



# American Sign Language Checkpoint **A** Examination

Manual for Administering and Scoring  
Part 1: Conversation/Roleplay

Created by



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**Important:** Please add [worldlanguages@oneida-boces.org](mailto:worldlanguages@oneida-boces.org) to your email address book. Also, ask your school technical support to ensure that communications sent to teachers and administrators from the oneida-boces.org domain are successfully delivered.

## Introduction

On an annual basis, Oneida-Herkimer-Madison BOCES creates a unique American Sign Language (ASL) Checkpoint A examination. This examination is available for schools across New York State to order and administer to their students. Any school that chooses to administer examinations created by Oneida-Herkimer-Madison BOCES must adhere to our [Terms of Administration](#).

Orders may be placed from our website at [www.oneida-boces.org/worldlanguages](http://www.oneida-boces.org/worldlanguages).

## Purpose of this Manual

The purpose of this manual is to communicate requirements for the universal administration and scoring of Part 1: Conversation/Roleplay.

## What is the format of the examination?

The Oneida-Herkimer-Madison BOCES Checkpoint A examination in American Sign Language is scored on a 100-point scale. The breakdown of point values for each part appears below.

	Description	Point Value
<b>Part 1</b>	Conversation/Roleplay	20
<b>Part 2</b>	Expressive Observation	20
<b>Part 3</b>	Receptive Comprehension	40
<b>Part 4</b>	Deaf History and Culture	10
<b>Part 5</b>	ASL Grammar	10

To pass the examination, and earn Checkpoint A examination credit, students must earn a minimum of 65 cumulative points.

***Part 1: Conversation/Roleplay is described on the next page.***

## What is Part 1: Conversation/Roleplay?

In Part 1: Conversation/Roleplay, students are required to demonstrate the ability to carry on a conversation using American Sign Language. Real life-scenarios, provided by Oneida-Herkimer Madison BOCES, are used as the basis for the conversation/roleplays.

**A set of thirty (30) conversation/roleplay tasks is written for each iteration of the examination. These are separated into two subsets of tasks from which the student must complete:**

1. one (1) randomly selected task from the fifteen (15) teacher-initiated tasks and
2. one (1) randomly selected task from the fifteen (15) student-initiated tasks.

**The topics of these tasks are based the four functions of conversation, which have been combined into two tasks:**

1. Socializing and Providing/Obtaining Information and
2. Expressing Feelings/Opinions and Persuasion.

**Part 1: Conversation/Roleplay is worth twenty (20) points. Each task outlines a setting and a situation that will be role-played between the student and teacher.**

- In each conversation/roleplay:
  - the teacher will assume the role assigned in the task while
  - the students will play themselves.
- Each conversation/roleplay consists of five (5) signings by both the teacher and the student.
- Each student signing will receive 0, 1, or 2 points depending upon its comprehensibility, appropriateness, and development (Checkpoint A expectations).
- Each conversation/roleplay has a maximum score of ten (10) points.

	Tasks in Set	Tasks in Subset	Initiated by	Required Tasks	Assessed Conversation Functions
<b>Part 1: Conversation/Roleplay</b>	30	15	Teacher	1	1) Socializing and Providing/Obtaining Information and 2) Expressing Feelings/Opinions and Persuasion.
		15	Student	1	

***Further description about Part 1: Conversation/Roleplay can be found on the next page.***

## When is Part 1: Conversation/Roleplay administered?

Administration of Part 1: Conversation/Roleplay must be completed during the administration period shown in the chart below.

Month of Examination	Administration Period for Part 1: Conversation/Roleplay
June	April 1 until five (5) calendar days prior to the date of administration of Parts 3-5.

## Where do I find the tasks for Part 1: Conversation/Roleplay?

The tasks created by Oneida-Herkimer-Madison BOCES are based on the prompts formerly issued by the New York State Education Department; however, they have been updated and restructured. As part of the Terms of Administration, schools that purchase examinations must use the tasks designated for each specific examination by Oneida-Herkimer-Madison BOCES.

