Classroom Sign Language Assessment (CSLA)

Observation, Report, and Follow-Up Meeting Steps and Materials

for CSLA Observers

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December 2008 (12th edition)
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Classroom Sign Language Assessment (CSLA) Observation, Report, and Follow-Up Meeting Process
Steps and Materials for CSLA Observers

CSLA Steps

This paper provides you with a list of steps and forms for the CSLA process. More detailed information is provided in CSLA Goals, Materials, and Procedures (GMP) (Caccamise, Reeves, Poor, & Carr, 2009, November, 11th ed.) and CSLA Sample Observations and Reports (Reeves, Poor, & Caccamise, 2006, October, 5th ed.).

1. Instructor completes CSLA Registration Form (page 6) and CSLA Request for Classroom Information and Materials form (page 7) returns this form to the NTID Office of Communication Assessment Services (OCAS).

2. OCAS provides one other observer and you (a) separate copies of instructor’s CSLA video, and (b) copies of completed class information and materials request form (page 6) and class materials submitted by the instructor.

3. Record information from the materials request form on the top of the CSLA observation form first page (page 8).

4. Using blue laminated 2-sided copy of six sign language features and guidelines for completing observations (pages 10-11) and a yellow laminated copy of examples for six sign language linguistic feature (page 12), record ratings, examples, and additional comments on observation form.

5. Return completed observation form and CSLA video to OCAS. Completed forms should be returned to OCAS within one week from dates videos received.

6. If observer agreement on all ratings (within .5), observation part of process complete. Go to #8 below. If observers are not in agreement on all ratings, go to #7 below.

7. If observers are not in agreement on all ratings, OCAS returns completed observation forms and one copy of CSLA video to observers and observers meet to resolve differences. Both observers write agreed to ratings below the right end of the rating scale for each rating agreed to and return observation forms and video to OCAS Coordinator. If there is agreement on all ratings go to #7 below. If there is not agreement for all ratings, see CSLA GMP, #VII, I and J (page 4).

8. OCAS sends completed observations forms and a copy of CSLA video to one of observers. If sent to you, use these, a report form (pages 13-16), and guidelines for completing reports (page 17), to complete report within one week and return to OCAS. (Work of other observer completed.)

9. OCAS Coordinator reviews report and with you makes agreed to edits.

10. OCAS Coordinator emails instructor (copies you) that report is complete and you will be contacting her/him to schedule a CSLA Follow-Up Meeting. (See page 18 for CSLA Follow-Up Meeting Principles and Guidelines.) NOTE: Follow-up meetings optional for instructors having all ratings in 4 to 5 range. OCAS sends these instructors their reports (see page 18).
11. OCAS provides you a copy of the report and an envelope with an OCAS address label that contains a CSLA evaluation feedback form (pages 20-21) and may include the CSLA video release form (page 22).

12. You schedule a two-hour follow-up meeting with instructor; if possible, this meeting should occur within two weeks from date OCAS Coordinator contacts instructor. (See #10 above.)

13. Review CSLA Follow-Up Meeting Principles and Guidelines (page 19). At follow-up meeting, give instructor his/her report and, after reviewing report and instructor’s CSLA video, give the instructor her/his video and the envelope provided by OCAS. Request the instructor to complete the CSLA evaluation feedback form, and the CSLA video release form if included in the envelope, before leaving the follow-up meeting room. Instructor should place completed form(s) in the envelope provided by OCAS and you should return this envelope to OCAS.

14. Provide OCAS with the date that the follow-up meeting conducted.
CSLA Materials
Classroom Sign Language Assessment (CSLA)
Registration Form

Name: _______________________________ Date: _______________
Department #: ___________________ Office Address: ___________________________
Telephone: ___________________ Email: _____________________________

Your reason(s) for requesting CSLA (circle all that apply and fill in #5 if appropriate):

1. Sign Language Skills Development
2. Annual Appraisal
3. Tenure Documentation
4. Promotion Documentation
5. Other: _____________________________________________________________

Name of course to be recorded. Please choose a class session lecture format.

