## Rubric for Assessment of American Sign Language Level Two

### Expressive Skills

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Outstanding</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>Occasionally makes sign errors</td>
<td>Rarely makes sign errors</td>
<td>No production errors</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Delivery And Spatial Referents</td>
<td>Inappropriate use of hand movements and choppy use of signs/fingerspelling</td>
<td>Minimal use of hand movements and choppy use of signs/fingerspelling</td>
<td>Average use of hand movements and choppy use of signs/fingerspelling</td>
<td>Appropriate use of hand movements and choppy use of signs/fingerspelling</td>
<td>4</td>
</tr>
<tr>
<td>Vocabulary Choices/ Semantics</td>
<td>Lack of usage of signed vocabulary with fingerspelled words. Poor selection of sign choices based on meaning</td>
<td>Minimal usage of signed vocabulary with fingerspelled words Fair selection of signs choices based on meaning.</td>
<td>Good usage of signed vocabulary with minor fingerspelled words Minor selections of signs based on meaning.</td>
<td>Excellent usage of signed vocabulary with fingerspelled words Excellent selection choices of signs based on meaning</td>
<td>4</td>
</tr>
<tr>
<td>Syntax</td>
<td>Inappropriate usage of grammatical structures English Inference</td>
<td>Inappropriate usage of grammatical structures English Inference (some)</td>
<td>Appropriate usage of grammatical structures. Minor English Inference</td>
<td>Appropriate usage of grammar structures. No English Inference</td>
<td>4</td>
</tr>
<tr>
<td>Use of Nonmanual Signals</td>
<td>Inconsistent use of NMS</td>
<td>Inconsistent use of NMS</td>
<td>Consistent use of NMS</td>
<td>Consistent use of NMS</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Score

Credit: New Jersey Framework
Adapted: Cornish, R., Decker-Pickell, C., Williams, F.
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Expressive Skills

The assessment and evaluation are main factors for teachers to ensure that the students’ improvements in learning and the teacher’s teaching approaches. For the teacher to be aware of their students’ improvement, it is very important to recognize the areas of improvement based on students’ receptive and expressive skills. To use this rubric, the assessment will be used to identify several areas: production, delivery, spatial referents, vocabulary knowledge, syntax, and usage of non-manual signals.

The purpose for the assessment tool and evaluation for ASL Level Two:

1. To assess the students through their performance skills, it would be used during the school year/semester to see how the improvement that the student demonstrates their signs based on receptive skills/expressive skills.
2. To assess the effects of teaching methods, are the students achieving the course goals? Would the teacher need to modify my teaching method(s)/approach to ensure that the students’ competency?
3. To provide constructive feedbacks to the students and for the teacher to see what areas are needed to improve while assessing the students.

Who should evaluate?
1. Teacher should evaluate the students at all time.
2. Students are to evaluate themselves and peer evaluation will benefits to encourage interactive learning in classroom and recognize the authentic language as they learn through classroom/classmates.

Who is this assessment / evaluation tool for?
1. The teacher uses this tool to determine the instruction to be understandable or vague.
2. The students use this tool to gain their knowledge in ASL and to display their learning progress through test/presentation, class activities, and etc.
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