

ASSESSMENT TOOL

Rubric for Assessment of ASL Level Three

Assessment Tool: ASL video rubric

The image displays a digital assessment tool interface. At the top, there is a video player showing three men in an outdoor setting. Below the video player, there are two radio buttons labeled 'TRUE' and 'FALSE'. To the right of these buttons is a portrait of a man in a light blue shirt. Further right, there are four smaller portraits of the same man, labeled 'A', 'B', 'C', and 'D', each with a radio button. Below these elements is a large section labeled 'NARRATIVE' containing a portrait of the same man. A large watermark 'TISSA PEIRIS 2014' is overlaid diagonally across the interface.

ASL assessment has a major role in the student-teacher interaction/dynamic. Both teacher and student can measure each other's effectiveness in their outcome learning processes on ASL as a second language (L2). Several aspects are necessary for processing in ASL assessments, such as Formative/Summative, Informal/Formal, Objective/Subjective and Integrative/ Discrete-Point. The results of practicality, authenticity, reliability and validity are to examine the student's performance.

Overall, the opportunity for an ASL assessment is to enable the student to improve in weak areas. Feedback also helps the student comprehend the learning process better, especially when using ASL as a visual language. An assessment should include constructive feedback including criticism and praise.

EVALUATION: Classroom assessment is based on the following:

Midterm (Weeks 1-7):

Criterion	%
Attendance	5%
Class Participation	15%
Assignments and Portfolio	20%
Quizzes	20%
Presentation	20%
Midterm Exam	20%

Midterm = 100%

Final (Weeks 8-15):

Criterion	%
Attendance	5%
Class Participation	15%
Assignments and Portfolio	15%
Quizzes	15%
Presentation	15%
Final Exam	25%

Final = 100%

Letter Grade	Suggested Equivalence	Definition
A	93-100%	Excellent
A-	90-92%	
B+	87-89%	
B	83-86%	Good
B-	80-82%	
C+	77-79%	
C	73-76%	Satisfactory
C-	70-72%	
D+	67-69%	
D	60-66%	Poor
F	Below 60	Failing

Rubric for Assessment of ASL Level III: Expressive Skills

Name: _____ Class: _____ Date: _____ Scoring: _____



	Excellent = 4	Very Good = 3	Satisfactory = 2	In Process = 1	Total
Grammar	Excellent control of intermediate/advanced language structures	Developing control of intermediate/advanced language structures	Emerging implementation of intermediate/advanced language structures	Inadequate and/or inaccurate implementation of intermediate/advanced language structures	
Vocabulary	Excellent vocabulary choices	Mostly adequate and accurate use of vocabulary choices	Somewhat inadequate, inaccurate use of vocabulary choices	Inadequate and/or inaccurate use of vocabulary choices	
Fluency	Signing continuously with few or no pauses or stumbles	Some hesitation but can continue and complete thoughts	Signing choppy and/or slow with frequent pauses, few or no complete thoughts	Signing haltingly with uneven and long pauses or incomplete thoughts	
Accent/Production	Clear and accurate sign production	Occasionally produces inaccuracies in one or more parameters	Frequent inaccuracies in some or all parameters	Inappropriate and inconsistent sign production	
Comprehensibility	Conversation readily comprehensible, requiring little or no interpretation on the viewer's part	Conversation comprehensible, requiring minimal interpretation on the viewer's part	Conversation comprehensible, requiring occasional interpretation on the viewer's part	Conversation barely comprehensible, requiring frequent interpretation on the viewer's part	
Class/Assignment	Excellent completion of tasks with excellent video	Superior completion of tasks with superior video	Completion of the tasks with video	Partial completion of the tasks with video	

Credited: Kristen Chun, Michael Cooper and Tissa Peiris

Grammar: _____

Vocabulary: _____

Fluency: _____

Accent/Production: _____

Comprehensibility: _____

Class/Assignment: _____

Total Score _____

References

Brown, H. (2007). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson Education, Inc.

Brown, H. D., & Abeywickrama, P. (2004). *Language assessment: Principles ad classroom practices*. White Plains NY: Longman.

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