_____________________________________________________________________

Building and Room Number: __________________________________________

Days and Times Class Meets: __________________________________________

_____________________________________________________________________

To assist the Office of Communication Assessment Services (OCAS) in conducting your CSLA, when your class to be recorded has been scheduled, you will be requested to provide print information for this class (class topic, purposes/goals, class outline if you have one, etc.).

If you have any questions about the CSLA, please see the OCAS website (www.rit.edu/ntid/ocas) or contact NAME, OCAS Coordinator, LBJ-ROOM #, E-MAIL, PHONE # (V/TTY).

Please return this form to OCAS as soon as possible so we may proceed with scheduling your CSLA.

February 2004
Classroom Sign Language Assessment (CSLA)
Request for Class Information and Materials

Dear

Your course,_____________________________________________________________,

has been scheduled for videorecording on____________________________ from_______to__________.

To assist the Office of Communication Assessment Services (OCAS) in conducting your CSLA, for your class to be recorded please complete the information requested below and please provide print materials (class handouts, outline if available, and copies of other print materials and graphics that you may use). Please return this completed form and class materials to OCAS, LBJ-Room#. CSLA Observers need your completed form and available classroom materials to help prepare them for reviewing your CSLA video. Thank you.

Class Topic(s):

Class Goal(s)/Purpose(s):

Other information you wish to share with us:

Thank you for participating in the CSLA process.

December 2008
Classroom Sign Language Assessment (CSLA) Observation

Instructor: ____________________________ Recording Date: ________________
Course: ____________________________ Lesson Topic: ____________________________
Primary Communication Mode(s) Used: ____________________________
Observer: ____________________________ Observation Date: ________________

Directions to observer: Examine instructor’s use of the six sign language linguistic features listed below. Please rate each feature by circling one of the numbers in boxes for each item. You may circle two numbers if you believe the instructor is “between” two numbers/descriptors.

1. Signs and Fingerspelling
   Accurately Produced
   Errors

   | Always/A | Errors | Errors | Errors | Generally |
   | Most | Always | Did Not | Interfered | Interfered | Not Under- |
   | Almost | Intelligibility | Some with | Significantly | understandable |
   | | | Intelligibility | with | |
   | | | | Intelligibility | |
   | 5 | 4 | 3 | 2 | 1 |

2. Sign Knowledge and Use Convey Message Intent
   Positives

   Errors

   | 5 | 4 | 3 | 2 | 1 |

3. Space Used Effectively to Refer to Noun Referents
   Positives

   Errors/Omissions

   | Always/ | Most | About | Occasionally | Never/ |
   | Almost | of the | Half the | Never | |
   | Always | Time | Time | Never | |
   | 5 | 4 | 3 | 2 | 1 |

<table>
<thead>
<tr>
<th>Positives</th>
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<tbody>
<tr>
<td>Always/Almost Always</td>
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<tr>
<td>Most of the Time</td>
</tr>
<tr>
<td>About Half the Time</td>
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<tr>
<td>Occasionally</td>
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<tr>
<td>Never/Almost Never</td>
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<td>5</td>
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Errors/Omissions

5. Classifiers Convey Accurate Information about the Physical World

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<tr>
<th>Positives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always/Almost Always</td>
</tr>
<tr>
<td>Most of the Time</td>
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<tr>
<td>About Half the Time</td>
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<tr>
<td>Occasionally</td>
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<tr>
<td>Never/Almost Never</td>
</tr>
<tr>
<td>5</td>
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<tr>
<td>*Not Ratable</td>
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</table>

Errors/Omissions

6. Discourse Organization is Visually Effective

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<th>Positives</th>
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<tbody>
<tr>
<td>Always/Almost Always</td>
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<tr>
<td>Never/Almost Never</td>
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<td>5</td>
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</table>

Errors/Omissions

Additional Comments (Optional): Additional examples, comments about comprehension skills if clearly observable, and other comments pertinent to instructor’s classroom use of sign language based on observation. (Use other side of this page if additional comments.)
Six Sign Language Linguistic Features Rated by CSLA Observers
December 2008

1. **Signs and Fingerspelling Accurately Produced**: This feature involves use of appropriate production characteristics of signs and fingerspelling. These include handshape, movement, placement/location, and orientation of the hands/arms while producing signs. Also included under sign and fingerspelling production are the appropriate positioning of hands and arms and their movement within the signing space.

