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| **NTID Annual Communication Development Guide** | | | |
| Sign Language Assessment Tools | | | |
| Tests | Date Taken | Results | Plan of Action |
| Sign Language Proficiency Interview (SLPI) |  |  |  |
| American Sign Language Discrimination Test (ASL-DT) |  |  |  |
| American Sign Language Comprehension Test (ASL-CT) |  |  |  |
| Classroom Sign Language Assessment (CSLA) |  |  |  |
| ASL Online Vocabulary Exam (ASL-OVE)  (forthcoming) |  |  |  |
| ASL Fingerspelling and Numbers Comprehension Test  (ASL-FaN-CT)  (forthcoming) |  |  |  |

Each faculty member is responsible for clarifying and describing his/her communication skill development plan. Support for developing individual communication plan activities can be found through consultation with the Office of ASL Teaching and Evaluation (ASLTE), from interaction with communication mentors\* and from feedback offered by the department chairperson during the annual review process.

Additional assessment descriptions:

**ASL–DT**

The **ASL Discrimination Test (ASL–DT)** assesses candidates’ ability to discriminate differences between phonological properties in ASL. ASL phonology consists of location of a sign, its handshape, orientation, movement, and morphophonology. Candidates must discern differences between two sentences that may or may not present differing phonological characteristics or minimal pairs.

**ASL-CT**

The **ASL Comprehension Test (ASL-CT)** is a multiple-choice test picture/video matching test which requires test takers to view signed ASL phrases, sentences, and short passages and select the appropriate picture/video depicting the concept. The test consists of 30-items which test spatial, temporal, and grammatical knowledge in ASL. Acquisition of grammar related to spatial, temporal, and movement constructions (i.e. classifier constructions) has been shown to be difficult for second language learners of ASL and is acquired quite late in the developmental trajectory of first language learners. This test is intended for use with those with intermediate sign skills. The psychometric properties of the ASL-CT have been published illustrating that the test has good reliability and validity and that performance on this test improves with additional ASL courses.

**ASL-OVE**

The **ASL Online Vocabulary Exam (ASL-OVE)** is a multiple-choice picture/word-sign matching test that measures knowledge of ASL vocabulary. ASL-OVE was developed to measure the breadth and depth of vocabulary in ASL second language learners. The test focuses on holistic vocabulary knowledge across a wide range of semantic domains. ASL-LOVE is a computer adaptive test that estimates users’ abilities based on user responses to previous test questions. While ASL-OVE focuses on single signs in isolation, vocabulary knowledge has been shown to be a good proxy for language proficiency in second language learners. ASL-LOVE is intended for new and developing signers who are still acquiring basic vocabulary skills. Psychometric analyses are currently underway.

**ASL-FaN-CT**

The **ASL Fingerspelling and Numbers Comprehension Test (ASL-FaN-CT)** measures signers’ ability to comprehend fingerspelling and number signs both in isolation and in constrained context. ASL-FaN-CT consists of five independent test versions, of 30 self-response items, each balanced for item difficulty. Fingerspelling and number comprehension have been shown to be difficult linguistic constructs for signers learning ASL as a second language to acquire due to its sequential segmental nature. FaN-CT gives users the opportunity to isolate fingerspelling as one important part of ASL comprehension and to see fingerspelling used in isolation and in conjunction with other signed phrases. Psychometric analyses reveal that the test is very sensitive to differences among those with intermediate and advanced skills.

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| Communication Skill Development Checklist | | | | |
| **Communication Skill Level** | **Survival** | **Intermediate & Intermediate Plus** | **Advanced & Advanced Plus** | **Superior** |
| Minimum required communication activities | Faculty sign language classes and additional communication activities | Faculty sign language classes and additional communication activities | At least 1 Communication Portfolio Activity | At least 1 Communication Portfolio Activity |
| Communication Activities Portfolio (CAP) | | | | |
| Faculty Sign Language Classes |  |  |  |  |
| ASL at Lunch |  |  |  |  |
| Sign Language Workshops |  |  |  |  |
| ASL Speaker Series |  |  |  |  |
| NTID Student Organization Activities |  |  |  |  |
| Spoken Communication Workshops |  |  |  |  |
| One on One Sign Language Tutoring |  |  |  |  |
| Classroom Peer Observation |  |  |  |  |
| Online ASL Video tutorials |  |  |  |  |
| Presentation skills |  |  |  |  |
| Writing skills |  |  |  |  |
| Outside Sign Language Classes (MCC, FLCC, community centers) |  |  |  |  |
| RADSCC  Online Resources for Learning ASL |  |  |  |  |
| International sign language |  |  |  |  |
| Other  (per chair approval) |  |  |  |  |