

ASL final exam, levels 1–5

Teacher _____

Class / period _____

THE SHORT VERSION

Five levels, one shared structure. Each level has its own receptive questions, fingerspelling list, and answer key; the rubric and the scoring sheet are the same at every level, so they live once at the back of this guide and get photocopied as needed.

HOW THIS GUIDE IS BUILT

What is in each level section, and what you supply yourself.

EVERY LEVEL CONTAINS

- ♦ **Expressive performance** — what to watch for while the student signs, keyed to the rubric.
- ♦ **Receptive comprehension** — eight questions, each with a blank line for your clip's answer.
- ♦ **Fingerspelling** — the administration list, in order.
- ♦ **Vocabulary, grammar, and NMS** — five two-option items with the key marked in green.

WHAT YOU SUPPLY

- ♦ The receptive clip — every receptive answer depends on it. Fill the lines in beforehand.
- ♦ The Deaf culture prompt — ten points, scored from the rubric rather than a fixed key.

WEIGHTING

SAME AT EVERY LEVEL

EXPRESSIVE PERFORMANCE	RECEPTIVE COMPREHENSION	FINGER- SPELLING	VOCABULARY, GRAMMAR, NMS	DEAF CULTURE	TOTAL
40	30	10	10	10	100

LEVEL 1 – BEGINNER

Everyday vocabulary, basic sentence order, and the facial grammar that carries a question.

EXPRESSIVE PERFORMANCE**RUBRIC FOCUS**

- ♦ Look for accuracy, non-manual signals, and ASL syntax. Space, classifiers, and role shift are not expected at this level.

RECEPTIVE COMPREHENSION**FILL IN FROM YOUR CLIP**

Clip used _____

Date administered _____

01 What is the signer's favorite class?

02 List two family members mentioned.

03 What time does the signer wake up?

04 Put these events in order (1-4).

05 True / False: the signer dislikes pizza.

06 What is the signer doing after school?

07 Who does the signer live with?

08 What is one hobby the signer mentioned?

FINGERSPELLING**ADMINISTRATION LIST**

PASTA

MOM

DETROIT

KEVIN

MATH

ZOO

PARK

GREEN

Receptive _____ / 8

Expressive _____ / 8

VOCABULARY, GRAMMAR, AND NMS**LEVEL 1 · ANSWER KEY**

01 Select the best ASL order for “I go to school every day.”

A EVERY-DAY I GO SCHOOL **KEY**

B I GO SCHOOL EVERY DAY

02 Which is a WH-question gloss?

A YOUR NAME WHAT **KEY**

B WHAT YOUR NAME

03 Choose the correct negation structure.

A I-NOT LIKE CANDY

B I LIKE-NOT CANDY **KEY**

04 Pick the correct time-topic placement.

A TOMORROW I WORK **KEY**

B I WORK TOMORROW

05 Identify the correct facial grammar for a yes/no question.

A Raised eyebrows **KEY**

B Furrowed eyebrows

DEAF CULTURE**10 POINTS · YOUR PROMPT**

- ♦ Scored from the rubric rather than from a fixed key. Write the prompt you will use with this level, then score it in the Deaf culture row.

NOTES

LEVEL 2 – INTERMEDIATE

Narrative sequencing, time and reason clauses, and negation across a longer stretch of signing.

EXPRESSIVE PERFORMANCE**RUBRIC FOCUS**

- ♦ Look for accuracy, non-manual signals, and ASL syntax. Watch for topic-comment order holding up across multi-sentence answers.