**There are two options available for accessing the current tasks: 1) digitally and/or 2) in printed form. A detailed description of how to access each can be found below:**

- 1. Digital Access via the Buzz Learning Management System (LMS)** - Tasks can be used a) directly from the web-based Buzz LMS or b) be printed on paper and cut out by hand locally. Those individuals whose names are included on the examination order submitted to Oneida-Herkimer-Madison BOCES will receive access to the digital version of the conversation/roleplay tasks.
  - Upon submission of an order for examinations, the following people will have a Buzz account created for them by Oneida-Herkimer-Madison BOCES:
    - the person who submitted the examination order,
    - each teacher of record listed in the examination order,
    - each exam scorer listed in the examination order.
  - The email address listed on the order form will be used as the username for each person's Buzz account.
  - All of the people listed above will have instructions emailed to them that explain how to access Buzz. The email will also outline how to create a password.
  - All users will be enrolled in the most up-to-date *World Languages Information* course found in the Student app of their Buzz accounts.

*Note: A new course is created and updated for each June administration of World Language examinations. Users will have access to this course for approximately one (1) year before the enrollment expires on March 31. To maintain access to this course, at least one (1) examination order must be submitted by your school district annually.*

**Important:** Please add [worldlanguages@oneida-boces.org](mailto:worldlanguages@oneida-boces.org) to your email address book and/or ask with your district technicians to ensure that communications sent to teachers and administrators from the oneida-boces.org domain are successfully delivered.

2. **Printed Cards** - When placing an order, schools may request that the tasks be printed on rip-resistant, high-gloss cardstock and shipped via United Parcel Service (UPS). Please consult the deadline dates listed on the [Order Exams page](#) of the Oneida-Herkimer-Madison BOCES website to ensure timely delivery.

*Note: The price for the printed set of cards and their shipment will be calculated upon ordering and is subject to change over time.*

**Important:** Part 1: Conversation/Roleplay tasks must be *kept secure at all times*. These are for examination purposes only and may *not* be used as practice prior to the administration of the examination. *Following* that time, the sets designed for that examination may be used for practice *only* in the classroom as a tool to prepare for future exams.

**Important:** The *World Languages Exam Information* course in Buzz is the only location that Oneida-Herkimer-Madison BOCES will release the *Scoring Key for Parts 3-5* of the examinations. Scoring keys for Checkpoint A examinations will become available at 12:00 pm on the date that Parts 3-5 are administered.

## How do I administer Part 1: Conversation/Roleplay?

The student must complete two conversation/roleplay tasks; one task must be teacher-initiated and the other must be student-initiated. Each of the tasks will be chosen randomly. For each student, the teacher may choose to complete both conversations/roleplays in one sitting, or at different times, or on different days.

**The following procedures describe the sequence of actions required to administer a single conversation/roleplay:**

1. Remind students that the use of any electronic device, written document, prepared notes, assistive decorations in the room, or other persons as resources during the examination are expressly prohibited. All must be unavailable to the student for the duration of time that Part 1: Conversation/Roleplay is administered.
2. The students must complete one conversation/roleplay task from each of the following subsets:
  - Teacher-initiated
  - Student-initiated

Students will randomly select one task from one of the subsets listed above. Either subset may be selected first. Once students have selected a task, they may not exchange it for a different task. Each student must complete his/her selected task immediately thereafter.

***Methods for Random Selection of  
Part 1: Conversation/Roleplay tasks found on the next page.***

## Methods for Random Selection of Part 1: Conversation/roleplay Tasks

**Option 1: If using the Buzz Learning Management System (LMS) to access conversation/roleplay tasks**, the teacher will create a system for selecting numbers randomly. For example, a teacher may opt to have the students draw numbers out of a hat or use an online number generator, such as [www.random.org](http://www.random.org).

After the student has selected the random numbers, the teacher will access the tasks found in the *World Languages Exams Information* course in Buzz, click the number on the screen that corresponds to the student's selection, and continue with step number three below.

**Option 2: If using a physical set of conversation/roleplay task cards**, the student will randomly draw a card from one of the subsets of tasks. Once the card is selected, continue with step number three below.

