

ASLRT Round Table Discussion: **Hauser/Paludneviene Presentation**
Friday, November 2, 2007

The roundtable discussion notes are for the 2007 ASLRT conference participants. The notes in its originality as possible were documented by the participants who had reflected and discussed guided questions that were assigned to them after each presentation. The notes are neither research based nor the representation of ASLRT. They reflect the participants' experiences and thoughts.

Reflective Questions:

1.) In what situations would traditional tests be useful? Curriculum-based assessments?

- What situation I'm not expert but I can use classroom peers. There is no ASL specialist in my school but believe there is a peer norm developed naturally from ASL specialists at the Mountain Rocky and the Maryland School for the Deaf
- Gallaudet requires new students to take ASL screening test. If a student does poorly in ASL test, must take ASL 101 course, regardless if that person is from a deaf family or is a native signer. All students are required go through ASL screening.
- The California School for the Deaf at Fremont does gather students who have no ASL skill and immerse them until they are ready to integrate in regular classes.
- Our ASL evaluation was done within 3 weeks...very short notice. We expected a lot of errors. But it was a start.
- We had anticipated the presenters to include information on assessment tool for high school students but it did not happen.
- Put down a list of different meanings for run word showing how much students know.
- How to measure if the difficult word appears like 'such' and 'though'?
- Good way to show pictures that students are able to sign after instead of looking at English words.
- Showing movies is another good way of showing ASL skills through re-telling.
- Sequencing: Tell stories in chronological order.
- Looking at ASL skills or thinking (cognitive) skills?
- Need to look at ASL skills in beginning and at the end of school year.
- How to start ASL curriculum? We can start but we don't have any of them.
- Have team teachers work together and develop "home made" or informal assessment for now. We don't have anything available so each of us does custom made tests and we follow objectives.
- Minnesota School for the Deaf has a great CBA for English but ASL?
- Need to have pre-test, on-going test to monitor student's progress and the post-test. Need to have school-wide assessment on a certain timely basis (annual).
- ASL tests need to be multi-dimensional-given by several trained test administrators.
- No, at our school, we don't have formal tests for assessing ASL but we use Sign Communication Proficiency Interview (SCPI) because our students do not use ASL with their parents at home. Hence, it was best to use communication instead

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- of language assessment.
- We don't have SCPI at our school. We do SCPI: ASL, (Sign Communication Proficiency Institution) to assess on institutional use of ASL/communication.
- The information presented was proper for K-12, better than nothing. It offers levels to place where signer fits in.
- Buy current formal tests on the market and modify them to fit ASL needs similar to WIIG's basic concepts assessment and bracken's basic concept assessment.
- RIT's assessment modified into ASL and CPTV – designed to be deaf-friendly use.
- Rosseti assessment
- Martha French's assessment is a lot of work, not valid because it requires a lot of training. Her book doesn't include age groups, just proficiency levels and uses its descriptions for objectives.
- KDES P-Level is pretty good but not mentioned in the presentation. It is an informal test. KDES P-Level is individualized.
- ASL specialist and speech therapist cannot use the same test. The child will cheat.
- What is the purpose for assessment? Class placement, levels or what?
- ASL Standards: Helpful to have tests to develop, maintain or monitor nationwide standards.
- Best to have same way to administer tests like Peabody tests.
- CBA is not reliable since each teacher develops its own test so test results would be different between tests...therefore; the test is not valid, thus not reliable.
- Raters' abilities of assessing signers' skills vary due to the degree of training.
- Training of raters is quite difficult due to the fact that raters do not stay around over a number of years, thus influencing the assessment and test results.
- Qualifications of raters – what certificates are required? Which specializations should be sought?
- The question above needs clarification.
- Will IEP recognize informal tests?
- The presentation is about time saving tests time.
- Some parents feel they do better assessment at home because they know their children.
- Need to work together to develop ASL curriculum tests based on milestones.
- The Illinois School for the Deaf shared their info – resources that they have developed from using foreign language standards.
- Start with foreign language standards as a guide to develop ASL standards? Set/Develop rubrics for each strand area.
- Use the assessment for IEP/LEAs to track growth and improvement or areas of needs.
- Assessment is helpful for outreach services (mainstreamed students) to identify students ASL skills.
- Equal status to be conferred on both ASL and English as given in formal state tests (3rd grade, 8th grade, etc.)
- Challenges: Who gets to assess? Where is research? Challenge of measuring language proficiency. What measures do we use? (Not enough research to support

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measures used in assessment) Each school has different curriculum and standards.
How do we compare results?

- Is the classroom and outside signing practices different?
- We should have two different norms for deaf native signers who have deaf parents and for deaf signers who have hearing parents.

2.) What information would an ideal ASL test provide? Also, what would it contain and what kind of skills would it measure?

