

ASL Final Exam — Teacher Guide & Keys (Levels 1–5)

This guide contains administration notes, answer keys for objective sections, sample answers for open-response items, a blank rubric, and scoring sheets. This version improves table readability with wrapped text.

Level 1 – Beginner — Teacher Guide & Answer Key

Expressive Performance — Rubric Focus

Look for accuracy, NMS, ASL syntax; L3+ include space/classifiers and role shift.

Receptive Comprehension — Answer Guide (examples)

1. What is the signer's favorite class?

Answer: (based on your selected clip).

2. List two family members mentioned.

Answer: (based on your selected clip).

3. What time does the signer wake up?

Answer: (based on your selected clip).

4. Put these events in order (1–4).

Answer: (based on your selected clip).

5. True/False: The signer dislikes pizza.

Answer: (based on your selected clip).

6. What is the signer doing after school?

Answer: (based on your selected clip).

7. Who does the signer live with?

Answer: (based on your selected clip).

8. What is one hobby the signer mentioned?

Answer: (based on your selected clip).

Fingerspelling — Admin List

PASTA, MOM, DETROIT, KEVIN, MATH, ZOO, PARK, GREEN

Vocabulary / Grammar / NMS — Keys

1. Select best ASL order for 'I go to school every day.'

A. EVERY-DAY I GO SCHOOL; B. I GO SCHOOL EVERY DAY

Key: A

2. Which is a WH-question gloss?

A. YOUR NAME WHAT; B. WHAT YOUR NAME

Key: A

3. Choose correct negation structure.

A. I-NOT LIKE CANDY; B. I LIKE-NOT CANDY

Key: B

4. Pick correct time-topic placement.

A. TOMORROW I WORK; B. I WORK TOMORROW

Key: A

5. Identify the correct facial grammar for YES/NO question.

A. raised eyebrows; B. furrowed eyebrows

Key: A

Blank Analytic Rubric (use across levels)

Category	4	3	2	1
Expressive Performance	Native-like accuracy; precise NMS; cohesive; clear space/CLs (L3+).	Minor errors; mostly consistent NMS; organized; adequate space/CLs.	Noticeable errors; inconsistent NMS; limited space/CLs; choppy.	Frequent errors; missing NMS; absent/incorrect CLs; halting.
Receptive Comprehension	Understands fully; infers; sequences accurately.	Understands most; minor detail gaps.	Partial understanding; sequence errors.	Struggles significantly.
Vocabulary/Grammar/NMS	Accurate ASL order; correct NMS; varied vocab.	Mostly accurate; occasional slips.	Frequent errors; limited vocab.	Minimal awareness; English order.
Fingerspelling (Rec/Exp)	Accurate / fluent at natural pace.	Mostly accurate; minor hesitations.	Some difficulty; slow pace.	Significant difficulty.
Deaf Culture	Clear, accurate, insightful.	Generally accurate.	Partially accurate.	Minimal / inaccurate.

Scoring Sheet (copy for each student)

Section	Max	Score
Expressive Performance	40	
Receptive Comprehension	30	
Fingerspelling (Rec/Exp)	10	
Vocabulary/Grammar/NMS	10	
Deaf Culture	10	
TOTAL	100	
Notes		

Level 2 – Intermediate — Teacher Guide & Answer Key

Expressive Performance — Rubric Focus

Look for accuracy, NMS, ASL syntax; L3+ include space/classifiers and role shift.

Receptive Comprehension — Answer Guide (examples)

1. Why did the signer cancel plans last weekend?

Answer: (based on your selected clip).

2. What two activities are planned for next weekend?

Answer: (based on your selected clip).

3. Sequence the main events from the story.

Answer: (based on your selected clip).

4. What problem did the signer have?

Answer: (based on your selected clip).

5. True/False: The signer met their friend on Sunday.

Answer: (based on your selected clip).

6. What time does the signer plan to leave?

Answer: (based on your selected clip).

7. What is the signer's mood about next weekend?

Answer: (based on your selected clip).

8. Name one location mentioned.

Answer: (based on your selected clip).

Fingerspelling — Admin List

TARGET, FRIDAY, BRUNCH, ELLA, SUMMER, YOGURT, UBER, MALL, BOWLING, MUSEUM

Vocabulary / Grammar / NMS — Keys

1. Choose best ASL order: 'I didn't go because I was sick.'

A. SICK I, GO-NOT; B. I DIDN'T GO BECAUSE I WAS SICK

Key: A

2. Select correct WH-question placement.

A. YOU GO WHERE; B. WHERE YOU GO

Key: A

3. Pick correct use of NOT-YET.

A. NOT-YET HOMEWORK FINISH; B. I DIDN'T FINISH HOMEWORK YET

Key: A

4. Time-topic choice.

A. YESTERDAY STORE I GO; B. I WENT TO THE STORE YESTERDAY

Key: A

5. Identify appropriate non-manual for NOT-YET.

A. tongue out + head tilt; B. raised eyebrows

Key: A

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Notes		

Level 3 – Advanced — Teacher Guide & Answer Key

Expressive Performance — Rubric Focus

Look for accuracy, NMS, ASL syntax; L3+ include space/classifiers and role shift.

