

Measurement: Utilizing and Extending Beyond the Assessment



Overview: our assessments

Four ASL assessments

VCSL

Social (heavily modified ASLPI)

Expressive (6+1 Traits)

Receptive (Comprehension)

Elementary

Correlations

			ASL social	ASL comp	
DRA	Pearson Correlation	DRA	Pearson Correlation		
	Sig. (2-tailed)		Sig. (2-tailed)		
	N		N		
			.558**	.650**)
			.000	.000	
			65	65	
Read	Pearson Correlation	Read	Pearson Correlation)
	Sig. (2-tailed)		Sig. (2-tailed)		
	N		N		
			.519**	.689**	
			.000	.000)
			43	43	
Lang	Pearson Correlation	Lang	Pearson Correlation)
	Sig. (2-tailed)		Sig. (2-tailed)		
	N		N		
			.504**	.671**	
			.001	.000	
			43	43	
Math	Pearson Correlation	Math	Pearson Correlation)
	Sig. (2-tailed)		Sig. (2-tailed)		
	N		N		
			.676**	.600**	
			.000	.000	
			43	43	
ASL social	Pearson Correlation				
	Sig. (2-tailed)				
	N				
ASL comp	Pearson Correlation				
	Sig. (2-tailed)				
	N				

** . Correlation is significant at the 0.01 level (2-tailed).

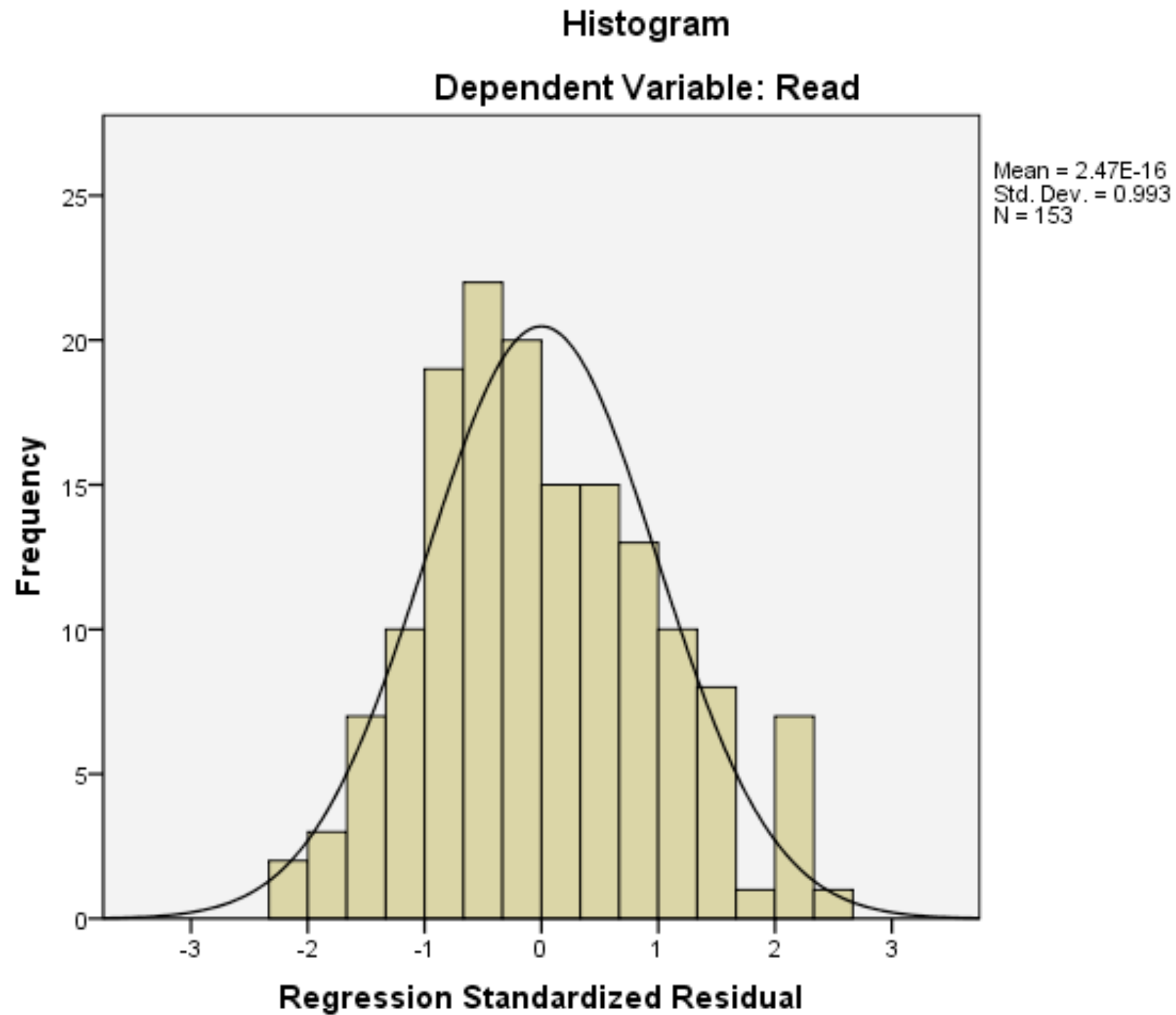
Middle School

Correlations

				ASL social	ASL comp
IRL	Pearson Correlation	IRL	Pearson Correlation	.715**	.717**
	Sig. (2-tailed)		Sig. (2-tailed)	.000	.000
	N		N	82	81
Read	Pearson Correlation	Read	Pearson Correlation	.724**	.767**
	Sig. (2-tailed)		Sig. (2-tailed)	.000	.000
	N		N	84	83
Lang	Pearson Correlation	Lang	Pearson Correlation	.654**	.704**
	Sig. (2-tailed)		Sig. (2-tailed)	.000	.000
	N		N	84	83
Math	Pearson Correlation	Math	Pearson Correlation	.646**	.755**
	Sig. (2-tailed)		Sig. (2-tailed)	.000	.000
	N		N	84	83
ASL social	Pearson Correlation				
	Sig. (2-tailed)				
	N				
ASL comp	Pearson Correlation				
	Sig. (2-tailed)				
	N				

** . Correlation is significant at the 0.01 level (2-tailed).

“normal curve”



