Presentational Signing - ASL

Performance Rubric

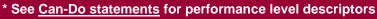
For student self-reflection or teacher feedback* on chapter or unit assessments and IPAs

NL NM NH IL IM

Targeted performance level for this assessment.

STRONG	GOOD	DEVELOPING	EMERGING	Low
What are my strengths?	What can I do?	How can I improve?		
	Comprehensibility Was I understood?			
	Sign Parameters: My hand shape, palm orientation, sign locations and movements are mostly accurate.			
	Vocabulary: I use a variety of appropriate vocabulary.			
	Linguistic Features: I am mostly accurate when I use structures, time concepts, inflection, facial gestures, classifiers, space and NMM that we practiced.			
	Fingerspelling: I am mostly accurate and have smooth transitions between letters and words.			
	Fluency: I try to sign at a consistent rate.			
	Task Completion What did I communicate?			
	Content: I meet the communication goal. My content is relevant to this topic.			
	Details and Support: I use details to support my response.			
	Discourse Quality How well did I communicate?			
	Organization and Level of Language: My content is organized and has good cohesion. My sentence complexity is appropriate for this level.			
	Impact: I keep my audience interested by originality, visuals, technology, content, humor, or emotions.			
	Interculturality Did I show cultural understanding?			
	Cultural Competence: My language or behavior shows cultural knowledge or understanding for this task (cultural content, history, similarities/differences, Deaf organizations, daily life in Deaf culture).		Septe	ember 2016

^{*}Used in conjunction with Full Performance Rubric for Presentational Communication





Presentational Signing - ASL

Performance Rubric

Full rubric for chapter or unit assessments and IPAs

NL NM NH IL IM

Targeted performance level

Final Score:	STRONG Full evidence for targeted level and some evidence for next level	GOOD Full evidence for targeted level	DEVELOPING Partial evidence for targeted level	EMERGING Limited evidence for targeted level	Low
Comprehensibility S G D E L	Is easily understood by a sympathetic audience	Is generally understood by a sympathetic audience	Is understood with some difficulty	Is understood with much difficulty	Low
Sign Parameters	Accurate hand shape, palm orientation, sign location and movement.	Mostly accurate hand shape, palm orientation, sign location and movement.	Some accurate sign parameters.	Sign parameter errors often impede communication.	
Vocabulary	Strong range of relevant vocabulary.	Good range of relevant vocabulary.	Basic range of vocabulary.	Limited range of vocabulary.	
Linguistic Features	Few errors in practiced structures, time concepts, inflection, facial gestures, classifiers, use of space and non-manual markers.	 Some errors in practiced structures, time concepts, inflection, facial gestures, classifiers, use of space and NMM. 	Errors in linguistic features may require interpretation.	Errors in linguistic features often impede communication.	
Fingerspelling	Few errors in usage and accuracy.Fluid transitions between letters and words.	Some errors in usage and accuracy.Mostly fluid transitions.	Errors in fingerspelling may require interpretation.	Errors in fingerspelling often impede communication.	
Fluency	Rate of signing is consistent, with accurate pausing and few hesitations.	Rate of signing is appropriate to level.	Some unnatural hesitations or pauses when signing.	Many unnatural hesitations or pauses when signing.	
Task Completion S G D E L	Conveys and extends the message	Conveys the full message	Conveys part of the message	Conveys a limited message	Low
Content	Communicative goal is exceeded, with elaborate and relevant content.	Communicative goal is met, with relevant content.	Communicative goal partially met, some related content.	Communicative goal minimally met, limited content.	
Details and Support	Details consistently used to support and expand on the response to the task.	Details often used to support response to the task.	Details sometimes used to support response to task.	More details needed to support response to task.	
Discourse Quality S G D E L	Shows strong communication skills	Shows good communication skills	Shows developing communication skills	Shows emerging communication skills	Low
Organization and Level of Language	 Content is well-organized, with strong cohesion and use of transitions. Sentence complexity ¹(word—phrase—sentence—connected sentences—paragraph) exceeds targeted level. 	 Content is mostly organized, with cohesion and transitions. Sentence complexity¹ is appropriate to level. 	 Content is somewhat organized, or has some transition words. Sentence complexity¹ partially meets targeted level. 	 More organization, cohesion or transitions needed. Sentence complexity¹ minimally meets targeted level. 	
Impact	 Audience interest consistently maintained through ²originality, visuals, technology, content, humor, or emotions. 	Audience interest is mostly maintained. ²	Audience interest is somewhat maintained. ²	Audience interest is minimally maintained. ²	
Interculturality S G D E L	Demonstrates thorough cultural competence	Demonstrates cultural competence	Demonstrates some cultural competence	Demonstrates limited cultural competence	Low
Cultural Competence	 Language or behavior ³(content, history, similarities/differences, organizations, daily life in Deaf culture) shows strong cultural knowledge or understanding. 	 Language or behavior³ shows general cultural knowledge or understanding. 	Language or behavior ³ shows some cultural knowledge or understanding.	Language or behavior³ shows limited cultural knowledge or understanding. September 2016	