

Assessing Interaction in Sign Languages: First Insights

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EALTA's SIG for SIGN: Assessing interaction in sign languages

Assessing Interaction in Sign Languages: First Insights



Points of Departure

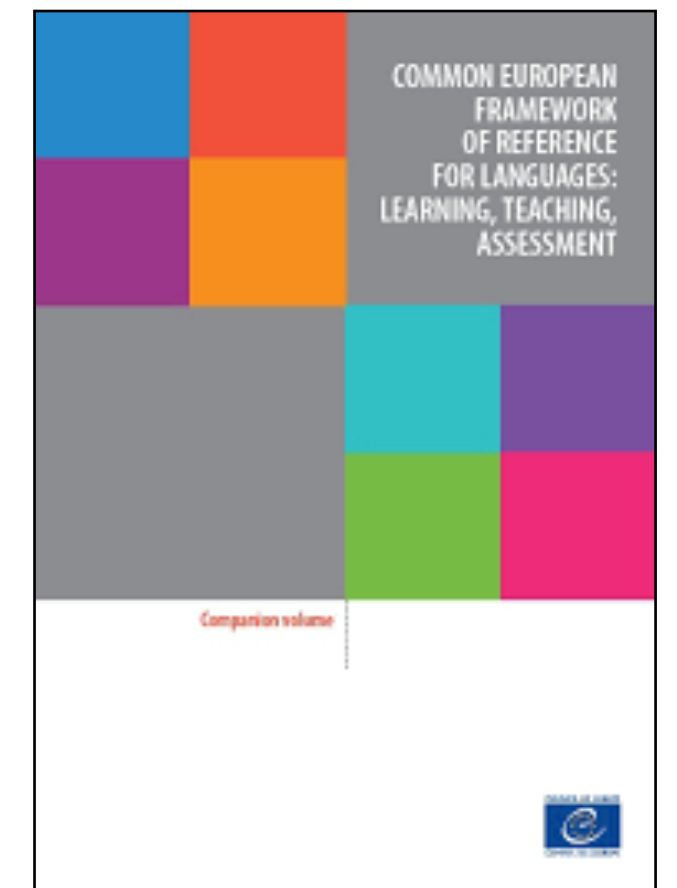
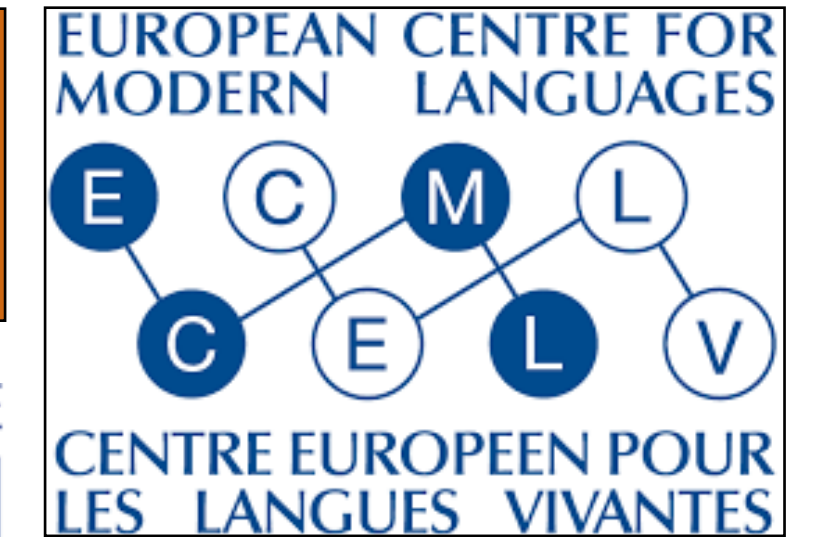
- a) **PROSIGN (ECML)**
- b) **CEFR CV (2020)**
- c) **Literature Review**
- d) **BA Deaf Studies and MA Sign Language Interpreting**



