 2 while a *disinterested* teacher is in the room and simultaneously scores the student's articulations, or
- have the student's teacher administer Parts 1 and/or 2 and record the student's responses. The audio recording would subsequently be scored by a *disinterested* teacher. Please note that if this option is chosen, the audio recordings must be destroyed once the student responses have been scored.

The following exception to the above three options may be made only for the June 2018 administration of the Checkpoint B exam:

- A school district may permit the teachers of record to administer and score Parts 1 and/or 2 for their students.

² Note: A *disinterested* teacher is defined as a teacher who is certified by New York State and who is someone other than the teacher of record assigned to a student. For the purposes of scoring this examination, the teacher must be certified in American Sign Language.

How is the Part 1: Conversation/Roleplay scored?

On the *Part 1: Student Score Reporting Sheet* provided as Appendix A, the rater assigned to each student needs to record the individual scores for each of the six (6) student articulations as the conversation/roleplay progresses. The rater must take care to record the score(s) for the first and second (if applicable) attempt(s) for each articulation.

For each student articulation, the student receives the following credit:

- The student may have up to two opportunities to complete a comprehensible, appropriate, and adequate articulation before the rater records the grade for that articulation. No points are deducted if the student requires a second attempt to complete the articulation.
- If the student receives zero (0) points for the first articulation, the task ends immediately and the student receives zero (0) credit for the entire task. Remember, a student may attempt an articulation twice before a zero (0) is assigned for his/her score.

| Points Awarded | Descriptor of Student Response |
|----------------|--|
| 2 points | If the articulation is comprehensible and appropriate at a Checkpoint B level or beyond. <i>For example: The student includes two complete thoughts evidenced by compound or complex sentences, and/or elevated grammar and/or vocabulary levels.</i> |
| 1 point | If an articulation is comprehensible and appropriate but is lacking in development and/or is typical of a Checkpoint A level response. |
| 0 points | If no response is given or the articulation is totally inadequate, incomprehensible, inappropriate, or off topic. |

What are the guidelines for determining student scores for Part: 1 Conversation/Roleplay?

In Part 1: Conversation/Roleplay, students are expected to be able to participate in a conversation/roleplay and to sustain it for at least six (6) exchanges in the target language. In order for students to receive full point value, student articulations must be comprehensible, appropriate, and adequate at a Checkpoint B level.

For the purposes of scoring Parts 1 and 2 of this examination, Oneida-Herkimer-Madison BOCES defines these terms as follows:

comprehensible - able to be understood by a native user of American Sign Language;

appropriate - related in a logical way to the stream of conversation and/or to the teacher's previous articulation;

adequate - refers to performance expectations for students at the Checkpoint B level, as outlined below.

Based on the recommendations of a panel of experienced teachers, college professors, and assessment experts, Oneida-Herkimer-Madison BOCES states that an adequate articulation must have the following characteristics:

- is comprehensible and appropriate, and cannot employ air drawing, circumlocution to express difficult words/concepts or use excessive fingerspelling;
- displays a good grasp of simple present, past and future tenses, but may contain errors when incorporating more complex verb forms and tenses;
- follows correct word order in simple sentence structure, but may include errors with attempts at complicated or complex thoughts;
- utilizes good non-manual language markers such as facial expressions, eyebrow positions and head movements indicative of Checkpoint B level of language;
- utilizes a broad range of vocabulary to express themselves that is indicative of Checkpoint B level of language.

How do I report the scores for Part 1: Conversation/Roleplay and Expressive Tasks?

Once Part 1 of the examination have been administered and scored, each teacher of record is responsible for creating a compilation of student scores per class section on the *Section Score Reporting Sheet* (Appendix D). The original version of this sheet must be submitted to your building principal no later than five (5) calendar days prior to the sit-down portion of the examination. The *Section Score Reporting Sheet* is not to be copied. Teachers of record may obtain their original copies of the *Section Score Reporting Sheet(s)* after student scores for Parts 3 and 4 of the examination have been finalized.

Sample Task Administration and Scoring for Part 1: Conversation/Roleplay

(Student initiates): I am your friend in (country). You want to do something special for your host family. You would like some suggestions. You start the conversation.

Reminders: The entire task must be signed in American Sign Language. Additionally, before commencing the conversation/roleplay, the teacher must read the task aloud to the student twice and ask if he/she understands the scenario.

