

# American Sign Language Checkpoint **B** Examination

Manual for Administering and Scoring  
Parts 3 and 4

Created by



Oneida • Herkimer • Madison

**BOCES**

**Manual for Administering and Scoring**  
**Part 3: Receptive Tasks**  
**Part 4a: Extended-Length Narrative**

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

The Oneida-Herkimer-Madison American Sign Language Checkpoint B examination is 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	Receptive/Expressive Tasks	26

## When and how long should this examination be monitored?

The Oneida-Herkimer-Madison BOCES American Sign Language Examination is to be administered on the date suggested by NYSED for Checkpoint B exams. The [NYSED Regents Exam schedule](#) is posted on their website for January and June examinations. Parts 3 and 4 of this examination are to be administered over the course of a three hour block of time. Students must seated for the examination for a minimum of two hours.

## What are Parts 3 and Part 4a?

Part 3: Receptive Tasks evaluates the students' abilities to interpret American Sign Language. Students will be signed short narratives in American Sign Language followed by a single multiple choice question about each narrative. There are ten (10) questions in Part 3a. In Part 3b, students will be shown a picture, poster, drawing, and/or advertisement with minimal, if any, English text. Students will then be signed short-length narratives about each of the above visuals. Each visual is followed by a multiple choice question. All questions in Parts 3a and 3b are printed in the *Student Examination Booklet* and written in English. There are five (5) questions.

Part 4a of this examination is based on an extended-length narrative signed to the students. The students may first take notes on the narrative that was signed to them. The narrative will then be signed a second time. Finally, the students will respond to five (5) multiple choice questions about the narrative.

## How do I administer Part 3: Receptive Tasks and Part 4a: Extended-Length Narrative?

The following procedures outline the responsibilities of the exam administrator:

1. The exam administrator is responsible for obtaining the *Parts 3 and 4 Teacher Booklet* from the building principal 30-60 minutes prior to the start of the examination.

2. Prior to the start for the examination, the exam administrator should read the narratives contained in the *Parts 3 and 4 Teacher Booklet* to become familiar with the material that will be signed during the administration of the exam.

**Note:** To provide guidance, both an American Sign Language Gloss and the corresponding English narrative is available in the *Teacher Booklet*.

3. As Parts 3 and 4a are based on signed narratives, all students must take Part 3: Receptive and Part 4a: Extended Length Narratives at the same time.
4. The *Student Examination Booklets*, along with *Student Answer Booklets*, will need to be handed out to students close to the start time of the sit-down portion of the examination.
5. Do we need to instruct the teachers to: Instruct the students to fill out their name and school on the Student Answer Booklet.
6. Prior to the start of the sit-down portion of the examination, the teacher will read the instructions found on the front cover of the *Student Examination Booklet* to the students. The teacher will ask the students if they have any questions about the instructions before commencing the administration of the examination.
7. The teacher will announce the start of the exam and instruct students to open their *Student Examination Booklets*.
8. The teacher will read aloud the directions to students found in the *Parts 3 and 4 Teacher Booklet* and sign the appropriate narratives and questions as directed.
9. Students must answer all questions in their respective *Student Answer Booklets*. Responses found in the *Student Examination Booklet* cannot be considered for scoring purposes.

## What must be done to accommodate students with special needs?

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 Parts 3 and 4a?

Any teacher is permitted to score these parts of the examination as it involves the objective scoring of multiple choice and recall-style short answer questions only.

**Note:** The scoring of Part 4: Receptive/Expressive must be performed by a disinterested teacher. See [How is the Part 4c: Open-Ended Story scored?](#) for more information.

## How are Parts 3 and 4a scored?

The following procedures must take place to score Part 3: Receptive Tasks and Part 4a Extended-Length Narrative:

1. Raters must make a copy of each *Student Answer Booklet*.

2. Raters must grade Parts 3 and 4a in red ink only. Raters may only mark (ex: check mark, slash, circle, etc...) the student answers of the copy of the *Student Answer Booklets*.
3. In the copy of the *Student Answer Booklet*, raters will write the total points earned for each part.
4. In the original *Student Answer Booklet*, raters will bubble in the number of points earned by students on questions #16-18.
5. Raters will tally final scores for Parts 3 and 4a and record them in the appropriate boxes in the original *Student Answer Booklet*.