2. **Sign Knowledge and Use Convey Message Intent**: This feature involves breadth of sign vocabulary knowledge and the ability to select and use signs appropriate to intended meanings. It also includes the ability to modify signs as appropriate to communicate more complex meanings; for example, number, size, degree, intensity, manner, distance, and time/duration.

3. **Space Used Effectively to Refer to Noun Referents**: This feature involves establishing and using referents for nouns in the signing space in order to discuss them and to compare and contrast ideas, people, and places. Skills important for this area are establishing points in space as referents, eye-gaze, producing noun signs so that they are consistent with real world orientation, using directional verbs consistently, and shifting of the body to show contrast/comparison and for assuming roles when reporting indirect discourse.

4. **Non-Manual Signals Convey and Support Meaning**: This feature involves the use of facial expression, eye gaze, head movement, body shift, and pausing to convey information regarding sentence types; that is, to distinguish statements vs. questions, to distinguish Wh (what, who, etc.) from yes/no questions, and to mark conditional statements, rhetorical questions and topics. It also includes use of non-manual signals to convey information regarding relative size, degree, intensity, manner, distance, and time/duration.

5. **Classifiers Convey Accurate Information about the Physical World**: This feature involves the use of specified handshapes to communicate efficiently and effectively about the physical world. These specific handshapes are used to show location and movement of nouns, to describe nouns, to show how objects are handled and used, and to show how the body appears/moves. Classifiers are referred to/written about in the following way: CL:B for table located there.

6. **Discourse Organization is Visually Effective**: This feature involves using signs and sign language techniques for organizing the whole, and the sub-narratives/statements within, in extended communication sequences (such as classroom lectures). Specialized signs (for example, NOW, FINISH and OFF-POINT), rhetorical questions, listing on the non-dominant hand for related items and sequence of events, and other signing techniques (for example, non-manual signals such as body shifts and pauses) are used to signal topic introductions, reviews, endings, transitions, and asides. These signs and techniques help to make the entire discourse visually clear and easy to follow.

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Guidelines for Completing CSLA Observations
December 2008

1. In addition to identifying areas needing improvement, the CSLA provides feedback on what a person can do; that is, the positive aspects of their sign language skills.

2. Each CSLA sign language (SL) item is considered independent of other items. Ratings for each feature are reported as such, with no single overall CSLA rating or label.

3. For CSLA items #1 and #2, ratings are based on judgments of degree of interference with intelligibility.

4. For CSLA items #3-#6, ratings are based on judgments of frequency of occurrence.

5. For all items, observers may include comments that include different and/or better ways to sign an idea or concept.

6. For CSLA ratings of 5, generally no comments are necessary.

7. For CSLA ratings of 4 and below examples are needed, with more error/omission examples needed for lower ratings.

8. For CSLA item #2, positive examples should be included for ratings of 3 and below; optional for ratings of 4 and 5.

9. Significant sign deletions during Simultaneous Communication are included within CSLA items #2 and #3.

10. For CSLA items #3-#6:
    A. Use letters from yellow laminated examples page for CSLA sign language linguistic features #3-
    #6, with examples following letters as appropriate.
    B. Frequency of use may be indicated via use of plus (+) symbol, with 3 “+s” or more indicating
    often and two “+s” or less indicating sometimes; may also include sometimes, often, and other
    words that best describe instructor being observed.

11. For CSLA item #5, if there were times that were appropriate for classifier use and they were not used, observer should note this. If opportunities for classifier use did not occur during observation, NR (not ratable) should be circled:

12. Additional Comments (optional) may include:
    A. Comprehension - Comprehension is difficult to assess via CSLA procedures; therefore, comments on comprehension should only be included when Observer is comfortable doing so.
    B. If instructor uses signs which may be appropriate for classroom use, and for which there are signs more appropriate for use outside the classroom/academic environment, these may be noted.
    C. Other factors/behaviors that may contribute to or detract from effective classroom sign language communication.