Below, please find a sample of how a student and teacher might role-play the above scenario. In addition, please pay close attention to the rating notes that can be used to enhance the teacher’s understanding of how to score the conversation/roleplay part of our Checkpoint B assessment.

| Student says | Teacher says | Rating |
|--|--|--|
| 1) I want to buy a gift for my family. I appreciate all that they do for me. | What kinds of things do they like? | Initiating; comprehensible and appropriate. Includes two complete thoughts. Score: 2 points |
| 2) Um, they go travel. | Interesting! Where do they like to go? | Comprehensible and appropriate. Too brief. Below Checkpoint B level of proficiency. Score: 1 point |
| 3) My Mom shops at our mall a lot. Oh, they like to travel to Italy in the summer to visit our friends. | Excuse me (or, I did not understand, etc...). Where does your host family like to travel? That sounds like fun. What do you think would be a good gift for that trip? | Comprehensible but inappropriate. The student misunderstands the question. The teacher needs to elicit a second student attempt. Restatement for first part of the articulation (“like to travel”) followed by an infinitive phrase. Score: 1 point |

The scoring sample continued on the next page.

| Student says | Teacher says | Rating |
|--|--|---|
| 4) Do you think they would like beach towels because they will go swimming? | That's an excellent idea! Do you know where you can buy beach towels? | Comprehensible and appropriate. Sufficient detail and Checkpoint B level grammar. Score: 2 points |
| 5) I don't have a lot of money. | I think that the mall may have them on sale this week. | Comprehensible and somewhat appropriate. Too brief. Score: 1 point |
| 6) Excellent! I will go to the mall this afternoon. I hope that I can buy two blue towels. | Have fun shopping and good luck. I am sure that your family will like your gift. | Comprehensible and appropriate. Sufficient detail and Checkpoint B level grammar. Score: 2 points |
| | | Total Score: 9/12 points |

Manual for Administering and Scoring

Part 2: Expressive Tasks

What is Part 2: Expressive Tasks?

Part 2: Expressive Tasks consist of two separate, unrelated pictures/drawings. Students will create and sign a story about the first picture and then create and sign a completely separate story about the second picture.

Students will randomly select a picture from the *ASL Picture Cards* and be given two minutes to study the picture to formulate their ideas before beginning to sign their stories. The *Rubric for Part 2: Expressive Tasks* (Appendix C) will be used to evaluate this part of the examination.

The task is to sign a story related to/revolving around the situation shown in the picture. To complete the task, each story needs to have a beginning, middle and end. Students may not simply describe the picture nor may they create a dialogue about the picture.

What physical space is needed to administer the Part 2: Expressive Tasks?

Prior to the start of the examination, either 1) a private setting must be established for students to sign their stories live in front of a disinterested rater or 2) a dedicated recording room must be made available for students to record their responses. As per the rest of the examination, students are not permitted to communicate with each other in any way.

How do I set up the dedicated recording room?

Use this room setup when a local teacher is signing the narrative associated with Part 2: Expressive.

Materials needed: a camera to capture video, something to mark the floor to indicate where students must stand/sit (ex: masking tape), the ASL Picture Card set.

Room Setup Instructions for One Student at a Time:

- Provide a desk for the student to take notes based on the signed narrative associated with Part 2: Expressive Tasks.
- In a separate area of the room, mark the floor with tape to establish the recording area where the student will stand to deliver their signed response to the task associated with Part 2.
- Set up the video camera to capture the recording area around the area marked on the floor with tape.
- Focus the camera so that the student is the central focus of the recording screen.

Room Setup Instructions for Two Students at a Time:

- Place a student desk in the dedicated recording room facing away from the recording area. This area will be used for the teacher to sign the narrative to the student who will be permitted to take notes.
- In a separate area of the room that is not visible to the student who is taking notes, mark the floor with tape to establish the recording area where the student will stand to deliver their signed response to the task associated with Part 2: Expressive Tasks.
- Set up the video camera to capture the recording area around the area marked on the floor with tape.
- Focus the camera so that the student is the central focus of the recording screen.

How do I set up a room with private student carrels?

Use this room setup when a pre-recorded video is played to sign the narrative associated with Part 4c: Receptive/Expressive.

Materials needed: tables/desks with carrels for students, the *ASL Picture Cards* set, and a personal computer device that has a working video camera.

