

## NYSTCE AMERICAN SIGN LANGUAGE CST COMPETENCY 0004: EXPRESSIVE PRODUCTION RUBRIC

### Assignment 1: Narrative

	4	3	2	1
Performance Characteristic	The "4" response demonstrates effective expressive production skills.	The "3" response demonstrates generally effective expressive production skills.	The "2" response demonstrates partially effective expressive production skills.	The "1" response demonstrates ineffective expressive production skills.
<p><b>APPROPRIATENESS:</b> the extent to which the response represents the candidate's own discourse, addresses the assigned topic presented in the prompt, and uses effective communication, including sociocultural appropriateness for the assignment</p>	<ul style="list-style-type: none"> <li>The response effectively addresses the assigned topic, develops the topic by elaboration of specific points, and uses effective communication, including sociocultural aspects appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally addresses the assigned topic, develops the topic by some elaboration of specific points, and uses generally effective communication, including sociocultural aspects generally appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>The response partially addresses the assigned topic, develops the topic with minimal elaboration of specific points, and uses partially effective communication, including sociocultural aspects that are partially appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>The response minimally addresses the assigned topic, with little or no elaboration of specific points, and uses ineffective communication, including sociocultural aspects that are consistently inappropriate for the assignment.</li> </ul>
<p><b>FLUENCY:</b> the extent to which the response communicates clear and coherent ideas delivered with fluency and ease of expression</p>	<ul style="list-style-type: none"> <li>The response effectively communicates clear and coherent ideas, signing with a consistent flow and fluent pacing. Minor errors do not interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally communicates clear and coherent ideas, signing with some hesitation. Some errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response partially communicates ideas. It may be difficult to understand, signing with frequent and inappropriate hesitation. Frequent errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response is ineffective. It is difficult to understand, signing with frequent hesitation making the communication fragmented and choppy. Errors interfere significantly with comprehensibility.</li> </ul>
<p><b>GRAMMAR:</b> the handling of syntax and use of a variety of grammatical constructions, including space, classifiers, and constructed actions</p>	<ul style="list-style-type: none"> <li>The response effectively uses a variety of grammatical constructions, including space, classifiers, and constructed actions. Minor errors do not interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally uses a variety of grammatical constructions, including space, classifiers, and constructed actions. Some errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response is partially effective, using some grammatical constructions, including space, classifiers, and constructed actions. Frequent errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response is ineffective, using little to no variety of grammatical constructions, including space, classifiers, and constructed actions. Errors interfere significantly with comprehensibility.</li> </ul>

	4	3	2	1
Performance Characteristic	The "4" response demonstrates effective expressive production skills.	The "3" response demonstrates generally effective expressive production skills.	The "2" response demonstrates partially effective expressive production skills.	The "1" response demonstrates ineffective expressive production skills.
<b>VOCABULARY:</b> the extent to which the response uses a range of appropriate vocabulary and expressions	<ul style="list-style-type: none"> <li>The response effectively uses a range of appropriate vocabulary and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally uses a range of appropriate vocabulary and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses some basic vocabulary and expressions that may be only partially appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses little to no appropriate vocabulary and/or expressions.</li> </ul>
<b>SIGN PRODUCTION:</b> the clarity and accurate formation of signs, including effective use of the signing space and accurate facial and body articulators	<ul style="list-style-type: none"> <li>The response demonstrates effective sign production. Minor errors in the production or articulation of signs or use of the signing space and facial and body articulators do not interfere significantly with communication.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates generally effective sign production. Some errors in the production or articulation of signs or use of the signing space and facial and body articulators interfere with communication.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates partially effective sign production. Frequent errors in the production or articulation of signs and/or use of the signing space and facial and body articulators interfere with communication.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates ineffective sign production. Errors in the production and articulation of signs and use of the signing space and facial and body articulators make communication difficult to understand.</li> </ul>
<b>UNSCORABLE</b>	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.			
<b>BLANK</b>	There is no response to the assignment.			