**Manual for Administering and Scoring  
Part 4b: Written Summary  
of a Signed Narrative**

## What is Part 4b: Written Summary of a Signed Narrative?

In Part 4b: Written Summary of a Signed Narrative, a medium-length narrative will be signed to the students. Students may take notes based on the narrative. The students will then will write a paragraph to summarize the signed narrative. The *Rubric for Scoring Part 4b: Written Summary of a Signed Narrative* can be found as Appendix A. It is worth eight (8) points.

## How do I administer Part 4b: Written Summary of a Signed Narrative/Story?

The following procedures outline the responsibilities of the exam administrator:

1. Part 4b is to be administered following the completion of Part 4a: Extended Length Narrative. As this part of the exam is based on a signed narrative, all students must take Part 4b: Written Summary of a Signed Narrative synchronously.
2. The exam administrator will continue to follow the directions and examination content found in the *Parts 3 and 4 Teacher Booklet*.

**Note:** *The exam administrator should already be familiar with the narrative to be signed for Part 4b prior to the start of the examination.*

3. The teacher will sign the medium-length narrative found in the *Parts 3 and 4 Teacher Booklet*.
4. The teacher will then pause to allow students to write notes in their *Student Examination Booklet*.
5. Next, the teacher will sign the narrative a second time and instruct the students to write a paragraph to summarize the narrative.
6. All student answers must be written in their *Student Answer Booklet*. The notes taken by students and/or responses written by students found in the *Student Examination Booklet* cannot be considered for scoring purposes.

## What must be done to accommodate students with special needs?

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 the Part 4b: Written Summary of a Signed Narrative/Story?

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

- assign a *disinterested* teacher to score Part 4: Writing.

**Note:** A *disinterested* teacher is defined as a New York State certified teacher who is someone other than the teacher of record assigned to instruct a student. The teacher must be certified in American Sign Language.

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

- A school district may permit the teacher of record to administer and score Part 4b: Written Summary of a Signed Narrative for his/her students.

## How is Part 4b: Written Summary of a Signed Narrative scored?

The *Rubric for Scoring Part 4b: Written Summary of a Signed Narrative* can be found as Appendix A. There are five (5) categories to the rubric: Identification of the Overall Subject, Main Idea, Supporting Details, Movement of Paragraph and Time Element. 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 criteria within the category to determine the most appropriate score.

- In Identification of the Overall Subject, students are required to indicate the overall subject of the signed narrative.
- In Main Idea, students are expected to isolate the main idea and most important thoughts brought forth in the narrative.
- In Supporting Details, students need to offer clear, supportive details developing the comprehensibility of the narrative.
- In Movement of Paragraph and Time Element, students must show a clear beginning, middle, and end to the narrative with transitions and appropriate time elements.

Using the criteria established by the *Rubric for Scoring Part 4b: Written Summary of a Signed Narrative* (Appendix A), raters will then bubble in the corresponding score earned by the student for each category of the rubric and write the total score for Part 4b: Written Summary of a Signed Narration in the box located on the last page of the *Student Answer Booklet*.



# **Manual for Administering and Scoring**

## **Part 4c: Receptive/Expressive Tasks**

## What is the Part 4c: Receptive/Expressive?

Part 4c: Receptive/Expressive addresses students' abilities to interpret a signed narrative and then, build upon their interpretation by expressing themselves via American Sign Language. The student responses for Part 4c: Receptive/Expressive must be video recorded. There is one (1) task to Part 4c.

In Part 4c, students will interpret the opening lines to an unfinished story. These lines will be signed individually to each student in a private setting. This narrative may either be signed by a New York State certified teacher, a heritage signer, a certified interpreter or an otherwise fluent signer of American Sign Language.

Students will be permitted to take notes based on their interpretation of the story. They will then be required to extend the storyline further by creating a middle and conclusion to the story.

## How do I administer Part 4c: Receptive/Expressive?

For examinations in which Oneida-Herkimer-Madison BOCES allows local teachers to sign the narrative associated with Part 4c: Receptive/Expressive, schools must set up a dedicated recording room to administer this part of the exam privately.

