

Ohio Assessments for Educators (OAE): Performance Characteristics and Scoring Scale

American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtest II) – Expressive Production Assignments

Performance Characteristics

Responses are scored holistically based on the following performance characteristics:

Relevance and Appropriateness	The extent to which the response addresses the assignment in a culturally appropriate manner for the intended audience and purpose
Fluency	The extent to which the response communicates clear and coherent ideas delivered with a steady rate, appropriate pace, and ease of expression
Grammar and Syntax	The extent to which the response demonstrates accurate and appropriate use of ASL syntax and grammatical forms, including space, classifiers, constructed actions, and non-manual markers
Vocabulary	The extent to which the response demonstrates a range of ASL vocabulary and appropriate use of idiomatic expressions and multiple meaning signs
Sign Production	The clarity and accurate formation of signs, including use of non-manual markers

Scoring Scale

The four points of the scoring scale correspond to varying degrees of performance.

Score Point	Score Point Description
4	<p>The "4" response reflects thorough understanding and strong command of ASL.</p> <ul style="list-style-type: none"> The response thoroughly addresses the assignment and develops the topic by elaboration of specific points, using effective communication, including sociocultural aspects that are appropriate for the assignment. The response communicates thoroughly clear and coherent ideas, signing with a consistent rate and fluent pacing and little, if any, hesitation. Minor errors do not interfere with comprehensibility. The response demonstrates thoroughly accurate and appropriate use of ASL syntax and grammatical constructions, including space, classifiers, constructed actions, and non-manual markers. Errors do not interfere with comprehensibility. The response demonstrates broad command and wide range of accurate, precise ASL vocabulary and thoroughly appropriate use of idiomatic expressions and multiple meaning signs. The response demonstrates thoroughly effective sign production. Errors in the production of signs and non-manual markers do not interfere significantly with comprehensibility.
3	<p>The "3" response reflects a general understanding and satisfactory command of ASL.</p> <ul style="list-style-type: none"> The response generally addresses the assignment and develops the topic using some elaboration of specific points, generally using effective communication, including sociocultural aspects that are satisfactory for the assignment. The response communicates generally clear and coherent ideas, signing with satisfactory pacing but some hesitation. Some errors may slightly interfere with comprehensibility. The response demonstrates generally appropriate use of ASL syntax and grammatical constructions, including space, classifiers, constructed actions, and non-manual markers. Errors may slightly interfere with comprehensibility. The response demonstrates a general command and satisfactory range of accurate ASL vocabulary, and generally appropriate use of idiomatic expressions and multiple meaning signs. The response demonstrates generally effective sign production. Errors in the production of signs and non-manual markers may slightly interfere with comprehensibility.

Score Point	Score Point Description
2	<p>The "2" response reflects a partial understanding and limited command of ASL.</p> <ul style="list-style-type: none"> • The response partially addresses the assignment and develops the topic with limited elaboration of specific points, using partially effective communication, including sociocultural aspects that are partially appropriate for the assignment. • The response communicates partially clear ideas, signing with frequently inappropriate rate and pacing, and inappropriate hesitation, making some of the message difficult to understand. Frequent errors interfere with comprehensibility. • The response demonstrates partially appropriate use of ASL syntax and grammatical constructions, including space, classifiers, constructed actions, and non-manual markers. Errors often interfere with comprehensibility. • The response demonstrates a partial command and limited range of ASL vocabulary, and partially appropriate use of idiomatic expressions and multiple meaning signs. • The response demonstrates partially effective sign production. Errors in the production of signs and non-manual markers often interfere with comprehensibility.
1	<p>The "1" response reflects minimal or no understanding or command of ASL.</p> <ul style="list-style-type: none"> • The response minimally addresses the assignment, with little or no elaboration of specific points, using ineffective communication, including sociocultural aspects that are consistently inappropriate for this assignment. • The response is ineffective in communicating ideas. It is difficult to understand, signing with inappropriate rate and pacing, significant hesitation, making the communication fragmented and choppy. Errors interfere significantly with comprehensibility. • The response demonstrates minimal or no appropriate use of ASL syntax and grammatical constructions, including space, classifiers, constructed actions, and non-manual markers. Errors interfere significantly with comprehensibility. • The response demonstrates minimal or no command or range of ASL vocabulary, and inappropriate use of idiomatic expressions and multiple meaning signs. • The response demonstrates ineffective sign production. Errors in production of signs and non-manual markers significantly interfere with comprehensibility.
U	<p>The response is unscorable because it is merely a repetition of the assignment, not related to the assignment, not primarily in ASL, or not of sufficient length to score.</p>
B	<p>There is no response to the assignment.</p>