



# STAMP for ASL Scoring Rubric

**STAMP for ASL Scoring Rubric** outlines in detail what expectations are placed upon the test takers for performance at any given level. Test takers receive a **score (Benchmark Level)** for each section of the test. **Benchmark Levels** are grouped by **major levels (Novice, Intermediate and Advanced)**. Within each major level are three **sub-levels (low, mid, high)** that are aligned to the ACTFL Proficiency Guidelines. Please refer to **STAMP Benchmarks & Rubric Guide** (<https://avantassessment.com/guides/benchmark-rubric/stamp>) for more information.

LEVEL	TEXT TYPE	LANGUAGE CONTROL		
		Functions/Complexity	Vocabulary	Accuracy/Comprehensibility
<b>Novice-Low</b> (STAMP Level 1)	<b>Words</b> Response contains individual words that could be related to the prompt.	Use of isolated words that deal with the prompt/task, shows inability to connect words in order to create meaning. No use or contains few ASL grammar features.	Limited vocabulary which deals with the prompt or situation.	Many sign production errors. Language produced can only be understood by the viewer with great effort by someone accustomed to ASL learners.
<b>Novice-Mid</b> (STAMP Level 2)	<b>Phrases</b> Response shows ability to create meaning by grammatically connecting words or ideas. Specifically, some basic subjects and verbs or verbs and objects, but may be inconsistent at doing this.	Single, isolated connections to verbs- May be inconsistent at connecting words grammatically or have errors throughout. However, the errors must not prevent understanding of what is being said. Contains few ASL grammar features.	Several are limited in their vocabulary to Novice level topics that they experience in every-day life or that they have recently learned.	Generally clear or some understandable responses with several or many sign production errors. Language produced is understood with difficulty by someone accustomed to ASL learners.
<b>Novice-High</b> (STAMP Level 3)	<b>Simple Sentences</b> Response shows ability to create simple sentences with very basic grammatical control.	Shows the ability to use very simple structures and functions of the language that have just been learned or studied. Contains few ASL grammar features.	Generally, sentences that are created use some basic vocabulary words with limited ability to elaborate.	Many sign production errors. Language produced is mostly understood by someone accustomed to ASL learners with some effort.

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<b>Intermediate-Low (STAMP Level 4)</b>	<p><b><u>Strings of Sentences</u></b> Response shows ability to create simple sentences with some added detail. Simple sentences with different forms of added detail are generally produced with no clear connections or links to each other.</p>	Shows the ability to produce simple sentences that are enhanced by the use of prepositional phrases. Independent sentences (ideas) can be moved around without affecting the overall meaning of the response. Response contains some ASL grammar features.	Vocabulary is beginning to expand beyond the most frequent words and the ability to elaborate is more evident in the language produced. Mostly drawn from daily life.	Fairly clear with several sign production errors. Language produced is understood by someone accustomed to ASL learners with little effort.
<b>Intermediate-Mid (STAMP Level 5)</b>	<p><b><u>Connected Sentences</u></b> Response shows ability to create enough language to address a majority of the prompt or situation, showing groupings of ideas. Thoughts are loosely connected and generally cannot be moved around without affecting meaning.</p>	Shows the ability to create enough language that shows the beginning of connectedness. Shows ability to create several sentences with complexity and may use some transition words. Connectedness begins to emerge as they create groupings of sentences. Response contains several ASL grammar features.	Vocabulary use is expanding, and language used is more than just the usual, high frequency or most commonly used vocabulary. May begin to use circumlocution haltingly due to limited vocabulary.	Fairly clear with some sign production errors. Language produced is easily understood by someone accustomed to ASL learners.
<b>Intermediate-High (STAMP Level 6)</b>	<p><b><u>Pre-Paragraph Language</u></b> Response shows ability to create a more natural flow due to the increased accuracy of complex structures that are well constructed. Sentences and ideas are connected with multiple, varied connectors, transitions and other linking strategies.</p>	Shows the ability to use different time frames and just beginning to develop the ability to switch most time frames (present, past and future) with increased accuracy. Complexity and variety of sentence types and structures is increasing, helping move response to a more natural and smooth flow. Response contains several varied ASL grammar features.	Use of transition words and concepts with more ease is evident in language production. Circumlocution is used more effectively. Ability to create new language on less common topics is evident.	Fairly clear or clear with some sign production errors. Language produced is generally understood by those unaccustomed to ASL learners with some effort.

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<b>Advanced-Low (STAMP Level 7)</b>	<b><u>Paragraph/Advanced Language</u></b> Response contains a number of complexities (structures and vocabulary) with paragraph length description addressing different aspects of the prompt.	Shows the ability to create a smooth and natural flow by using a variety of added details, complex grammar and descriptive language. Ability to use a wide variety of sentence structures, patterns and tenses is evident in communications. Contains many grammar features.	Use of advanced vocabulary (less frequent and specialized), advanced structures and/or terms evident. Able to address a wide variety of 'less common' topics. Advanced language used throughout the response.	Majority of language is error-free, creating a smooth and natural flow. However, there may still be occasional errors, but without pattern or causing any breakdown in communication. Language produced is easily understood by those unaccustomed to ASL learners.
<b>Advanced-Mid (STAMP Level 8)</b>	<b><u>Extended Paragraph and Language</u></b> Response contains a significant number of complexities with higher degree of accuracy interwoven with syntactic density, which one might expect to see at the Advanced level. Natural flow throughout the response is evident with clear cohesive language.	Shows the ability to create sophisticated language with in-depth description and narration interwoven throughout. Syntactic density is evident as well. Ability to switch time frames is natural and generally without error. Complex structures and ASL grammar are used to create linguistic diversity in the language. Contains many varied grammar features.	Use of advanced, abstract vocabulary or advanced terms across a wide variety of less common topics is evident. Use of idiomatic and culture specific language is used to add depth of meaning to the language.	Language is almost entirely error free, creating a smooth and natural flow. Any errors in the language are not easily identified and do not occur in any patterned way. Language produced is natural and easily understood by those unaccustomed to ASL learners.

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