In the future, Oneida-Herkimer-Madison BOCES intends to integrate the use of pre-recorded videos that show heritage signers and/or certified translators of American Sign Language into this part of the assessment. When this occurs, schools may choose to set up private carrels for students equipped with personal computer devices for students to receive and express the American Sign Language associated with this part of the exam. In this scenario, schools would have to ensure that students could not see each other signing their responses. As per the rest of the examination, students are not permitted to communicate with each other in any way.

The *Parts 3 and 4 Teacher Booklet* supplied by Oneida-Herkimer-Madison BOCES must be used during the administration of the examination. In addition to helpful procedural reminders outlined in this manual, those responsible for administering Part 4c will find the narratives that they will be responsible for signing.

**Note:** *The exam administrator should already be familiar with the narrative to be signed in Part 4c prior to the start of the examination.*

## What must be done to accommodate students with special needs?

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](#).

## How do I set up the dedicated recording room?

Use this room setup when a local teacher is signing the narrative associated with Part 4c: Receptive/Expressive.

**Materials needed:** a camera to capture video, tape to mark the floor to indicate where students must stand/sit, *Student Examination Booklets, Parts 3 and 4 Teacher Booklet*, a computer to play the video prompt (if applicable).

### 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 4c: Receptive/Expressive.
- 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 4c.
- 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 4c: Receptive/Expressive.
- 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, *Student Examination Booklets, Parts 3 and 4 Teacher Booklet*, and a personal computer device that has a working video camera and the ability to play video from a web browser.

### 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.

## Who is permitted to score Part 4c: Receptive/Expressive?

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

- assign a *disinterested* teacher to score Part 4: Writing.

**Note:** A *disinterested* teacher is defined as a New York State certified teacher who is someone other than the teacher of record assigned to instruct a student. The teacher must be certified in American Sign Language.

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

- A school district may permit the teacher of record to administer and score Part 4b: Written Summary of a Signed Narrative for his/her students.

## How is the Part 4c: Open-Ended Story scored?

Raters are responsible for evaluating student responses according to the *Rubric for Part 4c: Open-Ended Story* (Appendix B). 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 criteria within the category to determine the most appropriate score.

- In Appropriateness, students will be evaluated based on their abilities to finish the story with original content relevant to the signed beginning of the story.
- In Comprehensibility and Signing Style, students will be evaluated based on their abilities to sign comprehensively.
- In American Sign Language Grammar, students will be evaluated based on their abilities to use a variety of proper American Sign Language grammar, fingerspelling, tense usage, as well as appropriate classifiers.

On the last page of the *Student Answer Sheet*, raters are required to bubble in the corresponding score earned by the student for each category of the rubric. The rater will then write the total score for Part 4c: Open-Ended Story in the score box for Part 4c. Finally, the rater will total Part 4a, 4b, and 4c.

At the conclusion of the scoring of Part 4c, the rater needs to transfer the total score for Part 4 to the box on the front page of the *Student Answer Booklet*.

**American Sign Language ♦ Checkpoint B Exam**  
**Rubric for Part 4b: Written Summary of a Signed Narrative**

<b>Category</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Identification of the Overall Subject</b>	<b>X</b>	-Is able to indicate the overall subject topic of the signed narrative	-Unable to identify the overall subject topic of the signed narrative
<b>Main Idea</b>	-Establishes the main idea of the narrative -Targets well the most important thought(s) provided in the narrative	-Implies a main idea of the narrative -May allude to the controlling idea of the narrative	-Is off topic -Incoherent paragraph -Blank
<b>Supporting Details</b>	-Offers clear, appropriate, comprehensible, and supportive details -Outlines several details	-Offers one or two details -Details do not fully, or only partially, support the main idea	-Details are not supportive or are totally irrelevant to the main idea -No details are offered
<b>Movement of Paragraph</b>	<b>X</b>	-Exhibits fluidity of thought -Contains at least three thoughts developing the forward movement of the summation	-Exhibits broken thoughts -Contains 2 or less thoughts to develop the forward movement of the summation; leaves the reader guessing -Blank answer
<b>Time Element(s)</b>	-Establishes a coherent, logical beginning, middle, and end representative of the narrative -Exhibits smooth transitions between thoughts -Sequence of time is evident and easily recognized	-Focuses only on the middle of the narrative. -Reduces the importance of the beginning or the end of the narrative -The beginning/end is brief or abrupt -The beginning/end may only allude to the main thoughts -There are few transitions and the reader may need to interpret the sequence of events	-Eliminates entirely the beginning or end of the narrative -Middle is shortened or abrupt leaving the reader to question or even fully understand the paragraph

**Note to the teacher:** Part 4b should be scored solely based on the five (5) criteria listed above. Part 4b may not be scored based on English grammar used by the student.

