

NYSTCE AMERICAN SIGN LANGUAGE CST COMPETENCY 0004: EXPRESSIVE PRODUCTION RUBRIC

Assignment 2: Persuasive

	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.
APPROPRIATENESS: the extent to which the response represents the candidate's own discourse, demonstrates engagement with the video provided, establishes a position on the issue presented in the question, and uses effective communication, including sociocultural appropriateness for the assignment	<ul style="list-style-type: none"> The response effectively uses the candidate's own discourse, demonstrates a strong understanding of the issue presented in the question, establishes a clear position on the issue, and uses effective communication, including sociocultural aspects appropriate for the assignment. 	<ul style="list-style-type: none"> The response generally uses the candidate's own discourse, demonstrates a general understanding of the issue presented in the question, establishes a generally supported position on the issue, and uses generally effective communication, including sociocultural aspects generally appropriate for the assignment. 	<ul style="list-style-type: none"> The response may only partially use the candidate's own discourse, demonstrates a limited understanding of the issue presented in the question, establishes a position on the issue that may be unclear, and uses partially effective communication, including sociocultural aspects that are only partially appropriate for the assignment. 	<ul style="list-style-type: none"> The response mostly uses discourse borrowed from the video, demonstrates little to no understanding of the issue presented in the question, does not establish a clear position on the issue, and uses ineffective communication, including sociocultural aspects that are consistently inappropriate for the assignment.
SUPPORT: the extent to which the response supports the established position with information (appropriately cited details, quotations, and paraphrases) from the video provided and the candidate's own ideas and examples	<ul style="list-style-type: none"> The response effectively supports the established position with relevant information from the video and with the candidate's own relevant ideas and examples. 	<ul style="list-style-type: none"> The response generally supports the established position with relevant information from the video and with the candidate's own relevant ideas and examples. 	<ul style="list-style-type: none"> The response may only partially support the established position with relevant information from the video and/or with the candidate's own ideas or examples. 	<ul style="list-style-type: none"> The response provides little or no support.
FLUENCY: the extent to which the response communicates clear and coherent ideas delivered with fluency and ease of expression	<ul style="list-style-type: none"> The response effectively communicates clear and coherent ideas, signing with a consistent flow and fluent pacing. Minor errors do not interfere with comprehensibility. 	<ul style="list-style-type: none"> The response generally communicates clear and coherent ideas, signing with some hesitation. Some errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response partially communicates ideas. It may be difficult to understand, signing with frequent and inappropriate hesitation. Frequent errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response is ineffective. It is difficult to understand, signing with frequent hesitation making the communication fragmented and choppy. Errors interfere significantly with comprehensibility.

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GRAMMAR: the handling of syntax and use of a variety of grammatical constructions, including space, classifiers, and constructed actions	<ul style="list-style-type: none"> The response effectively uses a variety of grammatical constructions, including space, classifiers, and constructed actions. Minor errors do not interfere with comprehensibility. 	<ul style="list-style-type: none"> The response generally uses a variety of grammatical constructions, including space, classifiers, and constructed actions. Some errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response is partially effective, using some grammatical constructions, including space, classifiers, and constructed actions. Frequent errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response is ineffective, using little to no variety of grammatical constructions, including space, classifiers, and constructed actions. Errors interfere significantly with comprehensibility.
VOCABULARY: the extent to which the response uses a range of appropriate vocabulary and expressions	<ul style="list-style-type: none"> The response effectively uses a range of appropriate vocabulary and expressions. 	<ul style="list-style-type: none"> The response generally uses a range of appropriate vocabulary and expressions. 	<ul style="list-style-type: none"> The response uses some basic vocabulary and expressions that may be only partially effective. 	<ul style="list-style-type: none"> The response uses little to no appropriate vocabulary and/or expressions.
SIGN PRODUCTION: 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"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
UNSCORABLE	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.			
BLANK	There is no response to the assignment.			