

As a teacher, I choose multiple choice, matching, and interviews for providing quizzes and exams to students. These are the ideas to start with the American Sign Language level one. As a teacher, I'd provide details of at least 3 Assessment Approaches, Assessment Techniques, and Principles of Assessment.

Whenever the multiple choice and matching provided would be formative and processed, such as once biweekly for a semester, while interviews will be summative and productive such as twice a semester. Also, the interview would help me as a teacher to develop a list of needs for students and identify levels from a rubric. As for the interview, a student and I would need to set up a 1-hour appointment for us to provide feedback which is formal. The feedback would include role plays and demonstrations. Although, the students would get my informal feedback during the class only if they needed to be corrected. The informal feedback is when I, as a teacher, would demonstrate the best signs that our current Deaf community's usage. These are ways students would keep up with their skills and knowledge.

As a teacher, the assessment techniques that I would use for American Sign Language 1 are multiple-choice, matching, and interview. The multiple-choice offers at least 4 answers, while the matching offers at least 3 answers. To provide the answers to questions is my intention to have students use their reception skills. The interview would give a student the to use targeted language. I would set up a camera for our interview. Setting up a camera is a purpose for me to provide feedback to students and review a rubric. This assessment technique will heavily rely on targeted language, which is American Sign Language.

Assessment is "appraising or estimating the level or magnitude of some attribute of a person (Mousavi, 2009, p.35). In educational practice, assessment is an ongoing process that encompasses a wide range of methodological techniques (Brown & Abeywickrama, 2009, p.3). Developing the multiple choice, matching, and interview questions are not complicated. The multiple choice and matching will be based on two weeks' worth of activities/lesson plan(s), while the interview questions will be 1.5 months' worth of activities/lesson plan(s), which will be a practicality. When the items are explicitly presented and consistent, they will be reliable. The interview questions that will assess a student's fluency and knowledge of ASL will be a validity. These multiple-choice, matching and interviews will base heavily on authenticity. I, as a teacher, want students to experience real-life conversations and know the common conversations that the Deaf community uses it in our daily lives. After the tests of multiple choice, matching, and interview, students will get feedback, aka washback. The formative process will happen with multiple choice and matching; therefore, the students will get feedback biweekly. The summative process will happen with the midterm and final interview exams. With that being said, I, as a teacher, will make sure that students will get feedback before the semester ends, such as a final exam will be a week before the end of the semester. That way, the students get feedback during the last week of the semester.

These are what I would do as a teacher that wants students to increase their knowledge of ASL. So students can communicate with the members of the Deaf community.

References

Brown, H. D. & Abeywickrama, P. (2018). *Language assessment: Principles and classroom practices*. (3rd ed.). White Plains, NY: Pearson.

Mousavi, S.A. (2009). *An encyclopedic dictionary of language testing* (4th ed.) Tehran, Iran: Rahnama Publications.

Here's my video presentation:

