**ASL POL Conversation Rubric:**

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|  | **4** | **3** | **2** | **1** |
| **Accuracy** | **Required Criteria:**  1. Proper Sentence Structure  2. Use of facial expressions and ASL mouthings  3. Proper use of vocabulary | Missing one of the criteria from the previous box but accurately displayed the others. | Displays only one of the required criteria. | Unsatisfactory display of sentence structure, facial expressions, ASL mouthings, and/or vocabulary |
| **Vocabulary** | **Required Criteria:**  1. Uses accurate vocab to describe events and topics  2. Uses proper signing for a particular word | Uses a little less vocabulary than they should have or doesn’t effectively use a sign | Barely uses any vocabulary and fingerspells most words that could have been signed. | Fingerspells the entire time, no use of vocabulary |
| **Fluency** | Student is able to carry a conversation with a consistent flow and rhythm to display their skill and knowledge in signing. | Student’s signing is choppy and is uneven in rhythm but the student possesses the skills necessary to hold a conversation. | The student has a difficult time holding a conversation and often pauses longer than necessary and displays little rhythm. | The student cannot hold a conversation. There is a major time lapse when signing from word to word. |
| **Fingerspelling** | The student possesses the skills of good fingerspelling for their level and has proven to have decent receptive skills in understanding fingerspelling. | The student could use more practice with either receptive skills or their own fingerspelling ability. | The student used a significant amount of time asking for words to be repeated or taking multiple attempts to fingerspell words themselves. | The student has very little receptive skills and/or has incoherent fingerspelling. |

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| **4** | 16 |
| **3** | 13 – 15 |
| **2** | 11 – 12 |
| **1** | Below 11 |

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**ASL POL Presentation Rubric:**

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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Accuracy** | **Required Criteria:**  1. Proper Sentence Structure  2. Use of facial expressions and ASL mouthings  3. Proper use of vocabulary | Missing one of the criteria from the previous box but accurately displayed the others. | Displays only one of the required criteria. | Unsatisfactory display of sentence structure, facial expressions, ASL mouthings, and/or vocabulary |
| **Fluency** | Student is able to carry a conversation with a consistent flow and rhythm to display their skill and knowledge in signing. | Student’s signing is choppy and is uneven in rhythm but the student possesses the skills necessary to hold a conversation. | The student has a difficult time holding a conversation and often pauses longer than necessary and displays little rhythm. | The student cannot hold a conversation. There is a major time lapse when signing from word to word. |
| **Fingerspelling** | Student possesses the skills of good fingerspelling for their level and has proven to have decent receptive skills in understanding fingerspelling. | The student could use more practice with either receptive skills or their own fingerspelling ability. | The student used a significant amount of time asking for words to be repeated or taking multiple attempts to fingerspell words themselves. | The student has very little receptive skills and/or has incoherent fingerspelling. |
| **Research and Preparation** | 1.  Student has met all criteria on the project brief.  2. Clear evidence of practice. Digning is clear and fluid.  3. The overall composition of the PowerPoint is well thought-out. | 1. Student has spent a fair amount of time practicing.  2. Student struggles a bit with signing.  3. The overall composition of the PowerPoint is lacking in structure. | 1. Little evidence of practice.  2. Student struggles to sign and the audience has a difficult time understanding what is being signed.  3. The PowerPoint has little structure. | 1. No evidence of practice.  2. Student may need assistance throughout the presentation.  3. Student has a nearly empty PowerPoint. |
| **Presentation** | 1. Makes eye contact with the audience (does NOT read off the board).  2. PowerPoint is professional and uses pictures when necessary.  3. Student understands and responds to questions from other students. | 1.Student struggles not to read off of their PowerPoint but maintains eye contact with the audience.  2. The PowerPoint is well put-together, but makes a few compositional errors.  3. Student struggles a bit to understand questions from a peer. | 1. Student uses PowerPoint all the way through the presentation making little to no eye contact with the audience.  2. The PowerPoint makes many compositional errors and is hard on the eyes.  3. Student may need assistance from tutors to understand a question from a peer. | 1. Student struggles to get through the presentation and struggles to make eye contact with the audience.  2. The PowerPoint is empty or contains very little information and/or doesn’t make sense.  3. Student refuses or is unable to answer questions or comments for peers and/or tutors. |

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| **4** | 20 | **2** | 14 – 15 |
| **3** | 16 – 19 | **1** | Under 14 |