3. Prior to the administration of the Part 1: Conversation/Roleplay, it must be decided when the scoring will occur. If Part 1 is video recorded, it may be scored at a later time. If it is not video recorded, it must be scored simultaneously as the conversation/roleplay unfolds. This choice will determine the steps that need to be completed *prior* to initiating the task:

Administer and Score Simultaneously <i>No Video Recording</i>	Score After Administration <i>Video Recording Required</i>
Prior to beginning Part 1: Conversation/ Roleplay, the teacher needs to become familiar with all thirty (30) tasks developed for the examination. This will allow the teacher to anticipate a variety of potential signings by the student. Additionally, the teacher can also use this time to brainstorm ways to respond to the student or redirect the conversation/roleplay to keep it on task.	Complete the steps listed to the left at the time of scoring.
A sufficient number of copies of the <i>Student Score Report for Part 1</i> (Appendix B) must be made so that the teacher can score each student individually.	
On the <i>Student Score Report for Part 1</i> the teacher administering the expressive observation task will record the student's name, date(s), and the randomly selected task number.	

4. The teacher will read aloud the text of the chosen task to the student twice and ask if he/she understands the scenario. Once the teacher has read the task, the student has 60 seconds to review the task before the conversation/roleplay begins. If the student does not understand, the teacher may clarify the situation and/or roles described in the task. The teacher may not provide advice that is specific to the task. The teacher or the student will then initiate the conversation/roleplay *as directed by the task*. No further questions to clarify the task may be asked.

Teacher-Initiated or Student-Initiated Tasks	Requirements to Initiate the Conversation/Roleplay	Scoring the Initial Signing
<b>Teacher-initiated</b>	The teacher <i>may</i> repeat or rephrase his/her signing to initiate the conversation/roleplay	Students who are unable to produce a scorable signing <i>in response to the teacher</i> : <ul style="list-style-type: none"> <li>• receive a zero (0) for that signing <u>and</u></li> <li>• continue the conversation/roleplay.</li> </ul>
<b>Student-initiated</b>	The student <i>must</i> produce a scorable signing to initiate the conversation/roleplay	Students who are unable to produce a scorable signing to <i>initiate the conversation/roleplay themselves</i> : <ul style="list-style-type: none"> <li>• may not continue the conversation/roleplay <u>and</u></li> <li>• receive a zero (0) for the entire task.</li> </ul>

**Additional requirements that govern the administration of the conversation/roleplay include:**

- The conversation/roleplay will continue until all five (5) signings have been completed by both the teacher and student.
- The conversation/roleplay must be conducted exclusively in American Sign Language.
- The student is allowed up to two attempts for each signing.
  - At any point in the conversation/roleplay, if the student's initial attempt is incomprehensible or inappropriate (i.e. earn zero points), the teacher may rephrase or repeat his/her signing to elicit a second attempt from the student that may move the conversation forward. *This does not apply to the first attempt by the student in their student-initiated task.*
  - A first attempt that earns zero (0) points necessitates that the teacher provide the student with a second attempt to respond. A second attempt to respond will receive partial or full credit (1 or 2 points) based upon the extent that it meets the requirements for comprehensibility, appropriateness, and development. *See pages 14-16 for scoring samples.*
- The teacher may only allow a maximum 60 seconds per attempt for a student to produce a scorable signing.

5. In the conversation/roleplay, the role of the teacher is to act as a conversation partner. The signings produced by the teacher are intended to help the student develop their conversation/roleplay as relevant to their selected task. This is best done by signing open-ended questions or statements, such as “How?”, “Why?”, “Tell me about”, “What do you think...?”, etc... These types of signings allow the student a broad range of response options. It is also the responsibility of the teacher to guide the conversation to a natural conclusion.

