

Crafton Hills College - Outcomes Assessment Report

Course: ASL101 -American Sign Language I

Term: 2012 Spring

1. Learning Outcomes Statement

1. Receptive Vocabulary: Students are able to understand the language that is being signed to them.
2. Production of Signs: Students are able to demonstrate how signs are formed or produced.
3. Grammar: Students are able to apply correct grammar in their use of language.
4. History and Culture: Students understand and are able to explain key elements and events of Deaf culture and history.

2. Means of Assessment (Measurement Method)

(SE) ASL Receptive: Students can accurately comprehend the meaning 10 sentences that are signed to them.

Rubric: [ASL Receptive](#)

(SE) ASL Expressive: Correct handshape, location, movement and palm orientation are used. Signs are clear and fully produced. Vocabulary from this unit is emphasized.

Rubric: [ASL Culture/History Qualitative](#)

(SE) ASL Grammar: Students use appropriate non-manual markers, sign in an appropriate signing space and are consistent with their speed and fluency. Sentences follow ASL word order according to corresponding ASL level and English articles and prepositions are NOT used.

Rubric: [ASL Culture/History Qualitative](#)

(SE) ASL Culture/History/Grammar: Multiple Choice

Rubric: [ASL Multiple Choice](#)

(SE) ASL Culture/History/Grammar: Short Answer

Rubric: [ASL Culture/History Qualitative](#)

3. Criteria for Success (Benchmark)

Rubric: ASL Receptive

Owner: Course Level - American Sign Language

Rubric Levels

0. 13+ Errors
1. 9-12 Errors
2. 5-8 Errors
3. 0-4 Errors

Close

Rubric: ASL Multiple Choice

Owner: Course Level - American Sign Language

Rubric Levels

0. 13+ Errors
1. 9-12 Errors
2. 5-8 Errors
3. 0-4 Errors

Close

Rubric: ASL Culture/History Qualitative

Owner: Course Level - American Sign Language

Rubric Levels

0. Unacceptable. No evidence of understanding is present.
1. Basic. Student has a weak understanding of the concept.
2. Proficient. Student meet or is near standard. S/he has a good understanding of the concept.
3. Advanced. Student displays an advanced knowledge of the concept above the standard level.

Close

4. Summary of Evidence

ASL101 American Sign Language I Spring 2012 Sec 15 (Actuals)	Show Percentages Display as PDF		Assessment Results By Level					
Assessment: ASL 101 Assessment	NS	0	1	2	3	Total		
Gen Ed: Humanities - Assessed Effort Receptive Vocabulary: Students are able to understand the language that is being signed to them.								
ASL Receptive: Students can accurately comprehend the meaning 10 sentences that are signed to them. Rubric PDF	4	5	4	12	9	30		
Gen Ed: Humanities - Assessed Effort Production of Signs: Students are able to demonstrate how signed are formed or produced.								
ASL Expressive: Correct handshape, location, movement and palm orientation are used. Signs are clear and fully produced. Vocabulary from this unit is emphasized. Rubric PDF	4	0	6	14	10	30		
Gen Ed: Humanities - Assessed Effort Grammar: Students are able to apply correct grammar in their use of language.								
ASL Grammar: Students use appropriate non-manual markers, sign in an appropriate signing space and are consistent with their speed and fluency. Sentences follow ASL word order according to corresponding ASL level and English articles and prepositions are NOT used. Rubric PDF	4	0	4	14	12	30		
Gen Ed: Humanities - Assessed Effort History and Culture: Students understand and are able to explain key elements and events of Deaf culture and history.								
ASL Culture/History/Grammar: Multiple Choice Rubric PDF	4	0	0	8	22	30		
ASL Culture/History/Grammar: Short Answer Rubric PDF	4	0	5	11	14	30		

* Receptive: Majority of students got a "2" (40%) followed by a "3" (30%). Some trouble words were: fingerspelled words, NEXT WEEK, FOR, TEACHER, NEED, WOMAN, MOUNTAIN, APT, HS, YESTERDAY, and RIVERSIDE COMMUNITY COLLEGE.

* Productive: Majority of students got a "2" (47%) followed by a "3" (33%) for the ASL Productions section, and the majority of students got a ?2? (47%) followed by a ?3? (40%) on the ASL Grammar section. Students primarily need to work on their fluency, word order, directionality with inflected signs, and fine tuning their production. They often confused DEAF with DORM and SIT with CHAIR. PARENTS also proved to be tricky, although most signed it pretty close to accurate.

* Culture, History, and Grammar: 73% of students got a "3" and 27% got a "2" on the MC portion of the test, while 47% of students got a "3" and 37% got a "2" on the short answer section. This was a HUGE improvement from last semester. I have a dedicated class who most are genuinely interested in the subject. Every student measured "proficient" in the multiple choice section, and only five scored basic for the short answer section!

5. Use of Results (Implications for Program Improvement & Planning)

* Receptive: The new sentences seemed harder for them. I think we should work to even them out so all sentences are similar in length. I am continuing to look for supplemental activities or homework assignments that will work their receptive skills, such as YouTube videos with worksheet or summary assignments. I plan to lengthen my chapter receptive test sentence length so students become used to the run-on sentences that appear on the final.

* Productive: I have implemented videos of me signing all of the vocabulary words so students could review and compare their own production of the signs to the videos. It seems to help but there are still issues with production and clarity. I do not know how often they are using the videos (since it is simply used as a study tool).

In addition, I want to find a way to work on NMS and fluency (besides "more practice"). Any ideas? I feel I have tried many different techniques to improve the productive portion and feel I am hitting a wall? I plan to seek the advice of my peers and find out more information about how to help my students.

* Culture, History, and Grammar: I feel very satisfied with how I prepared my students for this section of the assessments due to their success shown by their scores. I plan to continue searching for various review activities and games to make learning this material fun and not monotonous.