For sample Observations, see CSLA Sample Observations and Reports (Reeves, Poor, & Caccamise, 2006).
Examples for CSLA Six Sign Language Linguistic Features
July 2005

1. **Signs and Fingerspelling Accurately Produced:**
   **Errors:** EMOTION, ASSUME/GUESS, LOUSY, SITUATION

2. **Sign Knowledge and Use Convey Message Intent:**
   **Positives:** THINK for ‘comes to mind’, HOLD-IN for ‘waiting with baited breath’, UP-ALL-NIGHT, KNOW-NOTHING, BAR-MITZVAH, IMPORTANT-very, WRONG-again and again, ISSUE-plural
   **Errors:** REMEMBER for REMIND, A-LOT-OF/MUCH for MANY, NOT+ NOT-YET for NOT-YET, HAVE for SINCE/HAVE-BEEN, INTERESTING for INTERESTED, USE for USUAL, V(n) for VIDEO(v)
   **Note:** #2 errors generally include the word “for”.
   **Comments:**
   Consider fingerspelling more technical vocabulary in order to support your signs; for example, _____. Sign for ‘____’ may not be appropriate for use outside the classroom.
   Sometimes spoke words that were not signed; for example________

3. **Space Used Effectively to Refer to Noun Referents:**
   **Positives or Negatives:**
   a. indexing and eye gaze to reference nouns: “Grandfather (NR), he (NR) spoke only few words” and “Each layer (NR) has different purpose.”
   b. directional verbs: TRANSFER-TO (camera to computer) and MATCH-WITH.
   c. body shift and indexing to contrast nouns: part one vs. part two.
   d. real world orientation: background vs. foreground and top, body, and bottom of page.
   **Errors/Omissions:**
   e. THAT and THIS on palm: “I will demo THAT in few minutes” and “Who is author of THIS poem.”
   f. vocalized pronouns but did not use indexing : “Project is different because it gives 2 classes” and “We’ll see how they work in HTML.”
   g. talk about things projected behind/beside without referencing: ‘describing white sections of board’.

4. **Non-Manual Signals Convey and Support Meaning**
   **Positives or Errors/Omissions:**
   a. facial expression for yes/no and WH questions.
   b. hold last sign and maintain eye contact when questioning.
   c. facial expression, pausing, and body shift for conditional statements.
   **Errors/Omissions:**
   d. sentences tend to ‘run together’: “Suppose you want to print? Then you should…”

5. **Classifiers Convey Accurate Information About the Physical World:**
   **Positives:**
   a. CL: CC for camera model, CL:BB for overlapping documents
   **Errors/Omissions:**
   b. should use CL:1 for showing movement in front of screen.
   c. incorrectly used CL: F (buttons on coat) for buttons on a tool bar.
   d. You used appropriate classifiers, however, production not always fluent/clear/controlled.
   **Comment:** Classifiers not used; not a negative.

6. **Discourse Organization is Visually Effective:**
   **Positives or Negatives:**
   a. rhetorical questions: “TODAY, DO-DO?” and “THAT HAPPEN, HOW?”
   b. listing: “four new things” and “kind of instruments”.
   c. body shifts and pauses to indicate transitions/ beginnings/endings.
   d. specialized signs: FINISH, PUT-ASIDE, BACK-TO-POINT, NOW, and UP-TIL-NOW.
   **Errors/Omissions:**
e. presented lists without appropriate pausing, body shifts, or non-dominant hand listing
Classroom Sign Language Assessment (CSLA) Report

Instructor: NAME
Course: TITLE
Lesson Topic: TITLE
Recording Date: DATE
Primary Communication Mode(s) Used: 
Report Date: DATE

Ratings for Six Sign Language Linguistic Features Important to Effective Classroom Communication with Deaf Students

Rating Scale for sign language features #1 and #2:

<table>
<thead>
<tr>
<th></th>
<th>Always/ Almost Always</th>
<th>Did Not Interfere with Intelligibility</th>
<th>Errors Interfered Some with Intelligibility</th>
<th>Errors Interfered Significantly with Intelligibility</th>
<th>Generally Not Understandable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. **Signs and Fingerspelling Produced Accurately and Clearly:** This feature involves use of appropriate production characteristics of signs and fingerspelling. These include handshape, movement, placement/location, and orientation of the hands/arms while producing signs. Also included under sign and fingerspelling production are the appropriate positioning of hands and arms and their movement within the signing space.