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CONSEIL DE L'EUROPE



Goals:

- a) **Assessment Interaction: Rationale, Procedure, Criteria, Rating**
- b) **Ongoing Issues**

Interaction B2: Overall Oral Interaction

*Can use the language **fluently, accurately and effectively** on a **wide range of general, academic, vocational or leisure topics**, marking clearly the **relationships between ideas**. Can **communicate spontaneously** with good **grammatical control** without much sign of having to restrict what they want to say, adopting a level of **formality** appropriate to the circumstances. Can interact with a degree of fluency and spontaneity that makes **regular interaction**, and **sustained relationships with users of the target language**, quite possible without imposing strain on either party.*

CEFR 2020; p.72

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Interaction B2: Test Design / Layout

Descriptors	Structure and Procedure	Topics
<ul style="list-style-type: none">- Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.- Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.	<ul style="list-style-type: none">- max. 4 to 6 interactants- Time frame of the video recording depending on group size (4 persons = 20 minutes)- Discussion using pros and cons	<ul style="list-style-type: none">- Specialist subject- Current trends in politics- Use of social media- Contemporary issues In Deaf Communities

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Interaction B2: Task and Procedure



Topic: What kinds of media do you mainly use today and how do you justify your selection? What are your critical insights on current media world?

Procedure:

- with a moderator
- max. 4 to 6 interactants
- 20 min (for 4 interactants)
- Video-recorded

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Interaction B2: Moderator's tasks

- M1L1
- Provides some input
- Time management
- Ensures the topic's maintenance
- Ensures balanced participation of all examinees
- Conclusion



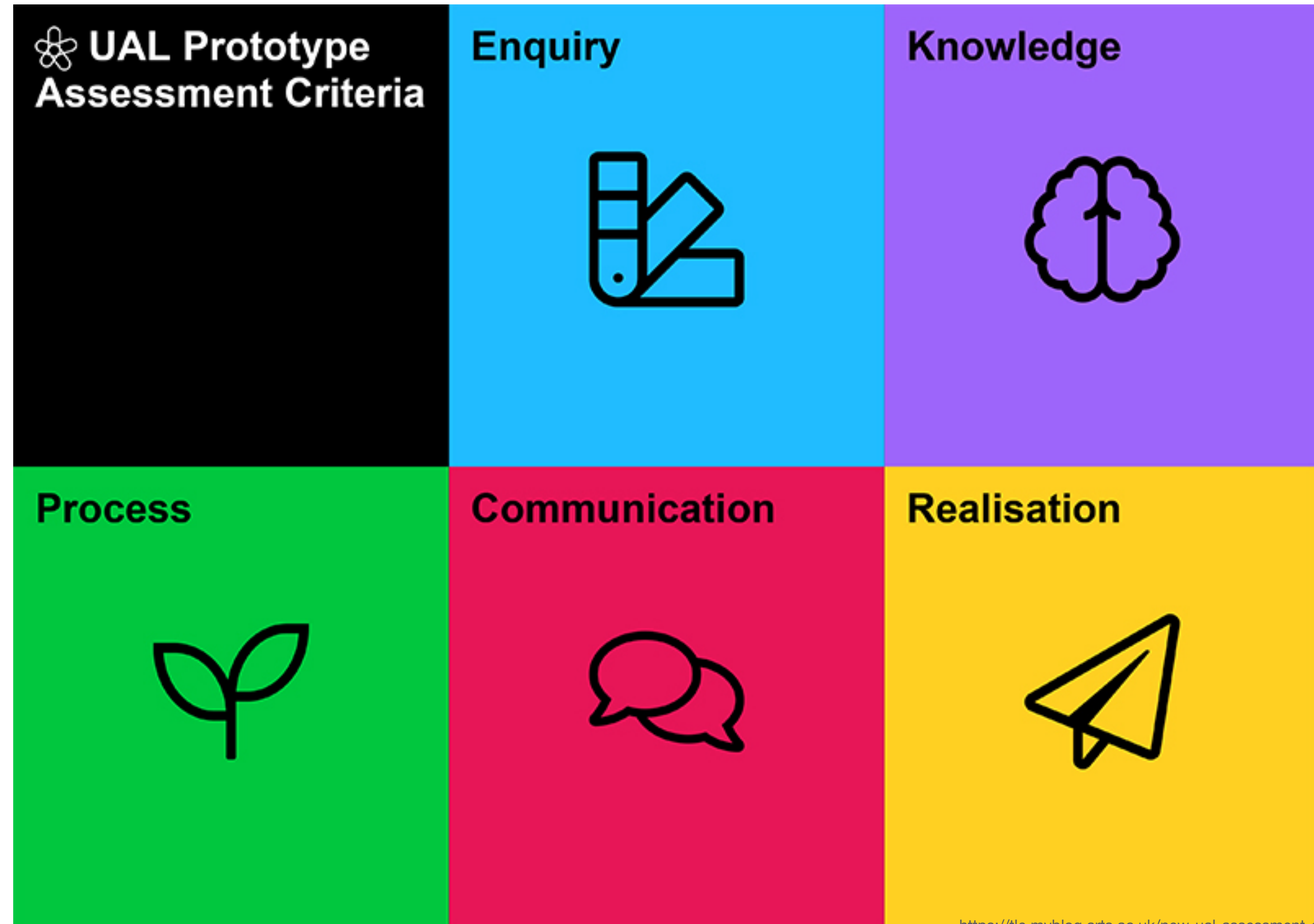
<https://pixabay.com/de/illustrations/konversation-team-freunde-treffen-7053090/>