RECEPTIVE COMPREHENSION**FILL IN FROM YOUR CLIP**

Clip used _____

Date administered _____

01 Why did the signer cancel plans last weekend?

02 What two activities are planned for next weekend?

03 Sequence the main events from the story.

04 What problem did the signer have?

05 True / False: the signer met their friend on Sunday.

06 What time does the signer plan to leave?

07 What is the signer's mood about next weekend?

08 Name one location mentioned.

FINGERSPELLING**ADMINISTRATION LIST**

TARGET

FRIDAY

BRUNCH

ELLA

SUMMER

YOGURT

UBER

MALL

BOWLING

MUSEUM

Receptive _____ / 10

Expressive _____ / 10

VOCABULARY, GRAMMAR, AND NMS**LEVEL 2 · ANSWER KEY**

01 Choose the best ASL order: “I didn't go because I was sick.”

A SICK I, GO-NOT **KEY**

B I DIDN'T GO BECAUSE I WAS SICK

02 Select the correct WH-question placement.

A YOU GO WHERE **KEY**

B WHERE YOU GO

03 Pick the correct use of NOT-YET.

A NOT-YET HOMEWORK FINISH **KEY**

B I DIDN'T FINISH HOMEWORK YET

04 Time-topic choice.

A YESTERDAY STORE I GO **KEY**

B I WENT TO THE STORE YESTERDAY

05 Identify the appropriate non-manual for NOT-YET.

A Tongue out + head tilt **KEY**

B Raised eyebrows

DEAF CULTURE**10 POINTS · YOUR PROMPT**

- ◆ Scored from the rubric rather than from a fixed key. Write the prompt you will use with this level, then score it in the Deaf culture row.

NOTES

LEVEL 3 – ADVANCED

Classifiers, use of signing space, and role shift enter the rubric from this level up.

EXPRESSIVE PERFORMANCE**RUBRIC FOCUS**

- ♦ Look for accuracy, non-manual signals, and ASL syntax, plus deliberate use of space, classifiers, and role shift.

RECEPTIVE COMPREHENSION**FILL IN FROM YOUR CLIP**

Clip used _____ Date administered _____

01 What is the main problem in the story?

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

03 What happened first, second, third, last?

04 How did the signer use space to compare two ideas?

05 True / False: the signer used role shift to quote a character.

06 What solution did the signer describe?

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

08 What was the outcome?

FINGERSPELLING**ADMINISTRATION LIST**

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

Receptive _____ / 12 Expressive _____ / 12

VOCABULARY, GRAMMAR, AND NMS**LEVEL 3 · ANSWER KEY**

01 Choose the best classifier for a car turning left.

A CL:3 turn-left **KEY**

B CL:1 turn-left

02 Select the correct topic / comment use.

A WEATHER RAIN, GAME CANCEL **KEY**

B THE GAME WAS CANCELED BECAUSE IT RAINED

03 Pick the correct depicting verb for a person walking.

A CL:1-walk-to **KEY**

B WALK-TO (English gloss)

04 Identify the correct role-shift markers.

A Body shift + eye gaze **KEY**

B Bigger signs only

05 Which shows contrastive structure?

A Set up A and B in space **KEY**

B Repeat the sentence twice

DEAF CULTURE**10 POINTS · YOUR PROMPT**

- ♦ Scored from the rubric rather than from a fixed key. Write the prompt you will use with this level, then score it in the Deaf culture row.

NOTES

LEVEL 4 – ADVANCED PLUS

Explaining a process: listing, locatives, conditionals, and cause to effect.

EXPRESSIVE PERFORMANCE**RUBRIC FOCUS**

- ♦ Look for accuracy, non-manual signals, and ASL syntax, plus space, classifiers, and role shift used to organize a multi-step explanation.