*Note: The following student responses in a conversation/roleplay should be disregarded:*

- Yes/no answers
- A proper noun used in isolation
- Simple restatement of what the teacher has said
- Socializing devices (e.g. “Hello;”, “How are you?”, etc.) except in a socializing task where appropriate

*Should a student produce any of these signings during the conversation/roleplay, the teacher will rephrase the signing in an effort to elicit a second attempt from the student to move the conversation/roleplay forward.*

6. Adequate provisions must be made by each school district to accommodate students with disabilities as outlined by New York State in the [School Administrator’s Manual Regents Examinations](#).
7. Once the first task has been completed, the teacher and student will repeat steps 1-6 for a second task. The second task must be chosen from the subset that was not used during the first task (teacher-initiated vs student-initiated).

***A summary of administration requirements appears on the next page.***



Overview of Administration Requirements	
For Teachers	For Students
<ul style="list-style-type: none"> <li>• Prior to the examination, become familiar with tasks developed for the current examination. <i>Reminder: the student will be selecting both a student-initiated and a teacher-initiated task.</i></li> <li>• Allow the student to randomly select one (1) task from each of the subsets developed for the examination.</li> <li>• Read the directions to the student that are found on the <i>Teacher Instructions</i> sheet (Appendix A).</li> <li>• Read aloud the task that was randomly selected by the student.</li> <li>• Allow one (1) minute for the student to read/review the task on their own.</li> <li>• Allow the student to ask any questions that may help clarify the scenario described in the task.</li> <li>• Depending on the scenario, either the teacher or the student will initiate the conversation/roleplay.</li> <li>• Limit the student to sixty (60) seconds per signing.</li> <li>• Do <u>not</u> offer advice or suggestions.</li> <li>• The teacher's role is to act as a conversation partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Randomly select one (1) task for each of the two (2) conversation/roleplays .</li> <li>• Listen to the instructions that are read aloud by the teacher.</li> <li>• Listen to the teacher as the task is read aloud.</li> <li>• Review the task for one (1) minute.</li> <li>• Ask questions of the teacher to clarify the task.</li> <li>• For each task, attempt five (5) signings that are comprehensible, appropriate, and show development.</li> <li>• No further questions to clarify the task may be asked once the conversation/roleplay is initiated.</li> </ul>

## Who is permitted to score Part 1: Conversation/Roleplay?

Any American Sign Language teacher may score Part 1: Conversation/Roleplay including the teacher of record or a **disinterested teacher** (a teacher who is not assigned to instruct the students that are being assessed; not the teacher of record).

While OHM BOCES does not require the use of a disinterested teacher to score the conversation/roleplay, it is strongly recommended. *Note: Scoring with a disinterested teacher is required on certain parts of Checkpoint B examinations produced by OHM BOCES.*

**The use of a disinterested teacher may be implemented in any of the following ways:**

- assign a disinterested teacher to administer and simultaneously score the conversation/roleplay part,
- the student's teacher administers the conversation/roleplay while a disinterested teacher is in the room and simultaneously scores the student's signings, or
- the student's teacher administers and video records the conversation/roleplay. The recording would subsequently be scored by a disinterested teacher. Please note that if this option is chosen, the recordings must be immediately destroyed once the student responses have been scored.

## **When is Part 1: Conversation/Roleplay scored?**

**Scoring of Part 1: Conversation/Roleplay may be done at either of the following times:**

- in real time; simultaneously while the conversation/roleplay unfolds or
- using recorded video; after the conversation/roleplay has occurred.

***Scoring requirements are explained on the next page.***

## What are the requirements for scoring?

Any school that administers the Oneida-Herkimer-Madison BOCES Checkpoint A examination must score student responses in accordance with the following definitions and requirements.

**At the Checkpoint A level of language proficiency, students are expected to be able to participate in a conversation/roleplay and to sustain it for at least five (5) signings.**

**Each student signing will receive 0, 1, or 2 points depending upon:**

- Comprehensibility
- Appropriateness
- Development

**For the purposes of this examination, Oneida-Herkimer-Madison BOCES defines the following terms:**

**signing** - any attempt to request or convey information using American Sign Language. This may consist of:

- one or more words/phrases/sentences preceded by *and* followed by a pause or
- a change of signer.