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Interaction B2: Rationale

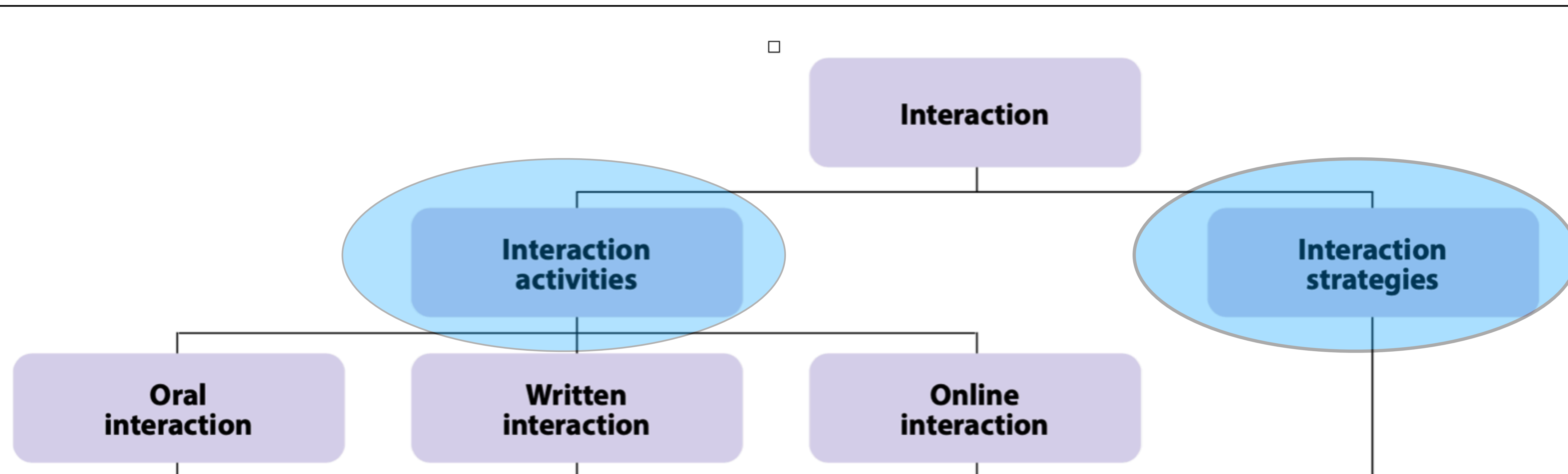
Range
Accuracy
Fluency
Coherence
Interaction



