

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
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What are my strengths?	What can I do?	How can I improve?
	Comprehensibility <i>Was I understood?</i>	
	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 <i>What did I communicate?</i>	
	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 <i>How well did I communicate?</i>	
	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 <i>Did I show cultural understanding?</i>	
	Cultural Competence: My language or behavior shows cultural knowledge or understanding for this task <i>(cultural content, history, similarities/differences, Deaf organizations, daily life in Deaf culture).</i>	

September 2016

* Used in conjunction with Full Performance Rubric for Presentational Communication

* See [Can-Do statements](#) for performance level descriptors

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Performance Rubric

Full rubric for chapter or unit assessments and IPAs

NL NM NH IL IM
Targeted performance level

Final Score: _____	STRONG <i>Full evidence for targeted level and some evidence for next level</i>	GOOD <i>Full evidence for targeted level</i>	DEVELOPING <i>Partial evidence for targeted level</i>	EMERGING <i>Limited evidence for targeted level</i>	Low
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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	<ul style="list-style-type: none"> Accurate hand shape, palm orientation, sign location and movement. 	<ul style="list-style-type: none"> Mostly accurate hand shape, palm orientation, sign location and movement. 	<ul style="list-style-type: none"> Some accurate sign parameters. 	<ul style="list-style-type: none"> Sign parameter errors often impede communication. 	
Vocabulary	<ul style="list-style-type: none"> Strong range of relevant vocabulary. 	<ul style="list-style-type: none"> Good range of relevant vocabulary. 	<ul style="list-style-type: none"> Basic range of vocabulary. 	<ul style="list-style-type: none"> Limited range of vocabulary. 	
Linguistic Features	<ul style="list-style-type: none"> Few errors in practiced structures, time concepts, inflection, facial gestures, classifiers, use of space and non-manual markers. 	<ul style="list-style-type: none"> Some errors in practiced structures, time concepts, inflection, facial gestures, classifiers, use of space and NMM. 	<ul style="list-style-type: none"> Errors in linguistic features may require interpretation. 	<ul style="list-style-type: none"> Errors in linguistic features often impede communication. 	
Fingerspelling	<ul style="list-style-type: none"> Few errors in usage and accuracy. Fluid transitions between letters and words. 	<ul style="list-style-type: none"> Some errors in usage and accuracy. Mostly fluid transitions. 	<ul style="list-style-type: none"> Errors in fingerspelling may require interpretation. 	<ul style="list-style-type: none"> Errors in fingerspelling often impede communication. 	
Fluency	<ul style="list-style-type: none"> Rate of signing is consistent, with accurate pausing and few hesitations. 	<ul style="list-style-type: none"> Rate of signing is appropriate to level. 	<ul style="list-style-type: none"> Some unnatural hesitations or pauses when signing. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Communicative goal is exceeded, with elaborate and relevant content. 	<ul style="list-style-type: none"> Communicative goal is met, with relevant content. 	<ul style="list-style-type: none"> Communicative goal partially met, some related content. 	<ul style="list-style-type: none"> Communicative goal minimally met, limited content. 	
Details and Support	<ul style="list-style-type: none"> Details consistently used to support and expand on the response to the task. 	<ul style="list-style-type: none"> Details often used to support response to the task. 	<ul style="list-style-type: none"> Details sometimes used to support response to task. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Content is well-organized, with strong cohesion and use of transitions. Sentence complexity¹(<i>word—phrase—sentence—connected sentences—paragraph</i>) exceeds targeted level. 	<ul style="list-style-type: none"> Content is mostly organized, with cohesion and transitions. Sentence complexity¹ is appropriate to level. 	<ul style="list-style-type: none"> Content is somewhat organized, or has some transition words. Sentence complexity¹ partially meets targeted level. 	<ul style="list-style-type: none"> More organization, cohesion or transitions needed. Sentence complexity¹ minimally meets targeted level. 	
Impact	<ul style="list-style-type: none"> Audience interest consistently maintained through ²<i>originality, visuals, technology, content, humor, or emotions.</i> 	<ul style="list-style-type: none"> Audience interest is mostly maintained.² 	<ul style="list-style-type: none"> Audience interest is somewhat maintained.² 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Language or behavior ³(<i>content, history, similarities/differences, organizations, daily life in Deaf culture</i>) shows strong cultural knowledge or understanding. 	<ul style="list-style-type: none"> Language or behavior³ shows general cultural knowledge or understanding. 	<ul style="list-style-type: none"> Language or behavior³ shows some cultural knowledge or understanding. 	<ul style="list-style-type: none"> Language or behavior³ shows limited cultural knowledge or understanding. 	

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Convert to Gradebook Score: (S) = _____ (G) = _____ (D) = _____ (E) = _____ (L) = _____