



American Sign Language

Checkpoint **A** Examination

Manual for Administering and Scoring

Part 2: Expressive Observation



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Important: Please add 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.

Purpose of this Manual

The purpose of this manual is to communicate requirements for the universal administration and scoring of Part 2: Expressive Observation.

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
Part 1	Conversation/Roleplay	20
Part 2	Expressive Observation	20
Part 3	Receptive Comprehension	40
Part 4	Deaf History and Culture	10
Part 5	ASL Grammar	10

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

Part 2: Expressive Observation is described on the next page.

What is Part 2: Expressive Observation?

In Part 2: Expressive Observation, each student is required to demonstrate their ability to use American Sign Language to identify and communicate their observations of two (2) pictures that are selected at random. Clip-art style pictures, provided by Oneida-Herkimer-Madison BOCES, are used as the basis for these observations. A set of ten (10) pictures are distributed for each iteration of the examination.

Part 2: Expressive Observation is worth twenty (20) points.

- Part 2: Expressive Observations consists of two (2) tasks.
- Each task has a maximum score of ten (10) points.
- Each task requires the student to sign five (5) different observations.
 - The student may describe parts or all of the picture.
 - The student may use phrases or full sentences adhering to proper ASL grammar structure and the Five Parameters of ASL: palm orientation, movement, hand shape, location, and facial expressions.
 - There is no requirement for students to assign a storyline to the picture, although doing such is permissible.
- Each task will receive 0, 1, or 2 points dependent upon comprehensibility, accuracy, and complexity based on Checkpoint A expectations.

	Tasks in Set	Initiated by	Required Tasks	Assessed Skills
Part 2: Expressive Observation	10	Student	2	Expressive communication

When is Part 2: Expressive Observation administered?

Administration of Part 2: Expressive Observation must be completed during the administration period shown in the chart below.

Month of Examination	Administration Period for Part 2: Expressive Observation
June	April 1 until five (5) calendar days prior to the date of administration for Parts 3-5.

The location of the Part 2: Expressive Observation tasks is described on the next page.

Where do I find the tasks for Part 2: Expressive Observation?

The tasks created by Oneida-Herkimer-Madison BOCES. 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 Expressive Observations 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 to your email address book. Also, ask your district technicians to ensure that communications sent to teachers and administrators from the oneida-boces.org domain are successfully delivered.

Option 2 is described on the next page.

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 2: Expressive Observation 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 2: Expressive Observation?

The student must complete expressive observation tasks. Each of the tasks will be chosen randomly. For each student, the teacher may choose to complete both expressive observations 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 2: Expressive Observation is administered.
2. The student must complete two (2) expressive observation tasks from the set of ten (10) clipart-style pictures chosen by Oneida-Herkimer-Madison BOCES. The pictures included in each examination's administration are updated annually.

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 2: Expressive Observation tasks found on the next page.***

Methods for Random Selection of Part 2: Expressive Observation Tasks

Option 1: If using the Buzz Learning Management System (LMS) to access expressive observation 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.*

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 task cards, the student will randomly draw a card from the ten (10) cards. Once the card is selected, continue with step number three below.

- Prior to the administration of Part 2: Expressive Observations, it must be decided when the scoring will occur. If Part 2 is video recorded, it may be scored at a later time. If it is not video recorded, it must be scored simultaneously as the observations are made by the student. 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 2: Expressive Observation, the teacher needs to become familiar with all ten (10) pictures included in the set used for the examination.	Complete the steps listed to the left at the time of scoring.
A sufficient number of copies of the <i>Student Score Report</i> (Appendix B) must be made so that the teacher can score each student individually.	
On the <i>Student Score Report for Part 2</i> the teacher administering the expressive observation task will record the student's name, date(s), and the randomly selected task number.	

Further procedures detailing administration are found on the next page.

4. Before the student begins to sign his/her observations:
- In Part 2: Expressive Observation, the teacher is not a conversation partner. The teacher may not offer advice or suggestions of potential observations to be signed.
 - In English, the teacher will read the directions aloud for Part 2: Expressive Tasks and ask if the student understands them. These instructions are found on the *Teacher Instructions* sheet (Appendix A).
 - The student will now have one (1) minute to review the picture, the list of objects/people contained therein, and the location of the objects/people in the picture.
 - After one (1) minute has passed, the teacher must ensure that the picture is visible to both the student and the teacher.
 - The teacher will ask if there are any objects or people in the picture that the student is unable to identify or locate. If so, the teacher may only point to the object or person in the picture and state "Here it is."