   Rating:

   Errors:

2. **Sign Knowledge and Use Convey Message Intent:** This feature involves breadth of sign vocabulary knowledge and the ability to select and use signs appropriate to intended meanings. It also includes the ability to modify signs as appropriate to communicate more complex meanings; for example, number, size, degree, intensity, manner, distance, and time/duration.

   Rating:

   Positives:

   Errors:

   Comments:

   Consider fingerspelling more of the technical vocabulary in order to support your signs; for example, ______.

   Your sign for ‘_____’ may not be appropriate for use outside the classroom.
Rating scale for sign language features #3 to #6:

<table>
<thead>
<tr>
<th>Always/Almost Always</th>
<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
<th>Never/Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

3. **Space Used Effectively to Refer to Noun Referents:** This feature involves establishing and using referents for nouns in the signing space in order to discuss them and to compare and contrast ideas, people, and places. Skills important for this area are establishing points in space as referents, eye-gaze, producing noun signs so that they are consistent with real world orientation, using directional verbs consistently, and shifting of the body to show contrast/comparison and for assuming roles when reporting indirect discourse.

Rating:

Positives (or errors/omissions):

You (often, sometimes) used/did not use indexing and eye gaze to reference nouns; for example,

You (often, sometimes) used/did not use directional verbs to show relationships between nouns;

You (often, sometimes) used/did not use body shift and indexing to contrast nouns; for example,

You (often, sometimes) used/ did not use ‘real world orientation’ to show spatial relationships; for example,

Errors/Omissions:

You (often, sometimes) signed THAT and THIS on palm instead of connecting to noun referent; for example,

You (often, sometimes) vocalized pronouns (for example, he, you, they, and it), but did not use indexing to connect the pronoun to its noun referent; for example,

You (often, sometimes) talk about things projected behind and beside without referencing; for example,
4. **Non-Manual Signals Convey and Support Meaning:** This feature involves the use of facial expression, eye gaze, head movement, body shift, and pausing to convey information regarding sentence types; that is, to distinguish statements vs. questions, to distinguish Wh (what, who, etc.) from yes/no questions, and to mark conditional statements, rhetorical questions and topics. It also includes use of non-manual signals to convey information regarding relative size, degree, intensity, manner, distance, and time/duration.

**Rating:**

**Positives (or errors/omissions):**

You (often, sometimes) used/ did not use appropriate facial expression for yes/no and WH questions; for example,

You (often, sometimes) held/did not hold the last sign and maintain eye contact when questioning; for example,

You (often, sometimes) used/did not use appropriate facial expression, pausing, and body shift for making conditional statements; for example,

**Errors/Omissions:**

Your sentences (often, sometimes) tend to ‘run together’ with little pausing, body shift, or facial expression to separate ideas; for example,

5. **Classifiers Convey Accurate Information about the Physical World:** This feature involves the use of specified handshapes to communicate efficiently and effectively about the physical world. These specific handshapes are used to show location and movement of nouns, to describe nouns, to show how objects are handled, and to show how the body appears/moves. Classifiers are referred to/written about in the following way: CL:B for table located there.

**Rating:**

**Positives:**

**Errors/Omissions:**

You should use CL:
You incorrectly used CL:
You use appropriate classifiers, however, production not always fluent/clear/controlled.

**Comment:**

You did not use classifiers during this class. This is not a negative as there was no occasions during the lesson where use of classifiers would have been appropriate and/or made your communication more effective.
6. **Discourse Organization is Visually Effective:** This feature involves using signs and sign language techniques for organizing the whole, and the sub-narratives/statements within, in extended communication sequences (such as classroom lectures). Specialized signs (for example, NOW, FINISH and OFF-POINT), rhetorical questions, listing on the non-dominant hand for related items and sequence of events, and other signing techniques (for example, non-manual signals such as body shifts and pauses) are used to signal topic introductions, reviews, endings, transitions, and asides. These signs and techniques help to make the entire discourse visually clear and easy to follow.

