

Interpersonal Communication - 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.

Interaction

How well did I communicate?

Content and Support: I meet the communication goal, using details for support.

NOVICE Interaction: I use sentences, phrases and words. I ask questions that I have practiced, to keep the conversation going. I clarify using gestures or different words.

INTERMEDIATE Interaction: I use strings of simple and connected sentences. I ask questions to continue the conversation. I clarify by rephrasing or giving more details.

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*).

September 2016

* Used in conjunction with Full Performance Rubric for Interpersonal Communication.

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

Interpersonal Communication - ASL

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> | <i>Low</i> |
|------------------------------|---|--|---|---|------------|

| Comprehensibility S G D E L | Is easily understood by a sympathetic language partner | Is generally understood by a sympathetic language partner | Is understood with some difficulty | Is understood with much difficulty | <i>Low</i> |
|---------------------------------------|--|--|---|--|------------|
| 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 sign location, hand shape, palm orientation, 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. | |
| Interaction S G D E L | Participates in and advances the conversation | Participates fully in the conversation | Participates partially in the conversation | Participates minimally in the conversation | <i>Low</i> |
| Content | <ul style="list-style-type: none"> Communicative goal exceeded with consistent use of details and support | <ul style="list-style-type: none"> Communicative goal met with frequent use of details and support. | <ul style="list-style-type: none"> Goal partially met with some use of details/support. | <ul style="list-style-type: none"> Goal minimally met, with limited content. | |
| <i>NOVICE Interaction</i> | <ul style="list-style-type: none"> Appropriate responses using simple and compound sentences. Some practiced and original questions used to continue conversation. Rephrasing used to clarify. | <ul style="list-style-type: none"> Appropriate responses with simple sentences, phrases, words, gestures. Some practiced questions used to continue the conversation. Word substitution used to clarify. | <ul style="list-style-type: none"> Some appropriate responses with phrases, words, gestures. Few questions asked. Repetition or gestures used to clarify. | <ul style="list-style-type: none"> Responses consist of lists, words and gestures. No questions asked. Unable to clarify. | |
| <i>INTERMEDIATE Interaction</i> | <ul style="list-style-type: none"> Appropriate responses with strings of sentences and some longer discourse. Conversation easily continued or advanced. Paraphrasing used to clarify. | <ul style="list-style-type: none"> Appropriate responses with strings of simple and connected sentences. Good use of questions to continue the conversation. Rephrasing used to clarify. | <ul style="list-style-type: none"> Appropriate responses, simple and compound sentences. Some practiced and original questions to continue the conversation. Rephrasing used to clarify. | <ul style="list-style-type: none"> Appropriate responses with simple sentences, phrases and words. Some practiced questions to continue the conversation. Word substitution to clarify. | |
| Interculturality S G D E L | Demonstrates thorough cultural competence | Demonstrates cultural competence | Demonstrates some cultural competence | Demonstrates limited cultural competence | <i>Low</i> |
| Cultural Competence | <ul style="list-style-type: none"> Language or behavior³(<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/understanding. | |

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