

Beginning-of-year assessment

Teacher _____ Class / period _____ Date _____

THE SHORT VERSION

Eight short activities that show you where a class is on the first week back, and one five-category rubric to score them against. This guide runs alongside the student handout: the students fill in their side, you work from this one.

THE EIGHT ACTIVITIES

Run them in any order. Each one feeds at least one row of the rubric.

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|-----------|--------------------------------|---|
| 01 | Conversation / dialogue | <p>Observe fluency, eye contact, turn-taking, clarity of signs, and the ability to sustain a conversation.</p> <p>SCORING TIP Note whether the student leans too heavily on fingerspelling.</p> |
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| 02 | Expressive prompt | <p>Look for correct vocabulary, topic-comment sentence structure, facial grammar, and confidence.</p> <p>SCORING TIP Consider the length and the clarity of the response, not just its accuracy.</p> |
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| 03 | Vocabulary spot-check | <p>Prepare ten to fifteen random words. Record correct against incorrect.</p> <p>SCORING TIP Advanced students should show broad recall, not only recall of recent themes.</p> |
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| 04 | Fingerspelling | <p>Fingerspell ten to twelve words, first slowly and then at normal speed. Record accuracy.</p> <p>SCORING TIP Track both receptive understanding and expressive return.</p> |

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- 05 Receptive video quiz** Choose a signed video of one to two minutes. Ask five to seven comprehension questions.
- SCORING TIP** Award partial credit for approximate answers.
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- 06 Silent classroom warm-up** Observe how students adapt to voice-off. Who initiates communication? Who hesitates?
- SCORING TIP** Encourage peer-to-peer signing rather than routing everything through you.
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- 07 Grammar awareness** Sign five to seven sentences, mixing correct and incorrect grammar. For example, **STORE I GO** is correct; **I GO STORE** is English word order.
- SCORING TIP** Students should be able to explain why the incorrect ones are wrong.
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- 08 Self-reflection** Collect the forms. Use the responses to group students – strong vocabulary against grammar struggles, and so on.
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QUICK RUBRIC

Five categories, four points each. The same five carry through to the placement guide.

CATEGORY	4 EXCELLENT	3 GOOD	2 DEVELOPING	1 BEGINNING
Expressive signing	Fluent, clear, accurate.	Mostly accurate.	Some errors; hesitant.	Minimal or unclear.
Receptive skills	Understands fully.	Understands most.	Understands partly.	Struggles significantly.
Vocabulary recall	Strong recall.	Adequate recall.	Limited recall.	Minimal recall.
Fingerspelling	Reads and spells easily.	Mostly accurate.	Some difficulty.	Significant difficulty.
Grammar awareness	Strong ASL grammar use.	Some errors.	Frequent errors.	No awareness.

RECORD THE SCORE**COPY FOR EACH STUDENT**

Student	Date					
	EXPRESSIVE SIGNING	RECEPTIVE SKILLS	VOCABULARY RECALL	FINGER- SPELLING	GRAMMAR AWARENESS	TOTAL
SCORE	_____ / 4	_____ / 4	_____ / 4	_____ / 4	_____ / 4	_____ / 20

GROUPING THE CLASS

- ♦ The self-reflection forms and the rubric totals together are what group the class – one shows what students think they can do, the other what you saw.
- ♦ A total out of twenty maps straight onto the placement guide, so the same sitting can both group the class and set starting levels.

NOTES