Rating:

Positives (or errors/omissions):

You (often, sometimes) used/did not use rhetorical questions to organize lecture, or signal topics, subtopics and transitions; for example,

You used/did not use listing on the non-dominant hand to discuss nouns; for example, You (often, sometimes) used/ did not use body shifts and pauses to indicate transitions/ beginnings/ endings.

You (often, sometimes) used/ did not use specialized signs for marking transitions; for example, FINISH, PUT-ASIDE, BACK-TO-POINT, NOW, and UP-TIL-NOW, which could have made communication more effective.

Errors/Omissions:

You (often, sometimes) speak without signing.

**Additional Comments** (Optional): Additional examples, comments about comprehension skills if clearly observable, and other comments pertinent to instructor’s classroom use of sign language based on observation.

**Priority Sign Language Linguistic Features for Skills Development**

**Course/Activities Recommended for Skills Development**

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December 2008
Guidelines for Completing CSLA Reports
December 2008

1. Using the CSLA Report form, a CSLA Team member (generally one of Observers) records ratings, examples, and comments for sign language linguistic features and summarizes (any) additional comments by observers.

2. Reports are written to person receiving report. This requires use of 2nd person verbs; for example, “You used” or “Used”. “You” is understood and may or may not be written.

3. CSLA items #1, #2, and #5 lend themselves to listings, with the following guidelines: (a) signs in all caps, (b) hyphens between words when more than one word needed to represent a sign, and (c) commas between signs. Errors for #2 generally include the word “for”; for example, “some + time for sometimes.”

4. CSLA items #3, #4, and #6 lend themselves to use of phrases/sentences, with examples as appropriate.

5. For CSLA items #3–#6
   A. Letters from yellow laminated examples page for CSLA sign language linguistic features #3–#6 recorded on Observations are replaced with their corresponding phrases/sentences, followed by examples as appropriate. For example, “You often used body shift and indexing to contrast nouns; for example, teacher and students, home and work, two courses, and two computers. (See #3c on yellow laminated page; page 11 in this document.)
   B. Additional phrases/sentences, with examples, from Observations should be included as needed to accurately describe each instructor observed. For example, “Used directional verbs and eye gaze; for example, LOOK-AT reports and OBSERVE students.”

6. For CSLA items #3, #4, and #6, errors/omissions after Positives should be deleted.

7. For CSLA item #5, if NR (Not Ratable) official rating, in Report delete Positives and Errors/Omissions and include following:
   Comment: You did not use classifiers during this class. This is not a negative as there were no opportunities during the lesson where use of classifiers would have been appropriate and/or made your communication more effective.

8. When possible, include all information for each CSLA item on one page.

9. CSLA Team member scheduled to conduct follow-up meeting completes last two sections of CSLA Report: Priority Sign Language Linguistic Features for Skills Development and Courses/Activities Recommended for Skills Development.

10. For Priority Sign Language Linguistic Features for Skills Development, short phrases that use CSLA item wording that is in bold type should be written as appropriate (generally for items with ratings of 3 or lower). Also, Additional Comments may help identify priorities for improvement.

11. For the last three Report sections (Additional Comments, Priority Sign Language Linguistic Features for Skills Development, and Courses/Activities Recommended for Skills Development), insert a colon at end of each heading and add “None” if there are no comments.

aFor sample Observations, see CSLA Sample Observations and Reports (Reeves, Poor, & Caccamise, 2006).
TO: NAME
FROM: NAME, OCAS Coordinator
DATE: 
SUBJECT: Your CSLA Result and Optional CSLA Follow-Up Meeting

Attached is a report of the ratings for your CSLA video. It includes evaluation of your use of six linguistic features of ASL that are important for classroom communication.

If you wish, you may contact me to schedule a CSLA Follow-Up Meeting to discuss your report and review your CSLA video.

To schedule a follow-up meeting, please contact me at E-MAIL or TELEPHONE # (V/TTY).