Room Setup Instructions for Two or More Students at a Time:

- Carrels must be set up so that students are opposite each other with no possibility of seeing other students in their peripheral vision.
- Each carrel will need to be equipped with an internet connected computer device for the students to access exam content.

Note: This setup may be used for the duration of the entire examination and will not require a separate recording room for any other parts of the test.

Where do I find Part 2: Expressive Tasks?

As the *Teacher Instructions* and *ASL Picture Cards* are secure examination materials, they are to be kept in the school's safe until the date(s) that this part of the exam is administered. Each exam administrator will need the *Teacher Instructions* and a set of *ASL Picture Cards*. Each set of *ASL Picture Cards* has a sub-set of cards for student-initiated and teacher-initiated tasks. School principals are responsible for delivering these materials to their exam administrators on the date(s) that Part 2: Expressive Tasks is/are administered.

How do I administer Part 2: Expressive Tasks?

The teacher may choose to complete the Part 2: Expressive Tasks in one sitting or across multiple sittings. The teacher may opt to complete them at the same time as the Part 1: Conversation Roleplays or at a separate time. Individual student scores for Part 2: Expressive Tasks must be recorded on the *Part 2: Student Score Reporting Sheet* found as Appendix B at the end of this document.

Part 2: Expressive Tasks must be completed prior to the date of the sit-down examination. Like the Part 1: Conversation/Roleplay scores, the Part 2: Expressive Tasks scores must be reported to the building principal on the *Section Score Reporting Sheet* (Appendix D) at least five days prior to the sit-down portion of our examination.

Note: *Unless students are video recording their responses (as outlined above) schools will need to ensure that a substitute teacher is present to monitor the rest of the class while the teacher assigned to rate student responses is scoring the examination live.*

1. The teacher will need to receive the *ASL Picture Cards* and the *Teacher Instruction Sheet for Parts 1 and 2* from their principal the morning of the administration of Part 2.
2. The teacher will call students individually, one-by-one to the private setting for administration of Part 2.
3. Students will randomly select two pictures from the *ASL Picture Cards*. Students will be given two-minutes to study each card and formulate their ideas.
4. Each individual student will sign an original story, one at a time, for each selected picture. They will then have up to two minutes to complete the signing of each separate story.

Reminder: This student response to the Part 2: Expressive Tasks may not be a simple description of the picture. The task is to create and sign a story that revolves around the scenario shown in each picture. Each story must include a beginning, middle and end.

Note: Adequate provisions must be made by each school district to accommodate students with disabilities as outlined by New York State each January and June in their document [Directions for Administering Regents Examinations: \[Insert Month & Year\] Administrations](#).

Who is permitted to score Part 2: Expressive?

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- assign a *disinterested*³ teacher to administer and simultaneously score any subjectively scored parts of the exam, or
- have the student's teacher administer Parts 1 and/or 2 while a *disinterested* teacher is in the room and simultaneously scores the student's articulations, or
- have the student's teacher administer Parts 1 and/or 2 and record the student's responses. The audio recording would subsequently be scored by a *disinterested* teacher. Please note that if this option is chosen, the audio recordings must be destroyed once the student responses have been scored.

The following exception to the above three options may be made only for the June 2018 administration of the Checkpoint B exam:

- A school district may permit the teachers of record to administer and score Parts 1 and/or 2 for their students.

³ Note: A *disinterested* teacher is defined as a teacher who is certified by New York State and who is someone other than the teacher of record assigned to a student. For the purposes of scoring this examination, the teacher must be certified in American Sign Language.

How is the Part 2: Expressive Tasks scored?

Raters are responsible for evaluating student responses according to the *Rubric for Part 2: Expressive Tasks* (Appendix C). The rubric has three parts: Appropriateness, Comprehensibility and Signing Style, and American Sign Language Grammar. Each category on the rubric is to be scored holistically. When deciding between score points in a given category of the rubric, raters should balance the strengths and weaknesses among the various criterion within the category to determine the most appropriate score.

On the *Part 2: Student Score Reporting Sheet* provided in Appendix B, the rater assigned to each student needs to record the number of the picture selected and then record the scores for each picture.

What are the guidelines for determining student scores for Part 2: Expressive Tasks?

In order for students to receive full point value on Part 2: Expressive Tasks, student articulations must be comprehensible, appropriate, and adequate at a Checkpoint B level. The Rubric for Part 2: Expressive Tasks will be used for this purpose.