**comprehensible** - signings that are able to be understood by a Deaf person who is accustomed to non-ASL signers trying to sign to Deaf individuals

**appropriate** - relates in a logical way to the task and/or to the teacher's previous signing

**development** - while appropriate to the task, the student's signings maintain the conversation

**A conversation/roleplay shows development if the student:**

- communicates using American Sign Language and moves the conversation forward;
- asks questions and provides answers; may use circumlocution (alternate vocabulary to express difficult words or concepts);
- shows familiarity with and employs conversational strategies, such as self-correction, changes in tone through non-manual markers (e.g. facial expressions to show changes in emotion), etc...;
- uses a variety of vocabulary and/or idioms at the Checkpoint A level;
- demonstrates basic command of Checkpoint A grammatical structures and word order but may have errors;
- exhibits proficiency in the use of the Five Parameters of ASL: palm orientation, movement, hand shape, location, and facial expression.

## How is Part 1: Conversation/Roleplay scored?

Scoring for Part 1: Conversation/Roleplay must be completed for each student on the *Student Score Report for Part 1* (Appendix B).

- The score report must be completed in ink.
- All scoring must be completed at least five (5) calendar days prior to the administration of Parts 3-5

Part 1: Conversation/Roleplay can be scored either simultaneously with the administration of the tasks OR after the tasks are administered. For teachers who are scoring Part 1 *after* it is administered, the observations signed by students must be video recorded.

The following chart outlines steps that must be done prior to scoring:

Administer and Score Simultaneously <i>No Video Recording</i>	Score After Administration <i>Video Recording Required</i>
Complete the steps listed to the right at the time of administration.	A sufficient number of copies of the <i>Student Score Report for Part 1</i> (Appendix B) must be made so that the teacher can score each student individually.
	On the <i>Student Score Report for Part 1</i> the teacher administering the conversation/roleplay task will record the student's name, date(s), and the task number. In English, the teacher will read the chosen task aloud to the student and ask if he/she understands the scenario.
	On the <i>Student Score Report for Part 1</i> , the teacher will need to check either the "Student-Initiated" or "Teacher-Initiated" box.

***Further information on scoring is found on the next page.***

Regardless of when Part 1: Conversation/Roleplay is scored, there are particular requirements that graders must follow to ensure accuracy and equity in scoring. The chart below serves to summarize the factors to be considered for each student that is evaluated.

	Required Signings	Attempts per Signing	Time Limit per Attempt	Evaluation Basis	Eligible Points See Pg. 11	Initiating the Conversation/ Roleplay
<b>Teacher-Initiated</b>	5	2 <i>Time limit applies</i>	60 seconds <i>Issue score of zero (0)</i>	Comprehensibility, Appropriateness, Development	0, 1, 2	Performed by the teacher; only student responses are scored
<b>Student-Initiated</b>	5	2 <i>Time limit applies</i>	60 seconds <i>Issue score of zero (0)</i>	Comprehensibility, Appropriateness, Development	0, 1, 2	See “Important” note below

**Important: For the first signing of a student-initiated task, students must produce a scorable signing within two (2) attempts.**

If any student is unable to initiate the conversation/roleplay with a scorable signing:

- a score of zero (0) must be recorded for that signing;
- the remainder of the student-initiated conversation/roleplay will be invalid due to the fact that it was never initiated;
- the student will also receive zero (0) points for the entire task;
- students may not select a different task as a replacement for the one that they were unable to initiate;
- teacher-initiated tasks remain unaffected by this scenario.

If a student is able to initiate, the conversation/roleplay with a scorable signing:

- the conversation/roleplay will continue for four (4) remaining signings;
- each signing will earn 0, 1, or 2 points based on the scoring criteria listed in the chart found above;
- all signings must be scored. A score of zero (0) recorded for an individual signing, *after the conversation has been initiated*, will not affect the scoring of any remaining signings.

***Criteria that govern scoring requirements are provided on the next page.***

As each of the factors is considered for scoring, specific criteria must be used to determine the amount of credit that each student will receive. Each conversation/roleplay task requires students to produce five (5) scorable signings. Each signing will earn a score of 0, 1, or 2 points.