<https://tle.myblog.arts.ac.uk/new-ual-assessment-criteria/>

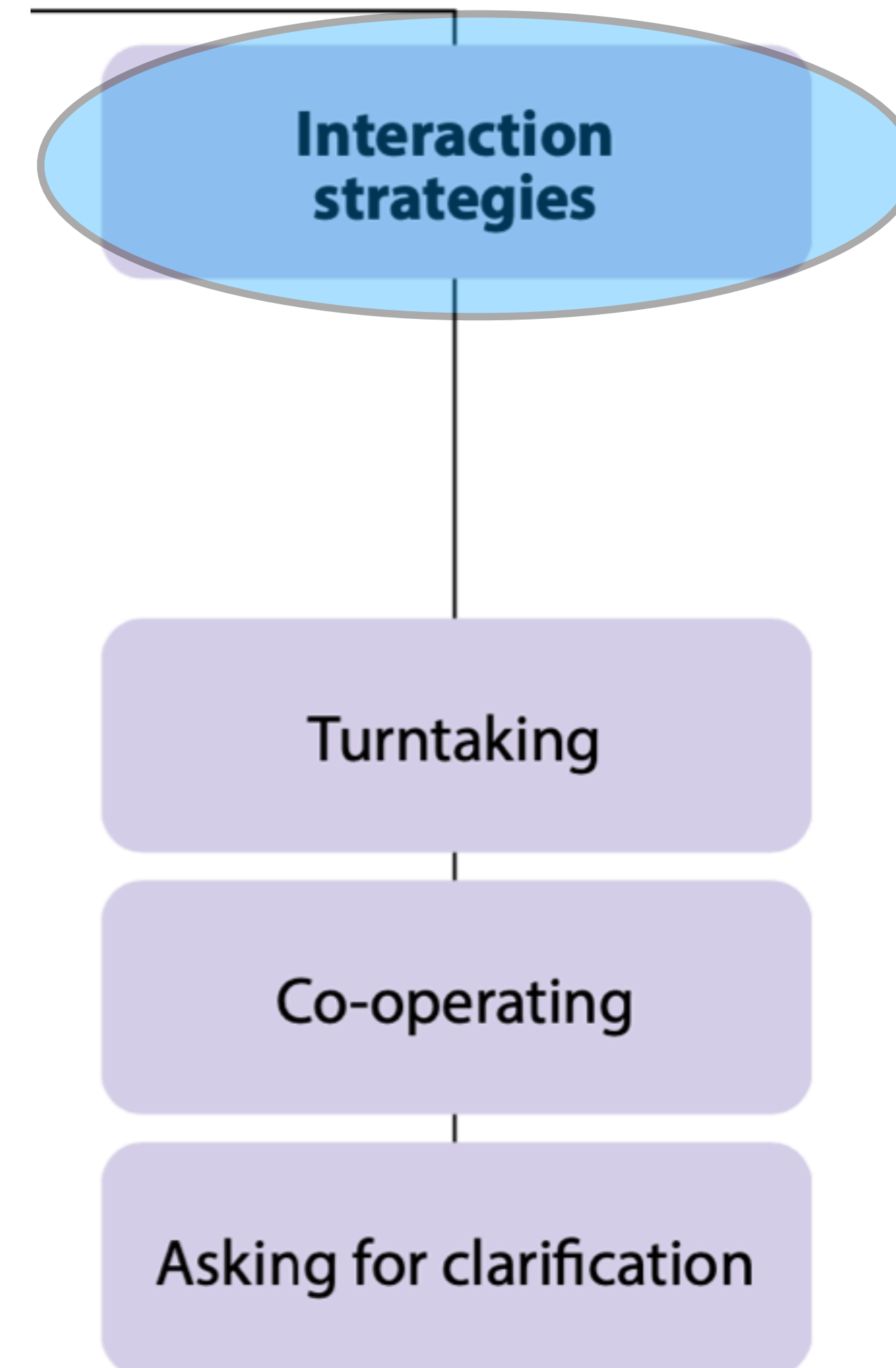
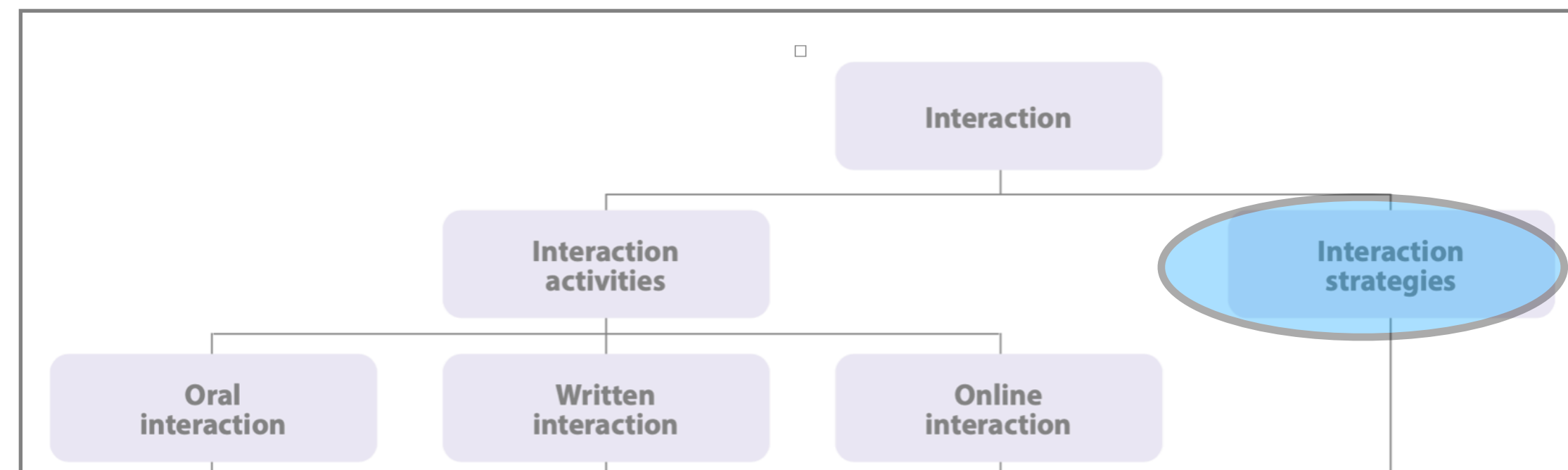
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Interaction B2: Interaction activities and strategies (CEFR 2020)