For clarification, Oneida-Herkimer-Madison BOCES defines these terms as follows:

comprehensible - able to be understood by a native user of American Sign Language;

appropriate - related in a logical way to the stream of conversation and/or to the teacher's previous articulation;

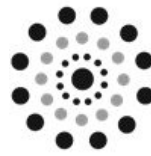
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- is comprehensible and appropriate, and cannot employ air drawing, circumlocution to express difficult words/concepts or use excessive fingerspelling;
- displays a good grasp of simple present, past and future tenses, but may contain errors when incorporating more complex verb forms and tenses;
- follows correct word order in simple sentence structure, but may include errors with attempts at complicated or complex thoughts;
- utilizes good non-manual language markers such as facial expressions, eyebrow positions and head movements indicative of Checkpoint B levels of language;
- utilizes a broad range of vocabulary to express themselves that is indicative of Checkpoint B level of language.

How do I report the scores for Part 2: Expressive Tasks?

Once Part 2 of the examination have been administered and scored, each teacher who administers the test is responsible for creating a compilation of student scores per class section on the *Section Score Reporting Sheet* which can be found as Appendix D. The original version of this sheet must be submitted to your building principal no later than five (5) calendar days prior to the sit-down portion of the examination. The *Section Score Reporting Sheet* (Appendix D) is not to be copied and should only be returned to teachers after student scores for Parts 3 and 4 of the examination have been finalized.

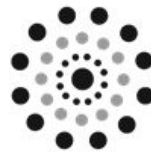


American Sign Language

Student's Name _____

| | | <u>Articulation</u> | <u>First Attempt</u> | <u>Second Attempt</u> |
|---|-----------|---------------------|----------------------|-----------------------|
| First Task <i>Teacher Initiated</i> | No. _____ | 1 | _____ | _____ |
| | | 2 | _____ | _____ |
| | | 3 | _____ | _____ |
| | | 4 | _____ | _____ |
| | | 5 | _____ | _____ |
| | | 6 | _____ | _____ |
| | | | | TOTAL _____ |

| | | <u>Articulation</u> | <u>First Attempt</u> | <u>Second Attempt</u> |
|---|-----------|---------------------|----------------------|-----------------------|
| First Task <i>Student Initiated</i> | No. _____ | 1 | _____ | _____ |
| | | 2 | _____ | _____ |
| | | 3 | _____ | _____ |
| | | 4 | _____ | _____ |
| | | 5 | _____ | _____ |
| | | 6 | _____ | _____ |
| | | | | TOTAL _____ |



American Sign Language

Student's Name _____

Required scoring criteria for the American Sign Language Checkpoint B exam is outlined in *Rubric for Part 2: Expressive Tasks (Appendix C)*. Circle the appropriate score within each of the three scoring criteria listed on the left in the chart below. Record the total for each part in the appropriate box below.

| | Credit Earned by the Student | | | | | | | | | |
|--|------------------------------|---|---|-----|-----|--|---|---|-----|-----|
| | Part 2a / Picture # _____ | | | | | Part 2b / Picture # _____ | | | | |
| Appropriateness | 0 | 1 | 2 | n/a | n/a | 0 | 1 | 2 | n/a | n/a |
| Comprehensibility and Style | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| ASL Grammar | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| Total Credit for Part 2a: _____ Maximum 10 points | | | | | | Total Credit for Part 2b: _____ Maximum 10 points | | | | |

Total Credit Earned on Part 2: _____
Add 2a + 2b

Note to the teacher: Please be sure to transfer each student's scores on Part 1 and Part 2 onto the *Section Score Reporting Sheet (Appendix D)*. Once this sheet has been completed for each class section, please submit the original copy of the *Section Score Reporting Sheet* to your building principal at least five calendar (5) days prior to the administration of the sit-down portion of the examination. No copies of the *Section Score Reporting Sheet* are to be made. The *Section Score Reporting Sheet* can be re-obtained from your building principal after Parts 3 and 4 of the examination have been graded so that final scores can be calculated.