**American Sign Language ♦ Checkpoint B Exam**  
**Rubric for Part 4c: Receptive/Expressive**

Category	2	1	0
<b>Identification of the Overall Subject</b>	<b>X</b>	-Is able to indicate the overall subject topic of the signed narrative	-Unable to identify the overall subject topic of the signed narrative
<b>Main Idea and Supporting Details</b>	<ul style="list-style-type: none"> <li>-Establishes the main idea of the narrative</li> <li>-Targets well the most important thought(s) provided in the narrative</li> <li>-Offers clear, appropriate, comprehensible, and supportive details</li> <li>-Outlines several details</li> </ul>	<ul style="list-style-type: none"> <li>-Implies a main idea of the narrative with one or two supporting details</li> <li>-May allude to the controlling idea of the narrative</li> <li>-Details do not fully, or only partially, support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>-Is off topic</li> <li>-Incoherent paragraph</li> <li>-Blank</li> <li>-Details are not supportive or are totally irrelevant to the main idea</li> <li>-No details are offered</li> </ul>
<b>Advancement of Story</b>	<b>X</b>	<ul style="list-style-type: none"> <li>-Exhibits fluidity of thought</li> <li>-Contains at least three thoughts developing the forward movement of the summation</li> </ul>	<ul style="list-style-type: none"> <li>-Exhibits broken thoughts</li> <li>-Contains 2 or less thoughts to develop the forward movement of the summation; leaves the reader guessing</li> <li>-Blank answer</li> </ul>
<b>Time Element(s)</b>	<ul style="list-style-type: none"> <li>-Establishes a coherent, logical middle, and end representative of the narrative</li> <li>-Exhibits smooth transitions between thoughts</li> <li>-Sequence of time is evident and easily recognized</li> </ul>	<ul style="list-style-type: none"> <li>-Focuses only on the middle of the narrative.</li> <li>-Reduces the importance of the end of the narrative</li> <li>-The end is brief or abrupt</li> <li>-The end may only allude to the main thoughts</li> <li>-There are few transitions and the reader may need to interpret the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>-Eliminates entirely the middle or end of the narrative</li> <li>-Middle is shortened or abrupt leaving the reader to question or even fully understand the paragraph</li> </ul>

# American Sign Language ♦ Checkpoint B Exam

## Rubric for Part 4c: Receptive/Expressive



Category	2	1	0
<p><b>American Sign Language Grammar</b></p>	<ul style="list-style-type: none"> <li>-Fingerspelling is used only for words that are not part of local vernacular</li> <li>-Uses a variety of proper ASL grammar tools to build rich and complex sentences</li> <li>-Consistently uses ASL order</li> <li>-Consistently uses the appropriate tenses</li> <li>-Makes little to no sign production errors</li> <li>-Consistent use of appropriate non-manual behaviors</li> <li>-Consistent use of appropriate classifiers</li> <li>-Classifiers are consistently used accurately and appropriately throughout the story.</li> </ul>	<ul style="list-style-type: none"> <li>-Relies on finger spelling for words that should be part of their local vernacular</li> <li>-Uses proper ASL grammar tools to build simple sentences</li> <li>-Inconsistently uses ASL order OR obvious use of English word order</li> <li>-Inconsistently uses the appropriate tenses</li> <li>-Makes frequent sign production errors</li> <li>-Minimal use of appropriate non-manual behaviors</li> <li>-Minimal use of appropriate classifiers</li> <li>-Classifiers are inconsistently used accurately and appropriately throughout the story.</li> </ul>	<ul style="list-style-type: none"> <li>-Relies entirely upon fingerspelling and/or uses mouthing as a vehicle for communication</li> <li>-Makes no use of ASL grammar tools to build simple sentences or sentence fragments</li> <li>-Makes no use of ASL order OR consistently makes use of English word order</li> <li>-Does not use the appropriate tenses</li> <li>-Sign production errors are widespread</li> <li>-No use of appropriate non-manual behaviors</li> <li>-Classifiers are not used accurately or appropriately.</li> </ul>