

Assess Students' ASL, HOW?

Kim Pudans-Smith
Gallaudet University
ASLTA Conference - Seattle, WA

Course Overview

- Understanding the basic purpose of each unit
- What is rubric?
- Purpose of a rubric?
- Benefits of using rubrics?
- Video sample

Basic purpose of each unit

- Objectives/goals
- Criteria
- Expectations

What are Rubrics?

- Measure of student's achievement
- A scoring tool
- Articulates gradations of quality
- A tool for who??

Both for Teachers and Students

Purpose of a rubric?

- Assesses a particular piece of the student's work
- Provides levels of achievement for each criterion
- Sets clear expectations
- Ensures a more authentic, performance based assessment

Benefits of using rubrics?

- Improves student's performance
- Helps students judge the quality of their own and others' work
- Helps students be able to spot and solve problems in their own and others' work
- Reduces time teachers must spend evaluating
- Easy to use and to explain

Begin to assess...

- What are the goals?
- What are the criteria?
- What are the expectations?

ASL I - Unit 2

- Upon the completion of Unit 2, a student should be able to:
 - Narrate about language(s) one grew up speaking and learning
 - Narrative Structure
 - Contrastive structure
 - Transition: Topicalization

Gallaudet University
ASL Program

5 = Excellent	4 = Good	3 = Adequate	2 = Emerging	1 = Developing
All parameters are produced correctly	Some parameter errors but can be understood	Frequent parameter errors, still understandable	At least one parameter error, difficult to understand	Jumbled, not understandable

Introduction									
Appropriate opening	10	9	8	7	6	0	x 1 =	0	
Body									
Appropriate use of narrative structure	10	9	8	7	6	0	x 4 =	0	
Appropriate use of raising brows/tilting head for each transition	10	9	8	7	6	0	x 3 =	0	
Appropriate use of contrastive structure	10	9	8	7	6	0	x 2 =	0	
Appropriate use of sign production	10	9	8	7	6	0	x 2 =	0	
Conclusion									
Appropriate closure	10	9	8	7	6	0	x 1 =	0	

Total Points: 0

*photos and videos removed from this .pdf
to protect the participants in the study

Sample 1

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ASL Program

5 = Excellent	4 = Good	3 = Adequate	2 = Emerging	1 = Developing
All parameters are produced correctly	Some parameter errors but can be understood	Frequent parameter errors, still understandable	At least one parameter error, difficult to understand	Jumbled, not understandable

Introduction									
Appropriate opening	10	9	8	7	6	0	x 1 =	0	
Body									
Appropriate use of narrative structure	10	9	8	7	6	0	x 4 =	0	
Appropriate use of raising brows/tilting head for each transition	10	9	8	7	6	0	x 3 =	0	
Appropriate use of contrastive structure	10	9	8	7	6	0	x 2 =	0	
Appropriate use of sign production	10	9	8	7	6	0	x 2 =	0	
Conclusion									
Appropriate closure	10	9	8	7	6	0	x 1 =	0	

Total Points: 0

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Sample 2

Gallaudet University
ASL Program

5 = Excellent	4 = Good	3 = Adequate	2 = Emerging	1 = Developing
All parameters are produced correctly	Some parameter errors but can be understood	Frequent parameter errors, still understandable	At least one parameter error, difficult to understand	Jumbled, not understandable

Introduction									
Appropriate opening	10	9	8	7	6	0	x 1 =	0	
Body									
Appropriate use of narrative structure	10	9	8	7	6	0	x 4 =	0	
Appropriate use of raising brows/tilting head for each transition	10	9	8	7	6	0	x 3 =	0	
Appropriate use of contrastive structure	10	9	8	7	6	0	x 2 =	0	
Appropriate use of sign production	10	9	8	7	6	0	x 2 =	0	
Conclusion									
Appropriate closure	10	9	8	7	6	0	x 1 =	0	

Total Points: 0

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Sample 3

Gallaudet University
ASL Program

5 = Excellent	4 = Good	3 = Adequate	2 = Emerging	1 = Developing
All parameters are produced correctly	Some parameter errors but can be understood	Frequent parameter errors, still understandable	At least one parameter error, difficult to understand	Jumbled, not understandable

Introduction									
Appropriate opening	10	9	8	7	6	0	x 1 =	0	
Body									
Appropriate use of narrative structure	10	9	8	7	6	0	x 4 =	0	
Appropriate use of raising brows/tilting head for each transition	10	9	8	7	6	0	x 3 =	0	
Appropriate use of contrastive structure	10	9	8	7	6	0	x 2 =	0	
Appropriate use of sign production	10	9	8	7	6	0	x 2 =	0	
Conclusion									
Appropriate closure	10	9	8	7	6	0	x 1 =	0	

Total Points: 0

- Kim Pudans-Smith
- ASL Program Coordinator
- Gallaudet University
- kimberly.pudans-smith@gallaudet.edu

Works cited

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- Pearson Education, Inc. (2000-2009). *How to use and grade rubrics*. Retrieved September 22, 2009 from <http://www.teachervision.fen.com/rubrics/teaching-methods/6340.html>
- Pearson Education, Inc. (2000-2009). *How to weight rubrics*. Retrieved September 22, 2009 from <http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4525.html>
- Smith, C., Lentz, E., & Mikos, K. (2008). *Signing naturally – Level one: Student workbook and DVD*. CA: DawnSignPress.
- Walvoord, B. (n.d.) in S. Ehrmann (ed.), *The rubrics: definition and examples*. Retrieved September 22, 2009 from <http://www.tltgroup.org/resources/flashlight/rubrics.htm>

Youtube:

- <http://www.youtube.com/watch?v=byI78h6kZKs>
- <http://www.youtube.com/watch?v=1E2C8SCIE-I&feature=related>
- <http://www.youtube.com/watch?v=z-zTr8-e0f0>