The teacher may NOT:

- use any signs in American Sign Language.
- use any additional words beyond "Here it is."

5. The student will then begin to sign his/her observations. The student's task is to sign five (5) observations of the randomly selected picture.
- All five (5) observations by the student must be signed exclusively in American Sign Language.
 - The teacher may only allow a maximum 60 seconds per attempt for a student to produce a scorable signing.
 - During the task, the teacher may not provide feedback, suggestions, or scoring results to the student.
 - If the student should happen to lose count of how many observations were signed, the teacher will tell the student.
 - The student is only permitted one (1) attempt to produce a scorable signing for each observation; however, an immediate self-correction by the student is still eligible for full credit (2 points).

Reminder: If the teacher is simultaneously scoring the expressive observations as the student signs them, each signing will need to be evaluated and scored as it is produced by the student.

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 randomly selected task. The student may not select the same picture that was used to complete the first task.

A summary of steps 1-7 is found on the next page.

Overview of Administration Requirements	
For Teachers	For Students
<ul style="list-style-type: none"> • Prior to the examination, become familiar with the objects/people found in the tasks developed for the current examination. • For each task, allow the student to randomly select one (1) picture from the set developed for the examination. • Read the directions to the student that are found on the <i>Teacher Instruction Sheet</i> (Appendix A). • Allow one (1) minute for the student to observe the picture on their own. • Make the picture visible to both the teacher and student. • Allow the student to ask the teacher to point to any objects/people that the student is unable to locate in the picture. • Instruct the student to begin signing. • Limit the student to sixty (60) seconds per observation. • Do <u>not</u> offer advice or suggestions. • Do <u>not</u> act as a conversation partner. 	<ul style="list-style-type: none"> • Randomly select one (1) picture for each expressive observation task. • Listen to the instructions that are read aloud by the teacher. • Observe the objects/people in the picture for one (1) minute. • Ask questions about objects/people that cannot be identified in the picture. • For each picture, sign five (5) unique observations that are comprehensible, accurate, and show complexity.

Who is permitted to score Part 2: Expressive Observation?

Any American Sign Language teacher may score Part 2: Expressive Observation 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 expressive observation, it is strongly recommended. *Note: Scoring with a disinterested teacher is required on certain parts of Checkpoint B examinations produced by OHM BOCES.*

Further information on the use of a disinterested teacher is described on the next page.

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 expressive observation part,
- the student's teacher administers the expressive observation 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 expressive observation. 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 2: Expressive Observation scored?

Scoring of Part 2: Expressive Observation may be done at either of the following times:

- in real time; simultaneously while the expressive observation is performed by the student or
- using recorded video; after the expressive observation has occurred.

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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 communicate five (5) observations of a picture through the use of American Sign Language.

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

- Comprehensibility
- Accuracy
- Complexity

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

accuracy - persons or objects that are able to be observed in the picture

complexity - details provided that go beyond a basic physical description of an object or person

An expressive observation shows complexity if the student:

- demonstrates basic command of Checkpoint A grammatical structures, including word order and the five Parameters of ASL, but may have errors;
- chooses a variety of vocabulary and/or idioms at the Checkpoint A level;
- makes use of a verb to express an action that can be observed in the picture;
- makes an inference that is realistic based on the picture;
- makes use of adjectives and/or adverbs;
- specifies the location of an object or person;
- includes a preposition and the object it affects, such as: in, on, under, over, next to, across from, etc...;
- employs a conjunction to link related observations, such as: and, because, but, etc...;
- uses circumlocution (alternate vocabulary to express difficult words or concepts); and/or
- creates a realistic narrative (storytelling) based on concrete observations from the picture.

How is Part 2: Expressive Observation scored?

Scoring for Part 2: Expressive Observation must be completed for each student on the *Student Score Report* for Part 2 (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 2: Expressive Observation can be scored either simultaneously with the administration of the tasks OR after the tasks are administered. For teachers who are scoring Part 2 *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.	Prior to beginning Part 2: Expressive Observation, the teacher needs to become familiar with all ten (10) pictures included in the set used for the examination that is being administered.
	A sufficient number of copies of the <i>Student Score Report</i> for Part 2 (Appendix B) must be made so that the teacher can score each student individually.
	On the <i>Student Score Report for Part 2</i> the teacher administering the expressive observation task will record the student's name, date(s), and the randomly selected task number.