Comprehension Assessment

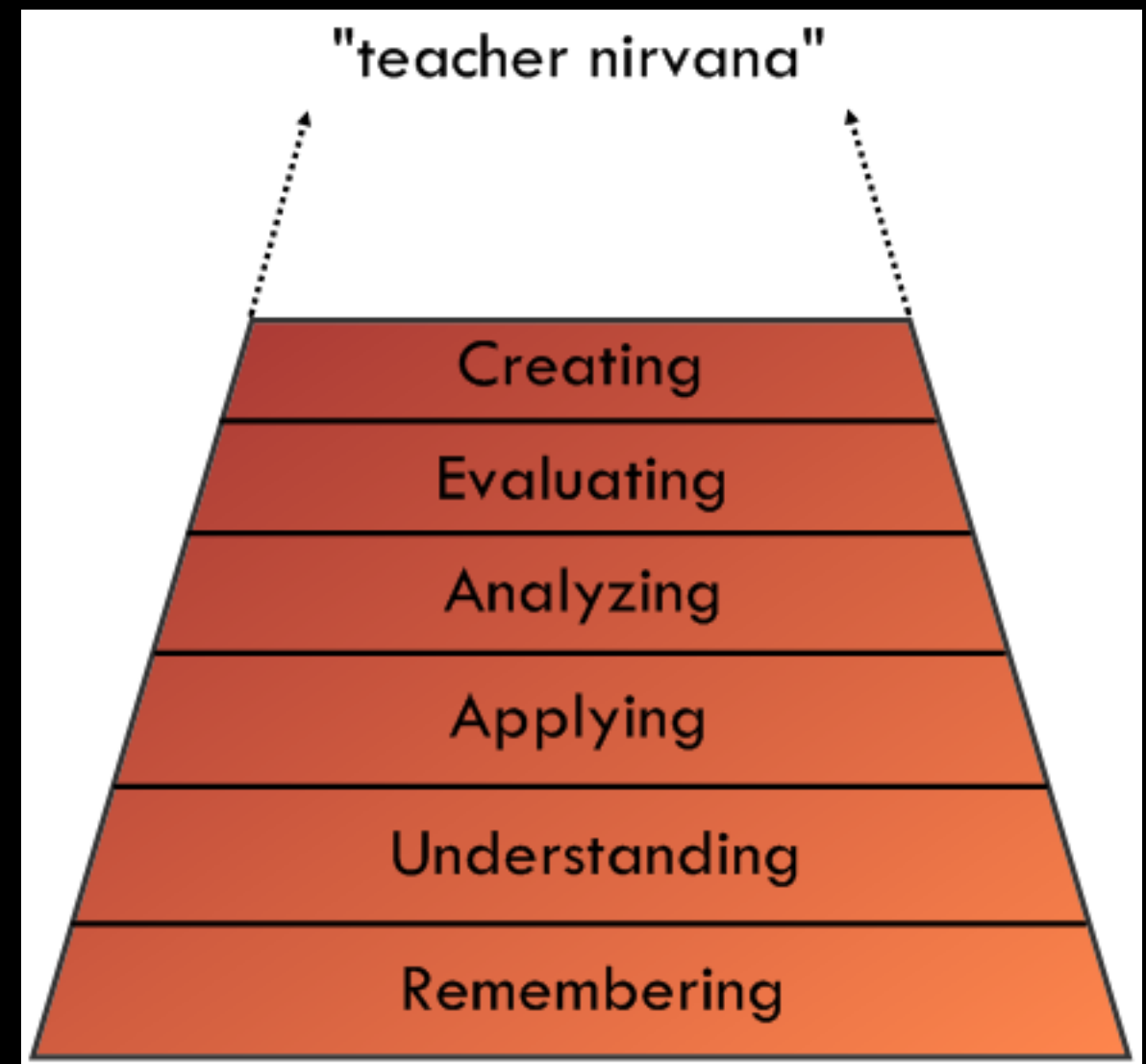
Inspired by response to
literature type of tests

Aims to standardize grade levels

Progressively cognitive
demanding

Aims to teach important
cognitive, academic skills

DEPTH OF KNOWLEDGE



Bloom's Taxonomy

Academic ASL Comprehension Test

2nd Grade



1A 1B 2A 2B 3A 3B 4A 4B 5A 5B

Go to next slide

REMEMBERING



1A

view the question again

Story

1B

2A

UNDERSTANDING



2A

view the question again

Story

2B

3A

APPLYING



3A

view the question again

Story

3B

4A

ANALYZING



4A

view the question again

Story

4B

5A

EVALUATING



5A

view the question again

Story

5B

END

Story

1A

1B

2A

2B

3A

3B

4A

4B

5A

5B

Why use this format for the (ASL) Comprehension Assessment?

“Assessment in this spirit does not concern assignment of grades or evaluation of whether instruction was effective. It's assessment designed squarely to feed into the learning process and make the learning stronger.”

— David N. Perkins,

Making Learning Whole: How Seven Principles of Teaching Can Transform Education

Thinking Beyond

Data = Expectations

ASL	Goal:
ASL x.3 and up^ (Grades K-10)	90% of students who have x.3 or above in the Fall should max in the Spring
ASL x.2 and down^ (Grades K-10)	90% of students who have x.2 or below should increase their ASL comprehension score by .5.

^Based on Fall ASL Comprehension score.

Summative vs Formative

Comprehension

Content areas = different comprehension tests

Challenge - standardizing content terms

These skills are modality neutral, once they're mastered, they're mastered.

This format can be used for *ALL sign languages*.

“New” Standards

Progressive testing

Diagnostic = placement

Mastery of standards via ASL classes only?

Dynamic Bilingual Assessment (translanguaging)

Considerations

Bias

Inclusion

Consistency

Adoption

Special recognition to:

ASL Team at CSD (past and present)

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