

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>	Low
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	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 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	Low
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. 	
NOVICE Interaction	<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. 	
INTERMEDIATE Interaction	<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	Low
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. 	

September 2016

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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 <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.			
	Interaction <i>How well did I communicate?</i>			
	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 <i>Did I show cultural understanding?</i>			
	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).			

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

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