RECEPTIVE COMPREHENSION**FILL IN FROM YOUR CLIP**

Clip used _____ Date administered _____

01 Summarize the process in three steps.

02 Identify one locative and how it was used.

03 Which handshape or classifier was crucial to explain the process?

04 What caution or tip did the signer include?

05 True / False: the signer used listing to organize steps.

06 How did the signer show cause → effect?

07 What tool or object locations were set in space?

08 What was the final outcome or result?

FINGERSPELLING**ADMINISTRATION LIST**

BICYCLE

RECIPE

BATTERY

VINEGAR

NUMLOCK

QUARTZ

GMAIL

ADOBE

MICROWAVE

THERMOS

STAPLER

TOMATO

Receptive _____ / 12 Expressive _____ / 12

VOCABULARY, GRAMMAR, AND NMS**LEVEL 4 · ANSWER KEY**

01 Best classifier for placing a cup on a table.

A CL:C set-down **KEY**

B CL:1 set-down

02 Choose the correct use of a conditional.

A IF RAIN, GAME CANCEL **KEY**

B IF IT RAINS, THE GAME WILL BE CANCELED

03 Pick the accurate locative description.

A BOOK THERE-LEFT **KEY**

B THE BOOK IS OVER THERE ON THE LEFT

04 Which transition fits a process?

A FIRST – NEXT – FINISH **KEY**

B BECAUSE – THEREFORE

05 Identify the correct non-manual for a conditional.

A Eyebrows raised + head tilt for the “if” clause **KEY**

B Furrowed eyebrows

DEAF CULTURE**10 POINTS · YOUR PROMPT**

- ♦ Scored from the rubric rather than from a fixed key. Write the prompt you will use with this level, then score it in the Deaf culture row.

NOTES

LEVEL 5 – HIGHEST

Extended discourse: thesis, evidence, register, and a cohesive close.

EXPRESSIVE PERFORMANCE**RUBRIC FOCUS**

- ♦ Look for accuracy, non-manual signals, and ASL syntax, plus space, classifiers, role shift, aspect, and register handled across a sustained argument.

RECEPTIVE COMPREHENSION**FILL IN FROM YOUR CLIP**

Clip used _____

Date administered _____

01 State the signer's thesis in one sentence.

02 Provide two supporting details.

03 Identify a register shift and why it was used.

04 How did the signer use space to map ideas?

05 True / False: the signer contrasted two stakeholders' perspectives.

06 What classifier sequence carried the main image?

07 What evidence or example was most convincing?

08 What was the conclusion or call to action?

FINGERSPELLING**ADMINISTRATION LIST**

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

Receptive _____ / 13

Expressive _____ / 13

VOCABULARY, GRAMMAR, AND NMS

LEVEL 5 · ANSWER KEY

01 Identify correct number incorporation.

- A** 3-WEEK LATER WE MEET **KEY**
- B** WE MEET THREE WEEKS LATER

02 Choose accurate aspect marking.

- A** WORK++ (habitual) **KEY**
- B** WORK (neutral)

03 Pick the correct use of a rhetorical question.

- A** WHY (rhet.), ACCESS IMPORTANT? — answer follows **KEY**
- B** ACCESS IMPORTANT WHY?

04 Select proper use of role shift for viewpoint.

- A** Shift to each stakeholder when quoting **KEY**
- B** Keep the same body orientation

05 Which closing is cohesive?

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

DEAF CULTURE

10 POINTS · YOUR PROMPT

- ♦ Scored from the rubric rather than from a fixed key. Write the prompt you will use with this level, then score it in the Deaf culture row.

NOTES

MASTER ANALYTIC RUBRIC

Use across all five levels. Space, classifiers, and role shift apply from Level 3 up.

CATEGORY	4	3	2	1
Expressive Performance	Native-like accuracy; precise NMS; cohesive; clear space and classifiers (L3+).	Minor errors; mostly consistent NMS; organized; adequate space and classifiers.	Noticeable errors; inconsistent NMS; limited space and classifiers; choppy.	Frequent errors; missing NMS; absent or incorrect classifiers; 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 vocabulary.	Mostly accurate; occasional slips.	Frequent errors; limited vocabulary.	Minimal awareness; English order.
Fingerspelling (Rec / Exp)	Accurate and fluent at a natural pace.	Mostly accurate; minor hesitations.	Some difficulty; slow pace.	Significant difficulty.
Deaf Culture	Clear, accurate, insightful.	Generally accurate.	Partially accurate.	Minimal or inaccurate.

READING THE RUBRIC

- ◆ Score each category on its own, then transfer to the scoring sheet on the next page.
- ◆ A 4 and a 3 both describe accurate work; the difference is consistency, not whether errors appear at all.
- ◆ English word order under Vocabulary, grammar, and NMS is a 1 regardless of how much vocabulary the student produced.

SCORING SHEET

Copy one for each student. Circle the level, then record each section score against its maximum.

Student _____

Level **1** **2** **3** **4** **5**

Date _____

SECTION	MAX	SCORE
Expressive Performance	40	
Receptive Comprehension	30	
Fingerspelling (Rec / Exp)	10	
Vocabulary / Grammar / NMS	10	
Deaf Culture	10	
Total	100	

NOTES