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Interaction B2: CEFR 2020



Interaction B2: Interaction Strategies – Turntaking

- **Can intervene appropriately** in discussion, exploiting appropriate language to do so.
- **Can initiate, maintain and end discourse appropriately** with effective turntaking.
- **Can initiate discourse, take their turn** when appropriate and **end conversation** when they need to, though they may not always do this elegantly.
- **Can use stock phrases** (e.g. “That’s a difficult question to answer”) to gain time and **keep the turn** while formulating what they want to express.

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Interaction B2: Interaction Strategies: Co-operating and Clarification

- **Can help the discussion** along on familiar ground, confirming comprehension, inviting others in, etc.
- **Can summarise the point** reached at a particular stage in a discussion and **propose the next steps**.
- **Can ask follow-up questions** to check that they have understood what someone intended to say, and **get clarification of ambiguous points**.
- **Can ask for explanation or clarification** to ensure they understand complex, abstract ideas.
- **Can formulate follow-up questions** to a member of a group to clarify an issue that is implicit or poorly articulated.

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Interaction B2: Assessment of Core Competency Areas

Interaction strategies

	Turntaking	Request to Sign Language	Introduction	Discourse	Conclusion
Participant A	80 %	90 %	95 %	95 %	95 %
Participant B	100 %	100 %	100 %	99 %	100 %
Participant C	97 %	89 %	90 %	91 %	92 %
Participant D	60 %	65 %	70 %	60 %	61 %
Participant E	45 %	50 %	59 %	50 %	52 %
Participant F	80 %	90 %	87 %	95 %	88 %
Participant G	97 %	95 %	92 %	95 %	94 %
Average	80 %	83 %	85 %	84 %	83 %

Turntaking

Request

Introduction

Discourse

Conclusion

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Interaction strategies

	Turntaking	Request to Sign Language	Introduction	Discourse	Conclusion	Interaction Total
Participant A	80 %	90 %	95 %	95 %	95 %	91 %
Participant B	100 %	100 %	100 %	99 %	100 %	100 %
Participant C	97 %	89 %	90 %	91 %	92 %	92 %
Participant D	60 %	65 %	70 %	60 %	61 %	63 %
Participant E	45 %	50 %	59 %	50 %	52 %	51 %
Participant F	80 %	90 %	87 %	95 %	88 %	88 %
Participant G	97 %	95 %	92 %	95 %	94 %	95 %
Average	80 %	83 %	85 %	84 %	83 %	83 %

Grade scala

Percentages of grading	Scaled percentages of grading	Grade	Number of participants
100 %	96 %	1,0	1
96 %	92 %	1,3	1
92 %	88 %	1,7	1
88 %	84 %	2,0	0
84 %	80 %	2,3	1
80 %	76 %	2,7	1
76 %	72 %	3,0	0
72 %	68 %	3,3	0
68 %	64 %	3,7	0
64 %	60 %	4,0	1
60 %	0 %	5	1



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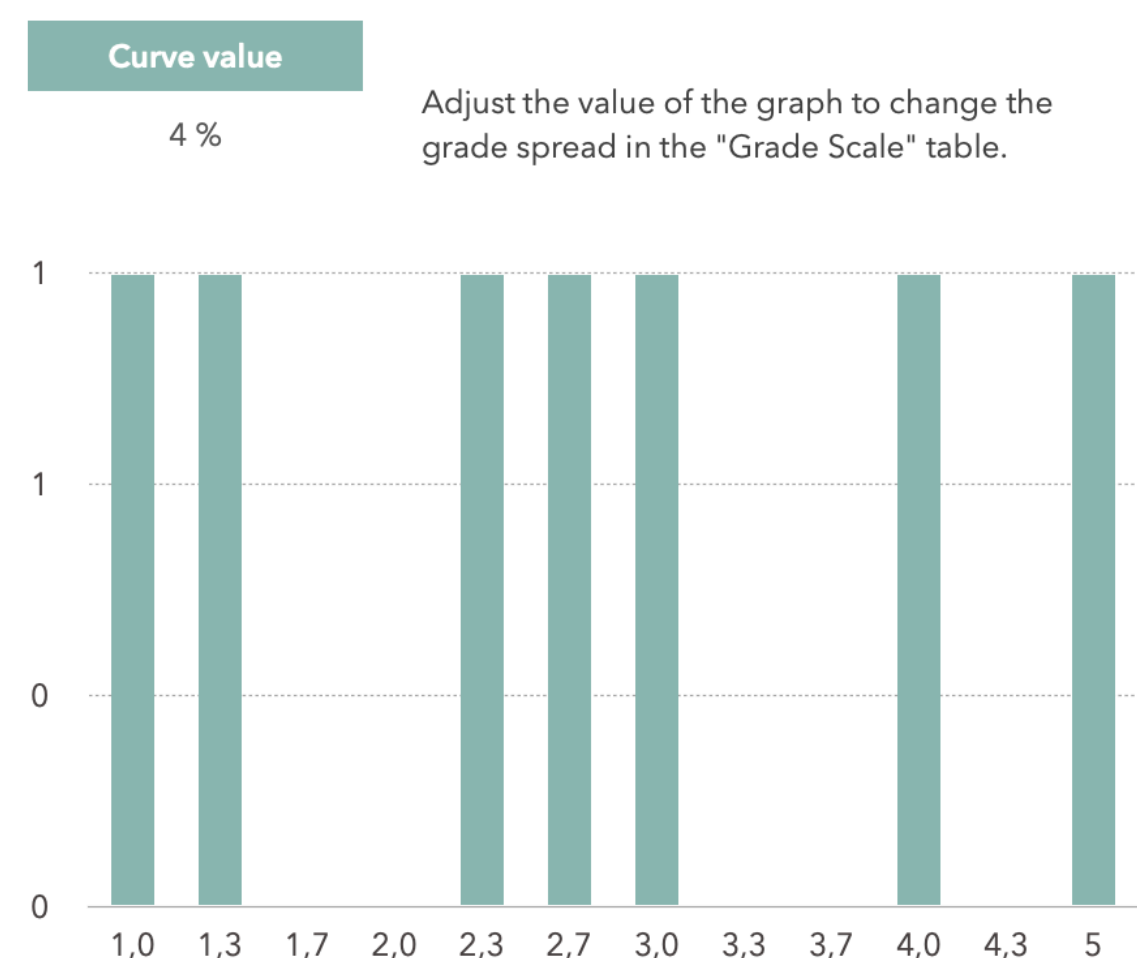
- ASSESSMENT OF SIGN LANGUAGE INTERACTION B2 -