The chart below provides the criteria that graders must use to evaluate student signings.

Criteria for Scoring	
Points Awarded	Characteristics of Student Signing <i>See page 10 to define signing, comprehensible, appropriate, and development.</i>
0 points	<ul style="list-style-type: none"> <li>No attempt to sign OR the signing is incomprehensible and/or inappropriate.</li> </ul>
1 point	<ul style="list-style-type: none"> <li>A signing is generally comprehensible and appropriate but is not fully developed.</li> <li>The student signs with some confidence and mostly in American Sign Language. <i>Only signs that are recognized as American Sign Language may be scored.</i></li> </ul>
2 points	<ul style="list-style-type: none"> <li>The student signs with confidence and exclusively in American Sign Language.</li> <li>The signing is comprehensible, appropriate, and develops the conversation. <i>See page 10 for examples of development.</i></li> <li>The signing must consist of a multi-word phrase OR a complete sentence</li> </ul>

**Important Reminders:**

- Development may be shown by exhibiting good command of Checkpoint A vocabulary, structure, and the Five Parameters of ASL (palm orientation, movement, hand shape, location and facial expressions). *More information available on page 9.*
- No points are deducted if the student:
  - requires a second attempt to complete a signing or
  - labors in the production of a signing.

***Post-scoring procedures are explained on the next page.***

## What are the post-scoring procedures?

Once the conversation/roleplays have been scored for all students, the teacher will transfer the scores from the *Student Score Report for Part 1* (Appendix B) to their class' *Section Score Report* (Appendix C). This report must be completed in ink for each individual class section. The names of students should be alphabetized.

The following procedures are required once Part 1: Conversation/Roleplay has been scored:

1. Original copies of the following documents must be submitted to the building principal no less than five calendar (5) days prior to the administration of Parts 3-5:
  - *Student Score Report for Part 1* (Appendix B)
  - *Section Score Report* (Appendix C)

**Important:** Copies of the score reports may not be created until grades for the entire examination have been finalized.

2. The building principal must sign the bottom of each *Section Score Report* that is completed (one for each class section). This signature indicates that the principal has taken full responsibility for the confidentiality of this information, including keeping it secure from teachers and scorers.

**Important:** Parts 3-5 must be administered on the date and time suggested by the Office of State Assessment at the New York State Department of Education (NYSED). Please refer to the latest [Regents Examination calendar](#) for the suggested date and time. The date and time of Checkpoint A examinations are also posted annually on the Exam Information page of the Oneida-Herkimer-Madison BOCES website at [www.oneida-boces.org/worldlanguages](http://www.oneida-boces.org/worldlanguages).

3. The *Section Score Reports* will be released back to their respective teacher(s) only after Parts 3-5 have been scored. These scores will be used to calculate the final scores for the examination, which must be listed on the *Final Score Report* (Appendix D).
4. To calculate a total examination grade, teachers will need to add the composite scores for Part 1: Conversation/Roleplay to the composite scores for Part 2 and Parts 3-5.
5. All student examination documents and scoring documents must be stored in a secure location by the school district for a period of one (1) year. If requested, original copies of these documents must be submitted to Oneida-Herkimer-Madison BOCES for data analysis purposes. Further instructions will be provided if your school is selected for this process.

## Sample Conversation/Roleplay Sample Scoring

The following pages include two sample scenarios, hypothetical signings that have been glossed, scores, and scoring notes to explain the amount of credit awarded. *Reminder: See pages 11-13 for the scoring requirements and criteria.*

**Sample #1 - Conversation/Roleplay Task for Expressing Feelings/Opinions and Persuasion:**

*[Teacher initiates]:* I am your parent and I am planning to take the family on a picnic in a park. Try to persuade me to go somewhere else. *I will start the conversation.*

