

Pre and Post Learning Assessment of ASL Proficiency

Rubric developed by Elizabeth Beldon for assessment of participants in the ASL Immersion program sponsored by the CATIE Center at St. Catherine University and the MARIE Center at the University of Northern Colorado.

	Unsatisfactory	Improvement Needed	Meet Expectations	Exceeds Expectations
1. Non-manual Behaviors	1	2	3	4
Able to use appropriate facial expressions for affect/emotion, cultural eye contact, eye gaze	Demonstrates no f.e. and inappropriate use of eye contact and/or eye gaze	Inconsistent use of f.e. and inappropriate use of culturally eye contact & eye gaze	Evidence of appropriate use of f.e., and culturally appropriate use of eye contact & eye gaze	Consistent and appropriate use of f.e. & appropriate use of culturally eye contact & eye gaze
Able to use body shifting: clearly shows dialogue	Demonstrates inappropriate use of body shifting to convey message	Inconsistent inappropriate use of body shifting	Evidence of appropriate use of body shifting	Consistent and appropriate use of body shifting
Use of mouth movement	Demonstrates no knowledge or use of mouth movement correctly	Inconsistent appropriate use of mouth movement	Evidence of appropriate use of mouth movement	Consistent and appropriate use of mouth movement
2. Fingerspelling				
Understand and apply fingerspelling rules and knowledge of acronyms, abbreviation/ lexicalized fingerspelling	Demonstrates no knowledge and no application of fgs rules	Inconsistent appropriate use of fgs rules	Evidence of appropriate use of fgs rules	Consistent and appropriate use of fgs rules
Positioning, movement, & location of the hand	Demonstrates inappropriate hand position	Inconsistent appropriate use of hand position	Evidence of appropriate use of hand position	Consistent and appropriate use of hand position
Spelling words completely, clearly - clarify, fluently, and appropriate rate	Consistently spells words incorrectly & unclearly	Inconsistently spells words correctly & clearly	Evidence of spelling words correctly & clearly	Consistently spells words correctly & clearly
3. Numbers				
Understand and implement ordinal and cardinal number systems: palm orientation, movement & location of the hand. Clear and appropriate use of rhythms and produced with readable speed.	Demonstrates no knowledge and no application of number rules	Inconsistent appropriate use of number rules	Evidence of appropriate use of number rules	Consistent and appropriate use of number rules
4. Use of Space				
Apply indexing positions for people, objects, locations, and/or time frames	Demonstrates no knowledge and no application of positions	Inconsistent appropriate use of correct hand positions	Evidence of appropriate use of indexing positions	Consistent and appropriate use of indexing positions
Apply prepositions such as ON, IN, or UNDER	Demonstrates no knowledge of using prepositions	Inconsistent appropriate use of prepositions	Evidence of appropriate use of prepositions	Consistent and appropriate use of prepositions
5. Sign Production				
Adequate sign vocabulary, chosen signs match the meaning, compound signs, and noun-verb pairs	Demonstrates no knowledge of S.V.	Inconsistent and displays below basic knowledge of S.V.	Evidence of basic knowledge of S.V.	Consistent and demonstrates adequate knowledge of S.V.
Sign production in all parameters of ASL: Handshape, palm orientation, movement and location	Demonstrates no knowledge & no application of ASL parameters	Inconsistent appropriate use of ASL parameters	Evidence of appropriate use of ASL parameters	Consistent and appropriate use of parameters

6. Classifiers				
Understand and implement pronoun classifiers and referent nouns, signs used when CL should be used or	Demonstrates no knowledge and no application of pronoun CL	Inconsistent appropriate use of pronoun CL	Evidence of appropriate use of pronoun CL	Consistent and appropriate use of pronoun CL
Use classifier descriptions: size, shape, depth and/or texture of an object or location	Demonstrates no knowledge & no application of CL descriptions	Inconsistent appropriate use of CL descriptions	Evidence of appropriate use of CL descriptions	Consistent and appropriate use of CL descriptions
Use classifier spatial location and/or movement of a particular person or things	Demonstrates no knowledge and no application of CL	Inconsistent appropriate use of CL spatial location	Evidence of appropriate use of CL location	Consistent and appropriate use of CL spatial location
7. Grammatical Structure				
Use of the 7 basic ASL sentences structures with appropriate facial grammar, appropriate tense markers, and morphemes	Demonstrates no knowledge or application using of facial grammar and structures	Inconsistent appropriate use of facial grammar and structure	Evidence of appropriate use of facial grammar and structure	Consistent and appropriate use of facial grammar and structure
Understand and application of NMM in context, appropriate use of	Demonstrates no knowledge and no application NMM	Inconsistent appropriate use of NMM	Evidence of appropriate use of NMM	Consistent and appropriate use of NMM
8. Drop Form				
Vocabulary meaning interpreted correctly without affecting ASL syntax from English source (displaying sign choices based on meaning	Demonstrates inappropriate use of specific sign vocabulary	Inconsistent appropriate use of specific sign vocabulary	Evidence of knowledge and appropriate use of specific sign vocabulary	Consistent and appropriate use of specific sign vocabulary
9. ASL Prosody and Register				
Composure, appearance, flow and fluency, and etc...) rhythm, pace, pausing speed of signing smooth	Demonstrates rigidity and jerky movement	Inconsistent appropriate use of flowing and fluency	Evidence of minor hesitancy and fluency	Consistent flow and fluency
Knowledge of linguistic aspects of ASL, storytelling (Role-shifts)	Demonstrates no knowledge and no application of ASL linguistic aspects	Inconsistent appropriate use of linguistic aspects	Evidence of appropriate use of linguistic aspects	Consistent and appropriate use of linguistic aspects
Match register of the source (cultural/linguistic conveyance of the message)	Demonstrates no knowledge and no application to register	Inconsistent appropriate use of register	Evidence of appropriate use of register	Consistent and appropriate use of register