Summary

	Interaction	Range	Correctness	Fluency	Coherence	Total	Final grade
Weighting	25 %	15 %	20 %	15 %	25 %	100 %	
Participant A	80 %	77 %	70 %	65 %	80 %	75 %	3,0
Participant B	100 %	100 %	99 %	97 %	100 %	99 %	1,0
Participant C	92 %	92 %	92 %	92 %	92 %	92 %	1,3
Participant D	60 %	60 %	60 %	60 %	60 %	60 %	4,0
Participant E	50 %	50 %	50 %	55 %	45 %	50 %	5
Participant F	88 %	65 %	70 %	70 %	80 %	76 %	2,7
Participant G	95 %	95 %	70 %	70 %	70 %	80 %	2,3
Average	81 %	77 %	73 %	73 %	75 %	76 %	

Grade scala

Percentages of grading	Scaled percentages of grading	Grade	Number of participants
100 %	96 %	1,0	1
96 %	92 %	1,3	1
92 %	88 %	1,7	0
88 %	84 %	2,0	0
84 %	80 %	2,3	1
80 %	76 %	2,7	1
76 %	72 %	3,0	1
72 %	68 %	3,3	0
68 %	64 %	3,7	0
64 %	60 %	4,0	1
60 %	56 %	4,3	0
0 %	-4 %	5	1



Interaction

Range

Correctness

Fluency

Coherence

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- ASSESSMENT OF SIGN LANGUAGE INTERACTION B2 -

Participant A

Individual performances

	Interaction	Range	Correctness	Fluency	Coherence	Total	Final grade
Average	82,8 %	78,6 %	74,4 %	76,1 %	76,7 %	78,0 %	
Participant A	91,0 %	88,0 %	80,0 %	89,0 %	90,0 %	88,0 %	1,7

To display the values of individual participants, enter their name.