Also, enclosed are copies of the CSLA Process Evaluation Feedback form and the CSLA Video Release form. Please consider completing these forms and returning them to OCAS, BLDG., ROOM #. The CSLA Process Evaluation Feedback form is especially important because your responses on this form help us to know what we are doing well and what we may do to improve CSLA services for NTID instructors. Thank you for considering our request. 

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aThis memorandum sent to instructors receiving ratings in the 4 to 5 range for all six sign language linguistic features. Instructors receiving one or more ratings below 4 are contacted by OCAS to schedule CSLA Follow-Up Meetings and instructors’ CSLA results are shared at these meetings.

bThis paragraph is optional and instructor may only be sent one of these forms, the CSLA Process Evaluation Feedback form. If only the evaluation form is sent, paragraph is modified to reflect this.

December 2008
Classroom Sign Language Assessment (CSLA)
Follow-Up Meeting Principles and Guidelines

December 2008

1. CSLA Follow-up Meetings are an integral component of the process for connecting CSLA results with opportunities for developing sign language communication skills.

2. The OCAS Coordinator designates a CSLA Team member to conduct a follow-up meeting.

3. Prior to each follow-up meeting, the designated team member reviews the instructor’s CSLA video and CSLA Report of Results. Also, the completed CSLA Observation Recording Forms may be reviewed in preparation for this meeting.

4. CSLA Follow-Up Meeting begins with an in-depth discussion of the CSLA Report followed by a review of the instructor’s CSLA video.

5. During the follow-up meeting, using the instructor’s CSLA video, the following is discussed:

   A. The instructor’s sign language strengths (generally each sign language linguistic feature rated between 4 and 5).
   B. The instructor’s sign language skills recommended for improvement (generally sign language linguistic features rated below 4).
   C. Opportunities for developing sign language skills designed to address skills identified as needing improvement.

6. Instructor is then given her/his CSLA Report, a copy of her/his CSLA video, and an envelope with an OCAS address label that contains a copy of the CSLA Process Evaluation Feedback form (pages 20-21). In addition, a copy of the CSLA Video Release Form (page 22) may be included in this envelope. The instructor is then requested to complete the CSLA evaluation feedback form, and the CSLA video release form if included in the envelope, before leaving the follow-up meeting room. Instructor places completed form(s) in the envelope provided by OCAS and CSLA Team member conducting the meeting returns this envelope to OCAS. This completes the CSLA process.
Classroom Sign Language Assessment (CSLA) Process Evaluation Feedback

Name: ____________________________ (optional)  Date: ____________________________

To assist us in providing quality CSLA services, we would appreciate if you would complete this questionnaire and return it to NAME, NTID Office of Communication Assessment Services (OCAS) Coordinator, LBJ-ROOM#, E-MAIL. Thank you.

1. CSLA information received prior to recording of my class provided a clear explanation of the CSLA process.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
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Comments:

2. My CSLA video provides a good example of my use of sign language for teaching deaf students.

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<th>Strongly Agree</th>
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Comments:

3. The person conducting my CSLA Follow-Up Meeting provided a clear and thorough explanation of my CSLA written report.

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<thead>
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<th>Strongly Agree</th>
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Comments:

(over)
4. The CSLA process has provided me with valuable feedback on my classroom signing.

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Comments:

5. The CSLA process has provided adequate guidance for further development of my sign language skills.

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Comments:

6. Please provide any suggested improvements and/or other comments you may wish to make for the CSLA.

July 2005
Classroom Sign Language Assessment (CSLA)  
Video Release Form

I grant the National Technical Institute for the Deaf, Rochester Institute of Technology, the right to use the _____/_____/_______ CSLA video recording of me for (please check appropriate boxes):

- ☐ Research
- ☐ Demonstration
- ☐ Training

_________________________   ________________________________
Date                                      Signature

PLEASE PRINT:  Name ____________________________________________
Dept. _______________________________________________________

Bldg. _____________________ Room ___________________________
Phone ______________________ E-Mail__________________________

Please return this form to NAME, NTID Office of Communication Assessment Services (OCAS) Coordinator, LBJ-ROOM #, E-MAIL, FAX.

February 2004