

Overview of Sign Language Assessment Instruments

by Tobias Haug

Name of Test	Test Items	Certain linguistic structure or communicative competence	Receptive Task(s)	Expressive Task(s)	Target age group	Reliability	Validity	Norm- or criterion-referenced test	Purpose of Test
ASL-PA	drawn from 17 ASL acquisition studies	certain linguistic structures: (1) one/two-sign utterances, (2) non-manual markers, (3) deictic pointing, (4) referential shifting, (5) verbs of motion, (6) aspect & number, (7) verb agreement, (8) noun-verb pairs	N/A	yes	6-12 years old, 80 deaf students	(1) reliability coefficient: .81 (2) inter-coder reliability: OK (3) setting of levels for ASL proficiency (4) item analysis for item difficulty	(1) construct validity: contrasting groups (2) content validity: theoretical evidenced from acquisition studies (3) concurrent & predictive validity are underway	norm-referenced	(1) create a global assessment, (2) to be used in educational settings for deaf children, age 6-12, (3) fairly efficient administration and analysis, (4) examination of robust psychometric analysis, (5) items are based on ASL acquisition studies
ASLAI	focus on conversational & metalinguistic knowledge, not clearly mentioned on what the test items are based, e.g. classifier test	to elicit metalinguistic knowledge of (1) lexical processes, (2) morphological processes, (3) syntactic processes, (4) semantic processes, (5) narrative abilities	yes	yes	8-16 years old, 81 deaf students (60 more are underway)	(1) item analysis on the receptive task for item difficulty, (2) reliability coefficient for receptive task: OK, (3) inter-rater reliability for scoring sheet	(1) content validity: using panel of experts for developing items & eliminating items with deaf adults could not agree, (2) convergent & discriminant validity: strong cor-	norm-referenced	to indicate a certain level of development of a particular ASL component, to assess conversational and metalinguistic knowledge in different linguistic domains of ASL (and compare them with English liter-

						of narrative, (4) reliability analyses for the expressive tasks are planned	relation performance with score of SAT & RITLS with ASLAI, (3) validity analyses for the expressive tasks are planned		acy performance)
TASL	based on linguistic research of ASL ??, revised by five deaf linguists	to test assess (1) classifier production, (2) narrative production, (3) story comprehension, (4) classifier comprehension, (5) time marker test (comprehension), (6) map marker test (comprehension)	yes	yes	8-15, 155 deaf students	(1) inter-rater reliability: OK, (2) levels of ASL proficiency (not yet standardize), (3) further analyses for reliability are underway	analyses for validity are currently underway	norm-referenced	to develop an ASL test that can be used in a larger research project investigating the relationship of ASL and English literacy
The Test Battery for ASL Morphology & Syntax	no information provided	tests specific linguistic components of ASL morphology & syntax, 12 tests	yes	yes	3-75 years old, 100 signers	not yet available	not yet available	?	for linguistic research purpose
Auslan Test Battery	based on ASL Test Battery	tests specific linguistic components of Auslan morphology & syntax	yes	yes	16 deaf native signers (adults)	not yet available	not yet available	?	for linguistic research purpose
ATG	mostly based on linguistic research of other signed languages	both: 9 tasks to measure (1) spontaneous signing, (2) receptive skills on lexical level, (3) acting-out of lexical, morphologi-	yes	yes (also expressive-receptive)	approximately 100 people, mostly deaf and 15 hear-	not yet available	not yet available	criterion-referenced	to test the basic competence of deaf and hearing, children and adult GSL-users

		cal, and syntactic level, (4) & (5) describing and naming of things, (6) understanding of texts, (7) & (8) imitation of sign utterances & phrase level (expressive-receptive), (9) reproduction of texts			ing people				
Assessment of BSL Development	based on ASL & BSL acquisition studies	certain linguistic structures, (1) vocabulary checklist, (2) comprehension of selected aspects of BSL morphology & syntax, (3) picture description task, (4) narrative skills	yes	yes	3-13, 135 deaf students	<p><u>I. Receptive task:</u> (1) test-retest reliability established (2) reliability coefficient: .90, (3) standardization of age norms, (4) inter-rater reliability: OK</p> <p><u>II. Expressive task:</u> (1) test-retest reliability, and (2) inter-rater reliability: OK, (3) story recall task: items analysis showed clear discrimination between children with high vs. low scores, (4) picture de-</p>	(1) validity of receptive task established by correlating with 2 subtests of a non-verbal test. A significant correlation with one of the test was found (2) content validity: evidence from ASL & BSL acquisition studies	norm-referenced	to develop a range of assessment materials and procedures, with robust psychometric properties and effective to assess language development of BSL (to be used from professionals to assess and monitor language development)

						scription tasked failed to show age effects			
Signed Language Development Checklist	based on ASL linguistic and acquisition studies	both: (1) overall language ability, (2) linguistic use, e.g. syntax etc., (3) creative use of language	N/A	yes	pre-school children to adults (pilot study)	not available due to small pilot study	not available due to small pilot study	criterion-referenced	to assess deaf and hard-of-hearing students' use of ASL features in their signed language development
SCPI	adapted from the Oral Proficiency Interview (OPI)	communicative competence	yes, due to conversational approach	yes, due to conversational approach	hearing & deaf adults? #?	(1) SCPI-results interpretation reliability: OK, (2) SCPI rating across rater teams reliability: OK, (3) SCPI rating within rater teams reliability: OK	information requested	criterion-referenced	to assess sign language communication skills and support people in their of sign communication skills

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