American Sign Language ♦ Checkpoint B Examination

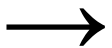
Rubric for Part 2: Expressive Task



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| Score | 4 | 3 | 2 | 1 | 0 |
|--|--|---|---|---|---|
| Appropriateness | X | X | -Response is directly related to the picture -The story evolves naturally around the event(s) depicted | -Response is somewhat related to the picture -The story includes or alludes to the event(s) depicted | -Response is unrelated to the picture -The story does not include the event(s) depicted |
| Comprehensibility and Signing Style | -Makes no errors OR makes minimal errors that do not interfere with comprehension -Consistently uses descriptive and rich vocabulary and language -Comprehensible to fluent signers -Signs story with consistent smooth and clear transitions -Always uses appropriate discourse; the response provides a clear sense of organization: beginning, body, and conclusion. The response has coherence and the ideas follow a logical sequence. There is evidence of good transition throughout. | -Makes occasional errors that may interfere with comprehension -Uses some descriptive and rich vocabulary and language -Fluent signers can understand most of the story with minimal difficulty -There is evidence of good detail that brings the story to life -Frequently uses appropriate discourse; the response provides a general sense of organization: beginning, body, and conclusion. The response has some coherence and the ideas generally follow a logical sequence. There is evidence of some use of transition. | -Makes several errors that interfere with comprehension -Uses basic vocabulary and language -Fluent signers have some difficulty understanding the story -There is evidence of some detail that brings the story to life -Mostly uses appropriate discourse; the response provides some sense of organization. There may be a beginning or conclusion that is unclear. The response has little coherence and the ideas generally do not follow in a logical sequence. Transitions may be lacking. | -Makes many errors that make comprehension difficult -Uses limited vocabulary and language -Fluent signers have great difficulty understanding the story -There is evidence of minimal detail that brings the story to life -Infrequently uses appropriate discourse; the response provides little to no sense of organization. There is minimal or no coherence and the ideas do not follow in a logical sequence. There is no transition in organization. | -Frequent signing errors make the story mostly incomprehensible. -Necessary vocabulary is not used. -Fluent signers cannot understand the story -There is no evidence of detail that brings the story to life -No use of appropriate discourse; the response provides little to no sense of organization. There is minimal or no coherence and the ideas do not follow in a logical sequence. There is no transition in organization. |



| | | | | | |
|--|--|---|---|--|---|
| <p>American Sign Language Grammar</p> | <ul style="list-style-type: none"> -Fingerspelling is used only for words that are not part of local vernacular -No air drawing is used by the student -Uses a variety of proper ASL grammar tools to build rich and complex sentences -Consistently uses ASL order -Consistently uses the appropriate tenses -Makes little to no sign production errors -Consistent use of appropriate non-manual behaviors -Consistent use of appropriate classifiers -Classifiers are consistently used accurately and appropriately throughout the story. | <ul style="list-style-type: none"> -Fingerspelling is used only for words that are not part of local vernacular and/or used sparingly for words that are not part of the student's signing vocabulary -No air drawing is used by the student -Uses proper ASL grammar tools to build complex sentences -Generally uses ASL order -Mostly uses the appropriate tenses -Makes occasional sign production errors -Frequent use of appropriate non-manual behaviors -Frequent use of appropriate classifiers -Classifiers are mostly used accurately and appropriately throughout the story. | <ul style="list-style-type: none"> -Relies on finger spelling for words that should be part of their local vernacular -Minimal air drawing is used by the student -Uses proper ASL grammar tools to build simple sentences -Inconsistently uses ASL order OR obvious use of English word order -Inconsistently uses the appropriate tenses -Makes frequent sign production errors -Minimal use of appropriate non-manual behaviors -Minimal use of appropriate classifiers -Classifiers are inconsistently used accurately and appropriately throughout the story. | <ul style="list-style-type: none"> -Consistently uses fingerspelling and/or uses mouthing as a vehicle for communication -Limited air drawing is used by the student -Uses poor ASL grammar tools to build simple sentences or sentence fragments -Makes little to no use of ASL order OR frequently makes use of English word order -Does not use the appropriate tenses -Sign production errors are widespread -No use of appropriate non-manual behaviors -Classifiers are seldom used accurately and appropriately throughout the story. | <ul style="list-style-type: none"> -Relies entirely upon fingerspelling and/or uses mouthing as a vehicle for communication -Air drawing is relied upon to sign unfamiliar words -Makes no use of ASL grammar tools to build simple sentences or sentence fragments -Makes no use of ASL order OR consistently makes use of English word order -Does not use the appropriate tenses -Sign production errors are widespread -No use of appropriate non-manual behaviors -Classifiers are not used accurately or appropriately. |
|--|--|---|---|--|---|