Student signs	Teacher signs	Rating
1)  I PARK GO-TO DON'T WANT.	WE TOWN PARK GO-TO FOR-FOR PICNIC.	Comprehensible and appropriate, good development, expressed in a complete sentence.  <b>Score: 2 points</b>
2)  I BEACH	O-K., WE PICNIC GO-TO NOT. WE D-O WHAT?	Comprehensible, appropriate, minimal development of the conversation due to the fact that poor grammar is used (no verb). Assumption made that the student wishes to go to the beach instead of the park.  <b>Score: 1 point</b>
3)  I MOVIES LIKE. WE M-A-L-L GO-TO.	I MOVIES ENJOY. YOU MOVIES LIKE WHAT?	Comprehensible, appropriate, develops the conversation with new ideas and vocabulary, no deduction for fingerspelling "mall" (a formal sign does not exist).  <b>Score: 2 points</b>
4)  <i>Student gestures to indicate "ummm"</i>         FUNNY MOVIES MY FAVORITE. TODAY WE GO-TO.	YOU <i>list</i> (2), SAD, FUNNY MOVIES LIKE?  <i>The teacher must offer the student a second attempt.</i>  GREAT. M-A-L-L GOOD FUNNY MOVIE HAVE. YOUR SISTER MOVIE LIKE TOO.	No response. Second attempt permitted.  <b>Score: 0 points</b>       Comprehensible, appropriate, develops the conversation with new ideas and vocabulary.  <b>Score: 2 points</b>
5)  I <i>list</i> (2), HAMBURGER, FRENCH FRIES EAT. I <i>list</i> (2), FISH, VEGETABLES EAT NOT.	O-K. WE PARK GO-TO NOT. WE M-A-L-L GO-TO. MOVIE FINISH, YOU FOOD EAT WANT YOU?	Comprehensible, appropriate, develops conversation by showing good command of Checkpoint A structure and adds vocabulary.  <b>Score: 2 points</b>
		<b>Total Score: 9/10 points</b>



**Sample #2 -Conversation/Roleplay Task for Socializing and Providing/Obtaining Information:**

**[Student initiates]:** I am your friend. We are making plans to go to a soccer game. You will start the conversation.

Student signs	Teacher signs	Rating
1) YOU SOCCER GAME GO-TO WANT?	YES SOUND LIKE FUN. GAME TIME WHAT?	Initiates conversation (required). Comprehensible, appropriate, and strong development due to command of grammar structure and use of a complete sentence.  <b>Score: 2 points</b>
2) GAME TIME 7 P-M	O-K. THAT FINE. YOU INVITE FRIENDS WHO?	Comprehensible, appropriate, multi-word phrase, develops the conversation by answering the question but exhibits poor grammar structures due to the lack of a time indicator.  <b>Score: 1 points</b>
3) YES I HAVE          OK YOUR FRIENDS I LIKE	<i>The teacher must offer the student a second attempt.</i> OH I SEE. I WANT INVITE list (2) T-O-M, M-I-K-E       GAME FINISH. IF YOU HUNGRY WE EAT	Comprehensible but inappropriate response to the question asked. Second attempt permitted.  <b>Score: 0 points</b>          Comprehensible, appropriate, develops the conversation by <i>assumed</i> good use of the Five Parameters of ASL, good control of grammar structures, and signs a complete sentence.  <b>Score: 2 points</b>
4) HUNGRY ALWAYS	MAYBE GAME FINISH WE PIZZA EAT. YOU PIZZA LIKE YOU?	Comprehensible, appropriate, shows development because the response is related to the teacher's signing; however, grammar structure used in the response is incomplete due to the lack of a subject. Additionally, the multi-word phrase used in the signing is minimalistic and infuses minimal new vocabulary.  <b>Score: 1 point</b>
5) NO, I list (2), HAMBURGER, FRENCH FRY	O-K, GAME FINISH, WE MCDONALDS GO-TO WILL nod++	Comprehensible and appropriate but lacks development due to lack of a verb. Some knowledge of correct word order is evident.  <b>Score: 1 point</b>
		<b>Total score: 7/10 points</b>

# Teacher Instructions

## for Part 1: Conversation/Roleplay in American Sign Language

### Directions to the teacher/test administrator:

Part 1: Conversation/Roleplay consists of two (2) tasks selected randomly by the student. One task must be selected from each of the two subsets of tasks designed specifically for each examination. The student and the teacher will each produce five (5) signings to carry out the conversation/roleplays described by each of the tasks.

