FLACS ASL EXAM
CHECKPOINT A
SEE-TO-SIGN GUIDELINES
(revised Spring 2024)

Checkpoint A See-To-Sign Guidelines

The primary purpose of this part is for the student to demonstrate the ability to express themselves in the target language using the four functions of language as the vehicle for communication. These functions of language are: socializing, getting others to adopt a course of action, getting and providing information, and expressing personal feelings about a given topic.

In Part 4, students must complete two **See to Sign tasks out of three scenarios** . For each task, students must provide and sign a response in the target language to achieve a specified communication purpose and achieve the task provided.

The responses to the See to Sign task must be signed in the student's own words; no credit should be given for a response that is copied or substantially the same as material from other parts of the examination. This section of the exam is worth a maximum of 20 credits and must be rated according to the Presentational See-to-Sign rubric for Part 4, which is provided below. This writing rubric measures the dimensions of communication, "task completion, vocabulary, sign production and quality," "comprehensibility and control," and non-manual behavior on a zero-to-five scale for each dimension.

After each of the two writing passages have been scored, the two converted scores must be added together to determine the total Part 4 score. This total Part 4 score should be entered in the lower box of the last page of the student answer booklet and also under the "Credit Earned" section for Part 4, on the upper right corner of the first page of the student answer booklet.

(rubric on next pages – a one-page version is on our website Exam Portal Page)

FLACS ASL See-to-Sign Rubric -- Category 3 & 4

Standard 3 - Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.

Dimensions	NOVICE LOW*	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
			Checkpoint A	**Checkpoint B**	
Communication *To what extent is the task accomplished?*	does not complete the task 0 pts	partially completes the task 2 pts	completes the task 3 pts		
Vocabulary, Sign Production and Quality (language complexity) *What type of language is used?*	uses memorized single signs without an attempt to use non-manual markers 1 pt	uses limited signs and attempts to use formulaic phrases and appropriate non-manual markers. At times relies on fingerspelling. 2 pts	uses complete sentences, expressions, high-frequency memorized signs and formulaic phrases with appropriate non-manual markers. 3 pts	complete sentences used with familiar signs, expressions and phrases; may exhibit circumlocution, but is understood and uses appropriate non-manual markers 4 pts	consistently signs complete sentences with elaboration using general and specific vocabulary as well as appropriate non-manual markers 5 pts
Comprehensibility & Control (syntax and structure) *How well can the audience understand?*	occasionally understood by someone used to communicating with novice language learners; uses words accurately and inaccurately, which hinders comprehensibility 1 pt	understood with effort by someone used to communicating with novice language learners, accurate with memorized chunks of language 2pts	usually understood by someone used to communicating with novice language learners, accurate with memorized chunks of language, may be inaccurate when expressing original ideas 3 pts	mostly understood by those accustomed to communicating with developing language learners, mostly accurate in present time 4pts	easily understood by those accustomed to communicating with developing language learners; accuracy may decrease when using time frames other than present 5 pts
Non-Manual Behavior (NMB)	minimal evidence of facial expression. NMB affects communication. 1 pt	demonstrates some evidence of appropriate facial expression and NMB 2 pts	attempts to organize ideas by time or sequence of events using facial expressions and/or NMB. 3 pts	demonstrates an appropriate level of expression. Organizes ideas by time or sequence of events. 4 pts	comfortable and appropriate use of facial expression/NMB. Natural use of expression 5 pts

*Performance below Novice Low scores zero points.

adapted from: http://www.nysed.gov/world-languages/standards-and-guidelines > Resources for Teachers > Master Rubrics

CHECKPOINT A SCORING

Chkpt A - Raw Score	0	1-3	4	5-6	7	8	9-12 (or above)
Scaled Score	0	1	3	5	7	9	10

DATE _____

TOTAL RAW SCORE_____

SCALED SCORE _____

Checkpoint A ASL Examination
Part 4 Expressive Skills (Presentational)
See-To-Sign Score Sheet

Student Name _____   Date _____

Class Period _____   Teacher _____

Using the Checkpoint A Part 4 ASL See-to-Sign Rubric, assign a score for each category. Calculate the raw score sum for each task and then use the conversion chart to determine total points earned (sum of each converted score).

	Part 4 - Task 1 #_____						Part 4 - Task 2 # _____					
Dimension Performance Level —->	0	1	2	3	4	5	0	1	2	3	4	5
Communication												
Vocabulary, Sign Production & Quality												
Comprehensibility and Control												
Non-Manual Behavior												
	Task 1 Total _____						Task 2 Total _____					

Conversion: Raw Score to Scaled Score (Points earned):

CHECKPOINT A SCORING						
Chkpt A - Raw Score	0	1-3	4	5-6	7	8	9-12 (or above)
Scaled Score	0	1	3	5	7	9	10

Task 1 Scaled Score _____ + Task 2 Scaled Score _____

POINTS EARNED _____
(total scaled scores)