



# 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) at the checkpoint A level.

2. To ensure that the benchmark assessments are aligned with the New York State Learning Standards for American Sign Language (ASL) and are valid and reliable measures of student learning.

3. To provide a clear and consistent set of benchmark assessments for American Sign Language (ASL) at the checkpoint A level.

4. To ensure that the benchmark assessments are aligned with the New York State Learning Standards for American Sign Language (ASL) and are valid and reliable measures of student learning.

### Guiding Principles

1. The benchmark assessments should be aligned with the New York State Learning Standards for American Sign Language (ASL) and are valid and reliable measures of student learning.

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6. The benchmark assessments should be aligned with the New York State Learning Standards for American Sign Language (ASL) and are valid and reliable measures of student learning.

## Other Considerations

Other

1. ~~Guidelines~~ ~~to~~ ~~be~~ ~~used~~
2. ~~Guidelines~~ ~~to~~ ~~be~~ ~~used~~

## Guidelines

Other assessments. ~~Guidelines~~

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

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Technology support and safeguards.

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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%)

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