



Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A

Modern Languages – American Sign Language (ASL)

Purpose

1. To provide a clear and consistent set of benchmark assessments for American Sign Language (ASL) that are aligned with the New York State Learning Standards for American Sign Language (ASL).

2. To ensure that the benchmark assessments are valid, reliable, and fair, and that they provide meaningful information about student learning.

3. To ensure that the benchmark assessments are accessible to all students, including students with disabilities.

4. To ensure that the benchmark assessments are used in a way that is consistent with the purpose of the assessments.

41

Guiding Principles

1. The benchmark assessments should be aligned with the New York State Learning Standards for American Sign Language (ASL).

2. The benchmark assessments should be valid, reliable, and fair, and that they provide meaningful information about student learning.

3. The benchmark assessments should be accessible to all students, including students with disabilities.

4. The benchmark assessments should be used in a way that is consistent with the purpose of the assessments.

5. The benchmark assessments should be used in a way that is consistent with the purpose of the assessments.

6. The benchmark assessments should be used in a way that is consistent with the purpose of the assessments.

7. The benchmark assessments should be used in a way that is consistent with the purpose of the assessments.

8. The benchmark assessments should be used in a way that is consistent with the purpose of the assessments.

Other Considerations

Other

1. ~~Guidelines~~ ~~g~~ ~~g~~ ~~g~~
2. ~~Guidelines~~ ~~g~~ ~~g~~

Guidelines

Other assessments. ~~g~~ ~~g~~

~~g~~ ~~g~~

~~g~~ ~~g~~

~~g~~ ~~g~~ ~~g~~

~~g~~ ~~g~~

~~g~~ ~~g~~

~~g~~ ~~g~~

Who needs to take this assessment. ~~g~~ ~~g~~

~~g~~ ~~g~~ ~~g~~

~~g~~ ~~g~~

~~g~~ ~~g~~

~~g~~ ~~g~~

~~g~~

~~g~~ ~~g~~

~~g~~ ~~g~~

~~g~~ ~~g~~

Technology support and safeguards.

Technology support and safeguards.

Technology support and safeguards.

Technology support and safeguards.

Technology support and safeguards.

Scope and content.

Scope and content.

Scope and content.

Scope and content.

Scope and content.

Scope and content.

Scope and content.

Scope and content.

Scope and content.

Scope and content.

Weighting of sections.

Weighting of sections.

Weighting of sections.

Weighting of sections.

- Weighting of sections.

Weighting of sections.

Weighting of sections.

- Weighting of sections.

Weighting of sections.

Weighting of sections.

- Weighting of sections.

Weighting of sections.

Weighting of sections.

Weighting of sections.

Weighting of sections.

Weighting of sections.

Weighting of sections.

Weighting of sections.

Weighting of sections.

Weighting of sections.

Weighting of sections.

Weighting of sections.

English support for English Language Learners (ELLs). **5** - **9** *directions* **10**

11
12

13 *questions,*
answer choices, a *prompts* **14**
15

Standard 3 - Presentational Signing (20%)

Standard 3 - Presentational Signing (20%)

Standard 3 - Presentational Signing (20%)

1

2

3

4

5

6

7

8

9

10

11

12

13

14