

ASL Instructor Tested Experience Rubric

An instructor who does not meet the institution's minimum requirements for a post-secondary credential may be deemed qualified to teach at a minimum specific introduction courses within the discipline area, if they can provide documentation of previous successful teaching or experiences to demonstrate justification with a minimum of 8 points from the rubric below.

Tested Experience	Beginning (1 point)	Developing (2 points)	Proficient (3 points)	Exemplary (4 points)
1. Education/Degree	Some college coursework in ASL or related field, but no degree completed	Associate's degree in ASL, Deaf Studies, or related field	Bachelor's degree in ASL, Deaf Studies, Deaf Education, Linguistics, or related field	Master's degree or higher in ASL, Deaf Studies, Deaf Education, Linguistics, or related field
2. Linguistic & Signing Proficiency (ASLPI/Language Testing)	ASLPI rating below Intermediate; frequent errors in sign production; limited use of NMMs; noticeable 'English-on-the-hands'; inconsistent fluency	ASLPI rating of Intermediate Plus or Intermediate; adequate signing skills with occasional errors in handshape or grammar; developing use of NMMs and spatial features; some English influence evident	ASLPI rating of Advanced; strong command of ASL grammar and syntax with consistent accuracy; effective use of NMMs and classifiers; good fluency and fingerspelling clarity OR Deaf Interpreter (DI) with 100 hours of experience	ASLPI rating of Advanced Plus or Superior; demonstrates native-like fluency with precise handshape, location, movement, palm orientation; sophisticated use of NMMs, classifiers, and spatial grammar; natural pacing and clear fingerspelling OR Certified Deaf Interpreter (CDI)
3. Pedagogy & Instructional Delivery (via teaching portfolio)	Inconsistent use of ASL immersion; limited visual strategies; minimal differentiation; unclear or infrequent modeling of ASL grammar	Uses ASL as primary language but occasionally relies on English; developing visual teaching strategies; some differentiation present; basic modeling of ASL structures	Maintains strong ASL immersion with minimal English use; effectively uses visual strategies and spatial techniques; adapts instruction for different learners; provides good ASL modeling	Consistently maintains ASL immersion environment; expertly uses 3D space, visual aids, and mime to explain complex concepts; demonstrates sophisticated differentiated instruction; provides clear modeling of ASL structures and classifiers
4. Cultural Competency (via teaching portfolio)	Minimal cultural content; surface-level cultural knowledge; no documented community involvement	Basic inclusion of Deaf culture topics; developing understanding of Deaf/deaf distinctions; limited community connection	Regular incorporation of Deaf culture into lessons; explains cultural vs. audiological identities; shows evidence of Deaf community engagement	Deep integration of Deaf history, values, and social norms throughout curriculum; clearly articulates Deaf/deaf distinctions and sociological perspectives; demonstrates active, documented connection with Deaf community through events, advocacy, or collaboration
5. Professional Affiliation & Certification	No current certification or professional affiliations	Working toward ASLTA certification; active membership in 1 professional organization	Current ASLTA certification (Qualified level) or working toward certification; active membership in 2 professional organizations	Current ASLTA certification (Professional or Master level) or state endorsement; active membership in 3+ professional organizations (ASLTA, RID, NAD, CIT, CODA)
6. Conference Attendance & Professional Development	No conference attendance in past 3 years; less than 10 hours of documented professional development	Attended 1 conference in past 3 years; 10-19 hours of documented professional development	Attended 2-3 conferences in past 3 years; 20-39 hours of documented professional development	Attended 4+ conferences (ASLTA, CIT, RID) in past 3 years; presented at one or more; 40+ hours of documented professional development in ASL pedagogy, linguistics, or Deaf culture
7. Teaching Experience	Less than 1 year of ASL teaching experience or tutoring only	1-2 years of ASL teaching experience	3-4 years of ASL teaching experience with documented effectiveness	5+ years of ASL teaching experience at college/university level or equivalent; demonstrated success with diverse student populations