Regardless of when Part 2: Expressive Observations 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. 10
Observation Tasks	5	1 <i>Self-correction allowed</i>	60 seconds <i>After which, issue a score of zero (0)</i>	Comprehensibility, Accuracy, Complexity	0, 1, 2

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 expressive observation task requires students to sign five (5) observations. Each observation signed by the student will earn a score of 0, 1, or 2 points.

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

Criteria for Scoring	
<u>Gateway Characteristics</u> - Earns no credit if used exclusively	
Points Awarded	Characteristics of Signed Observations by the Student
0 points Ineligible for scoring	<ul style="list-style-type: none"> • No attempt to sign an observation • Vocalizations of English words • Exceeds the 60 second time limit • A signing that was completely fingerspelled • A proper noun used in isolation • A signing that is incomprehensible and/or inaccurate. • A duplicate or rephrasing of a previously used signing • An observation that demonstrates a previously used sentence pattern
<u>Signing Characteristics</u> - ALL bullets required	
Points Awarded	Characteristics of Signed Observations by the Student
1 point Eligible for scoring	<ul style="list-style-type: none"> • 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> • A signing is comprehensible. • The signing is at least partially accurate. • The signing <u>may</u> demonstrate some complexity. <i>The added complexity does not elevate the observation beyond a basic physical description.</i>
2 points Eligible for scoring	<ul style="list-style-type: none"> • The student signs with confidence and exclusively in American Sign Language. • The student signs a complete sentence. • The signing is comprehensible. • The signing is completely accurate. • The signing demonstrates complexity.
Important Reminders: <ul style="list-style-type: none"> • Complexity may be shown by using a variety of vocabulary, verbs to express actions, adjectives and/or adverbs to describe the picture, circumlocution, and/or specify the location of people or objects. <i>More information available on page 9.</i> • No points are deducted for: <ul style="list-style-type: none"> ○ minor errors, ○ if the student provides an immediate self-correction, OR ○ if the student labors in the production of a signing. 	

What are the post-scoring procedures?

Once Part 2: Expressive Observations has been scored for all students, the teacher will transfer the scores from the *Student Score Report* for Part 2 (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 2: Expressive Observation 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 2 (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.

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 score for the examination, teachers will need to add the composite scores for Part 1: Conversation/Roleplay and Part 2: Expressive Observation to the composite score earned on 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 Part 2: Expressive Observation Sample Scoring

The following pages include two sample pictures, student observations that have been glossed, scores, and scoring notes to explain the amount of credit awarded. *Reminder: See pages 9-11 for scoring requirements and scoring criteria.*

Sample Observation Task #1

a dog	
a woman	
a baby	
a child	
a stove	
a pot	
a spoon	
a telephone	
a cup	
Student Signs	Rating Notes
1) BABY CRY	<p>Earns one point for being comprehensible and accurate. The signing earns a second point because 1) the sentence was complete and 2) it demonstrates complexity by using basic command of grammar structures (word order) and making use of a verb (crying) to express an observed action.</p> <p>Score: 2 points</p>
2) MOTHER KITCHEN, point	<p>Earns one point for being comprehensible and accurate. The signing earns a second point because 1) the sentence was complete and 2) it demonstrates complexity by specifying the location of the scene (kitchen), using good command of grammar structure (word order, use of "point"), and initiating basic storytelling.</p> <p>Score: 2 points</p>
3) DOG	<p><i>Only uses Gateway Criteria (see pg.11) = ineligible for scoring. A proper noun (dog) is used <u>in isolation</u> for this signing.</i></p> <p>Score: 0 points</p>
4) MILK O-N	<p>Earns on point for being comprehensible and accurate. Fingerspelling O-N is important because: 1) the noun (milk) is taken out of isolation and 2) the student attempts to specify the location of an object (milk). The signing does not earn a second point because 1) an incomplete sentence is signed and 2) it was not complex due to the fact that the location of the object (milk) is not specified.</p> <p>Score: 1 point</p>
5) [One minute passes. The student produces no signing.]	<p>No attempt to sign an observation. 60 second time limit reached.</p> <p>Score: 0 points</p>
Total Score: 5/10 points	