- Picturesque: what to look for what does it include? fingerspelling, classifiers, facial expression, Vocabulary, Sentences, Narrative, Sequence, Describe, Grammar rules
 - using rubrics, etc
- Now GU is working on changing the assessment...what to look for...if students is a social worker major...test should be done in SW...or if major in math, the ASL model needs to sign relating to math subject to make the test valid and reliable.
- Age appropriate: Need to figure which category students' age should be tested like group norm
- Can predict at which age students can take?
- Taking reading test will see how much students are able to read like with taking ASL, will see how much students are able to sign
- Teachers need to be trained knowing how to test students' as skills
- Different types of assessment
 - 'Quick and dirty' checklist kind of assessment a teacher can use without much training required
 - More diagnostic kind of assessment for more clinical purpose by a more skilled knowledgeable person to follow up on 'red flags' that show up in the teacher's checklist
 - A formal test to find out how a child compares with his/her peer same age group.
 - A formal test to find out the strength in different grammatical areas of ASL
- Four different kinds of assessments –
 - Ongoing tests for ASL comprehension check
 - Diagnostic assessment for strengths and weaknesses in ASL skills
 - Placement tests for seeing which level signer fits in
 - Standardized tests to compare with others and itself
- Specify goal/purpose of test: vocabulary, grammar, functional communication
- Need to have ASL standards with benchmarks to measure development
- It would provide information on strengths and weaknesses on each skills

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- Teacher tells a story then let student rephrase the story on videotape for them to observe themselves. Professional observes to do self-evaluation.
- Ideal test would include not only expressive/receptive skills, but also memorization abilities.
- Intensive vocabulary information (assessment of ASL terminology being used by the student)—not necessarily concrete words but also include abstract usage of words (classifiers, etc)

- Most assessment tests are not yet official; therefore, not reliable and valid.
 - We need to measure register
 - Conversational and academic settings
 - Can s/he discuss specific topics
 - What's academic ASL?
 - ASL literacy test?
 - What about test developed in California? Michele Berke. Computer based test and fast, can complete in 20 min. (Test of ASL?)
 - Brenda Schick test; but cannot score because they access us; different levels
 - Sometimes teachers are poor models
- Responsibility goes to the teachers
- ASLVT (Schick) – based on experience at CSDB – not always reliable or valid
- ASLVT – good tool for teachers to use – to see students' vocabulary level – use info to implement in the classroom – lesson plans
- Hard to determine which tests/assessments are “good/best”
- Develop own pilot tests to determine ASL milestones for each age group
- Have committees meet and develop milestones
- Need to develop some type of measurement and assessment (example: 6+1 writing traits) for these areas:
 - Academic ASL
 - ASL Registers
 - ASL Expressive
 - ASL Receptive
 - Rubric based on students' social ASL and academic ASL
- Classroom teachers also responsible for teaching ASL not leaving it up to ASL specialists/teachers
- Need to have teacher's training programs to train ASL to the students
- Different (subtests) tests/assessment on each aspect of ASL for Diagnostic and Performance
- Less training to administer tests and more time efficient
- Age-based and/or grade level based tests
- Kind of Skills:
 - Classifiers
 - Sentences
 - Vocabulary
 - Conversation/Discourse
 - Story telling/re-tell

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- Spatial use (use of space)
- Register
- Non-Manual Signals
- Basic meta-linguistics
- What should be included in formative assessments?
- Receptive skills and expressive skills are not sufficient to measure. It is good to look for the whole picture such as discourses, etc to determine skills of a child.

3.) Parking Lot (other comments or questions you want to ask the presenter)

- Do we need an assessment tool to assess student's ASL skills when applying for college?
- Now it is no wonder why many deaf takers fail Praxis test for certification because of no echonic (speaking/hearing) memory skills, therefore, the test is invalid. What can we do about it?
- What about TASL (Berke/Prinz) test from San Francisco University? What is the result, if not the current status?
- Need printed information, article or research on assessment for hearing and deaf with different language to process/use.
- We tried to contact Dr. Ted Supalla for ASLPA. Is it available?
- What does it mean to test "knowledge"? What exactly is "knowledge" that is being measured? And how does that relate to ASL skills?
- No standardized ASL tests on the market. We have been asked to develop tests, but we struggle – we're not comfortable. We prefer to use informal testing. Sometimes we use SCPI, modified for children. Your thoughts?
- What kind of test? If memory test, but we don't teach memory, do we?
- Can we use translation as part of the test? How do we score? What is the purpose of this test? We give students English expression and they translate it into ASL. This is an activity, not a test. Can this be modified into a real test?
- Many tests are informal, based on teacher's observations. For example, not enough facial expressions, etc. Isn't this kind of test helpful?
- Additional questions:
 - Why don't they know more different tests?
 - How many raters per child?
 - Will they provide training at a national level?
 - Should the test be on specific skills (parts) or should it be a holistic (whole) test?
- Clerc Center's ASL assessment is based on 6+1 writing model – What is the status of that assessment?
- Team teaching model – not pull-out services for ASL would benefit students more? Any information on impact of the pull outs on the students?
- When we get test scores, what are we really looking for? What numbers really means? What part should we focus on? What we should do afterwards?
- What is happening with CAEBER's national ASL standards steering committee?

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- What role do ASL assessments have in NCLB? Should assessments be conducted differently for the deaf population?
- Bilingual programs – which one is L1 and which one is L2?
- How can we use formal ASL assessments to assist in modifying the administration of formal assessments in other disciplines – math, etc. that are normally given in English?
- Where is a list of assessment checklist that can be used for IEP writing?