Transparency of assessment

Individual rating

Average value group

Evaluation	1,0	1,3	1,7	2,0	2,3	2,7	3,0	3,3	3,7	4,0	4,3	5	Notices
Interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Range	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Correctness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Coherence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

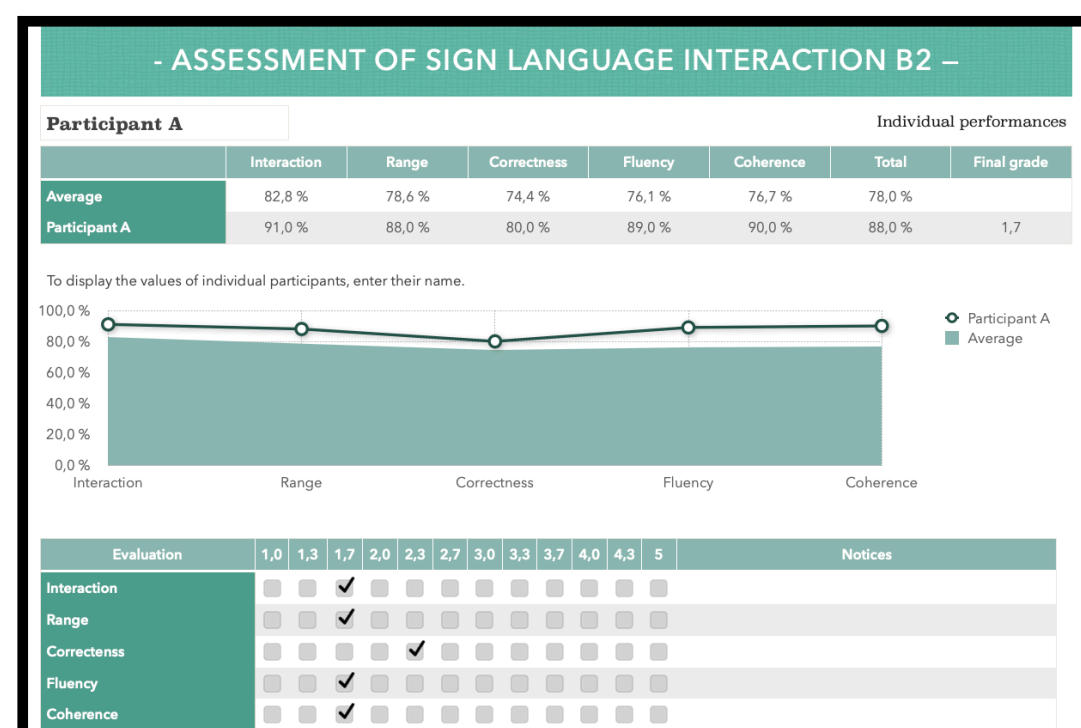
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Interaction B2: Summative and Formative Assessments

Summative Assessment



Formative Assessment




<https://www.bise.uni-konstanz.de/unterrichtslabor/lehrende-lehrkraefte/>

Teacher's feedback (classroom time and during office hours)

Students' Peer feedback (classroom time and at home through peer-to-peer feedback (assessment sheet))

Checklist for defining learning objectives and assessing learning progress

Language: German Sign Language Skill: 

Signed Interaction

Evaluation criteria: * ** ***

Name: _____

	Niveau B 2	My learning goal	*	**	***
Conversation	Can engage in extended conversation on most general topics in a clearly protested the tree fashion, even in a visually noisy environment. Can sustain relationships with native signers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native signer.				
	Can convey degrees of emotion and highlight the personal significance of events and experiences.				

European Language Portfolio (ELP)

=> Self-Assessment
Learner's Autonomy

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Interaction B2: Remaining Issues I

- (a) A1 — A2 — B1 — B2 — C1
- (b) Interaction and mediation
- (c) oral interaction vs. online interaction
- (c) CEFR's interaction vs. ASLPI



<https://unstuck.me/write-good-discussion-section/>

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Interaction B2: Remaining Issues II

(d) Resource Management (time and technology)

(e) Teachers' Skills (learning goals, curriculum, multimedia and assessment)

(f) Balance between three kinds of assessment: Comprehension, Production and Interaction

(g) Training program vs. language certification

(h) Standardisation



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