*Note: Comprehensive procedures documenting how to administer Part 1: Conversation/ Roleplay can be found on pages 4-8 of this manual.*

### These directions must be read aloud to each student before beginning Part 1: Conversation/Roleplay:

#### **Teacher says:**

You will be participating in two (2) separate conversation/roleplay tasks. Each signing that you produce will be worth 0, 1, or 2 points. As a whole, your signings for each task will be worth ten (10) points of your Checkpoint A examination final score.

For each task, you will be expected to converse with me using American Sign Language only. In both conversation/roleplays, we are each expected to sign to each other five (5) times.

Each of the five (5) signings should aim to: 1) be comprehensible, 2) be appropriate, and 3) show development.

One of the tasks that you select will be initiated by you as the student and the other will be initiated by me as your teacher. In both tasks, you will play the part of you, an American student, while I will play the role of the person described in the task.

#### **Teacher asks:**

Which one would you like to do first: teacher initiated or student initiated?

*[Based on the student's choice, use a random selection method to have the student select a task from the associated subset. Options for random selection are described on page 5 of this manual.]*

#### **Teacher says:**

I will now read aloud the task you have chosen twice.

After I read it to you, you will have one minute to review the task on your own and ask any questions that you have to clarify the task. I cannot provide you any suggestions or give you any advice about what you should sign during the conversation/roleplay.

*[Read the task that was selected by the student twice then provide the student one (1) minute to review the task on his/her own.]*

If you have questions, you must ask them now.

Do you have any questions about this task?

*(pause)*

Let's begin our first conversation/roleplay.

Remember, in this scenario I will be playing the role of the *[insert role from task]* and you will be roleplaying yourself.

*[Follow the scenario provided on the task that was selected by the student.]*

## American Sign Language

Student Name \_\_\_\_\_

Date \_\_\_\_\_



*Teacher  
Initiated*

**Task Number**

No. \_\_\_\_\_

**Signing**

1

**First  
Attempt**

0 1 2

**Second  
Attempt**

0 1 2

2

0 1 2

0 1 2

3

0 1 2

0 1 2

4

0 1 2

0 1 2

5

0 1 2

0 1 2

**TOTAL** \_\_\_\_\_



*Student  
Initiated*

**Task Number**

No. \_\_\_\_\_

**Signing**

1

**First  
Attempt**

0 1 2

**Second  
Attempt**

0 1 2

2

0 1 2

0 1 2

3

0 1 2

0 1 2

4

0 1 2

0 1 2

5

0 1 2

0 1 2

**Important:** For the Student Initiated task, a score of zero (0) for the first *signing* results in a zero (0) for the entire task.

**TOTAL** \_\_\_\_\_

**Note to the teacher:** For each student, transfer their scores from Part 1 and Part 2 onto the *Section Score Report* (Appendix C). Once this report has been completed for each class section, please submit the original copy of the *Section Score Report* to your building principal at least five calendar (5) days prior to the administration of Parts 3-5. No copies of the *Section Score Report* are to be made. The *Section Score Report* can be re-obtained from your building principal after Parts 3-5 have been graded so that the final scores for the examination may be calculated.

## Section Score Report for ASL Checkpoint A Examinations *Part 1 and Part 2*



# BOCES

*This document is to be completed in ink for each class section. Student names should be alphabetized by last name. Once completed, submit this form to your Principal's office at least five calendar days prior to the date of the written section of the exam. No copies may be made of documents that contain the scores earned by students.*

[illegible]

*\*This score is to be transferred to the student's answer sheet for Parts 3-5.*

Language American Sign Language      Class Period \_\_\_\_\_      Teacher \_\_\_\_\_

School \_\_\_\_\_      City or P.O. \_\_\_\_\_

Received in my office \_\_\_\_\_      \_\_\_\_\_

*Date*      *Principal's Signature*



## Checkpoint A Examination in American Sign Language

[illegible]