Sample Observation Task #2

three adults	
two pizzas	
cabinets	
a counter	
a jar	
a bowl	
cheese	
a cheese grater	
pepperoni	
a plate	
a cutting board	
tomato sauce	
a table	
Student Signs	Rating Notes
1) THREE GIRL SLEEP	<p>Earns one point for being comprehensible, <i>partially</i> accurate (the girls are not sleeping), and shows some complexity (word order). Despite the use of a complete sentence, the signing does not earn a second point because the verb that is used (sleep) is not observable in the picture nor is it a realistic inference. This makes the observation partially inaccurate.</p> <p>Score: 1 point</p>
2) KITCHEN THREE GIRL SEE	<p>Earns one point for being comprehensible and accurate. The signing does not earn a second point because 1) duplicate signing is being used (three girl) and 2) the verb that is used (see) is not observable in the picture. While complexity is demonstrated in a few ways (location = kitchen, grammar structures), it is irrelevant because the only scorable addition to the observation is a singular noun (kitchen).</p> <p>Score: 1 point</p>
3) SPAGHETTI	<p><i>Only uses Gateway Criteria (see pg.11) = ineligible for scoring.</i> A proper noun (spaghetti) is used <u>in isolation</u> for this signing. Additionally, the noun that is signed (spaghetti) is inaccurate.</p> <p>Score: 0 points</p>

Scoring notes are continued on the next page.

4) THEY HUNGRY	<p>Earns one point for being comprehensible and accurate. The signing earns a second point because 1) the sentence was complete and 2) it demonstrates complexity by using basic command of grammar structures (word order) and making an inference (hungry) that is realistic because they are making food.</p> <p>Score: 2 points</p>
5) NOW THEY EAT	<p>Earns one point for being comprehensible, <i>partially</i> accurate (the pizza is <i>still</i> being prepared), and shows some complexity because the student attempts to make a realistic inference (eating). If this student did not attempt a realistic inference, the signing would possess only Gateway Characteristics (0 points). The signing does not earn a second point because 1) duplicate signing is being used (they), 2) the verb that is used (eat) is not observable in the picture, and 3) the signing is not completely accurate (now). While complexity is demonstrated in a few ways (inference, use of an adverb, new vocabulary), it is irrelevant because the observation is partially accurate.</p> <p>Score: 1 point</p>
Total score: 5/10 points	

Teacher Instructions

for Part 2: Expressive Observation in American Sign Language

Directions to the teacher/test administrator:

Part 2: Expressive Observation consists of two (2) tasks selected randomly by the student from a collection of tasks that have been designed specifically for each Checkpoint A examination in American Sign Language. On each task, the student will find a clipart-style picture and a list of objects that can be found in the picture. The student is responsible for producing five (5) unique signings to express his/her observations of what is happening in their selected picture.

Note: Comprehensive procedures documenting how to administer Part 2: Expressive Observation can be found on pages 4-7 of this manual.

These directions must be read aloud to each student before beginning Part 2: Expressive Observation:

Teacher says:

In Part 2: Expressive Observations, you will be responsible for selecting two different pictures. For each picture, you will describe what is happening in the pictures. Each observation that you make will be worth 0, 1, or 2 points. As a whole, your observations for each picture will be worth ten (10) points of your Checkpoint A examination final score.

For each task, you will be expected to communicate your observations using only American Sign Language.

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

Teacher directs:

Please select your first task now.

[Use a random selection method to have the student select a task from the set of tasks designed for the current examination. Options for random selection are described on page 5 of this manual.]

Instructions continue on the next page.

Teacher says:

You will now have one (1) minute to examine the picture. Please use this time to locate each of the objects that are listed and begin to brainstorm ways that you can describe what you see in the picture.

(pause)

Please make sure that both you and I can see the picture now. Keep in mind that I am not able to provide you with any suggestions or give you any advice about what you should sign for this task.

If you have any questions, you must ask them before the conversation/roleplay begins.

Teacher asks:

Do you have any questions about where any of the objects or people are located in the picture?

(pause)

Do you have any questions about this task?

(pause)

Please sign your first observation now. For each observation you will have one (1) minute to sign.

American Sign Language

Student Name _____

Date _____



*Student
Initiated*

Task Number

Signing

First
Attempt

Second
Attempt

No. _____

1

① ① ②

n/a

2

① ① ②

n/a

3

① ① ②

n/a

4

① ① ②

n/a

5

① ① ②

n/a

Important: The teacher may not provide the student with any suggestions or feedback during this task.

TOTAL _____



*Student
Initiated*

Task Number

Signing

First
Attempt

Second
Attempt

No. _____

1

① ① ②

n/a

2

① ① ②

n/a

3

① ① ②

n/a

4

① ① ②

n/a

5

① ① ②

n/a

Important: The teacher may not provide the student with any suggestions or feedback during this 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]