Receptive Comprehension — Answer Guide (examples)

1. What is the main problem in the story?

Answer: (based on your selected clip).

2. Which classifier described the person (e.g., CL:1) and what did it show?

Answer: (based on your selected clip).

3. What happened first, second, third, last?

Answer: (based on your selected clip).

4. How did the signer use space to compare two ideas?

Answer: (based on your selected clip).

5. True/False: The signer used role shift to quote a character.

Answer: (based on your selected clip).

6. What solution did the signer describe?

Answer: (based on your selected clip).

7. Identify a transition the signer used (e.g., 'NEXT', 'FINISH').

Answer: (based on your selected clip).

8. What was the outcome?

Answer: (based on your selected clip).

Fingerspelling — Admin List

LIBRARY, MONROE, CAMPUS, LATTE, PHYSICS, GARAGE, PASSPORT, REDCROSS, SPOTIFY, CHARGER, WIFI, A/C

Vocabulary / Grammar / NMS — Keys

1. Choose the best classifier for a car turning left.

A. CL:3 turn-left; B. CL:1 turn-left

Key: A

2. Select correct topic/comment use.

A. WEATHER RAIN, GAME CANCEL; B. THE GAME WAS CANCELED BECAUSE IT RAINED

Key: A

3. Pick correct depicting verb with person walking.

A. CL:1-walk-to; B. WALK-TO (English gloss)

Key: A

4. Identify correct role-shift markers.

A. body shift + eye gaze; B. bigger signs only

Key: A

5. Which shows contrastive structure?

A. set up A and B in space; B. repeat the sentence twice

Key: A

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Level 4 – Advanced Plus — Teacher Guide & Answer Key

Expressive Performance — Rubric Focus

Look for accuracy, NMS, ASL syntax; L3+ include space/classifiers and role shift.

Receptive Comprehension — Answer Guide (examples)

1. Summarize the process in 3 steps.

Answer: (based on your selected clip).

2. Identify one locative and how it was used.

Answer: (based on your selected clip).

3. Which handshake/classifier was crucial to explain the process?

Answer: (based on your selected clip).

4. What caution or tip did the signer include?

Answer: (based on your selected clip).

5. True/False: The signer used listing to organize steps.

Answer: (based on your selected clip).

6. How did the signer show cause→effect?

Answer: (based on your selected clip).

7. What tool/object locations were set in space?

Answer: (based on your selected clip).

8. What was the final outcome/result?

Answer: (based on your selected clip).

Fingerspelling — Admin List

BICYCLE, RECIPE, BATTERY, VINEGAR, NUMLOCK, QUARTZ, GMAIL, ADOBE, MICROWAVE, THERMOS, STAPLER, TOMATO

Vocabulary / Grammar / NMS — Keys

1. Best classifier for placing a cup on a table.

A. CL:C set-down; B. CL:1 set-down

Key: A

2. Choose correct use of conditional.

A. IF RAIN, GAME CANCEL; B. IF IT RAINS, THE GAME WILL BE CANCELED

Key: A

3. Pick accurate locative description.

A. BOOK THERE-LEFT; B. THE BOOK IS OVER THERE ON THE LEFT

Key: A

4. Which transition fits a process?

A. FIRST-NEXT-FINISH; B. BECAUSE-THEREFORE

Key: A

5. Identify correct NMS for conditional.

A. eyebrows raised + head tilt for 'if' clause; B. furrowed eyebrows

Key: A

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Level 5 – Highest — Teacher Guide & Answer Key

Expressive Performance — Rubric Focus

Look for accuracy, NMS, ASL syntax; L3+ include space/classifiers and role shift.

Receptive Comprehension — Answer Guide (examples)

1. State the signer's thesis in one sentence.

Answer: (based on your selected clip).

2. Provide two supporting details.

Answer: (based on your selected clip).

3. Identify a register shift and why it was used.

Answer: (based on your selected clip).

4. How did the signer use space to map ideas?

Answer: (based on your selected clip).

5. True/False: The signer contrasted two stakeholders' perspectives.

Answer: (based on your selected clip).

6. What classifier sequence carried the main image?

Answer: (based on your selected clip).

7. What evidence or example was most convincing?

Answer: (based on your selected clip).

8. What was the conclusion/call to action?

Answer: (based on your selected clip).

Fingerspelling — Admin List

EQUALITY, BARRIERS, CAPTION, ADVOCACY, BILINGUAL, GALLAUDET, ACCESS, INCLUSION, RESEARCH, MUSEUM, THEATER, SCHOLARSHIP, MENTOR

Vocabulary / Grammar / NMS — Keys

1. Identify correct number incorporation.

A. 3-WEEK LATER WE MEET; B. WE MEET THREE WEEKS LATER

Key: A

2. Choose accurate aspect marking.

A. WORK++ (habitual); B. WORK (neutral)

Key: A

3. Pick correct use of rhetorical question.

A. WHY (rhet.), ACCESS IMPORTANT? (answer follows); B. ACCESS IMPORTANT WHY?

Key: A

4. Select proper use of role-shift for viewpoint.

A. shift to each stakeholder when quoting; B. keep same body orientation

Key: A

5. Which closing is cohesive?

A. FINISH SUMMARY; FUTURE PLAN; THANK-YOU; B. THANKS, BYE

Key: A

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