



Texas Assessment of Sign Communication™ (TASC™)
Analytic Feedback Scale

	Level A	Level B	Level C	Level D	Level E
Range of Communication	<ul style="list-style-type: none"> Communicates consistently with very high proficiency Active interaction and turn taking Shows a very high proficiency across a wide range of topics Effectively explains in detail, hypothesizes at the abstract level, expresses/supports opinions and persuades 	<ul style="list-style-type: none"> Communicates as a full partner Appropriate turn taking Shows a high proficiency across a variety of topics Can describe, narrate, compare, clarify, explain and/or persuade across topics 	<ul style="list-style-type: none"> Can communicate as a partner Initiates conversation and/or topics Some turn taking May describe, narrate, compare and/or clarify routine topics; can address some novel/abstract topics Spontaneously creates utterances 	<ul style="list-style-type: none"> Participation in communication is limited Interviewer elicits most of the conversation Little spontaneous turn taking Some reliance on learned phrases Discusses only familiar (social and work-related) topics Creates some phrases and sentences 	<ul style="list-style-type: none"> Communication is very limited or does not occur Excessive use of memorized signs/phrases Rudimentary conversation Inability to create phrases and/or sentences
Comprehension	<ul style="list-style-type: none"> Full comprehension 	<ul style="list-style-type: none"> Good comprehension 	<ul style="list-style-type: none"> General comprehension In general, interviewer does not need to repeat or rephrase conversation 	<ul style="list-style-type: none"> Does not understand some simple sentences or signs; interviewer may need to repeat some basic conversation 	<ul style="list-style-type: none"> Does not understand many simple sentences or basic signs; interviewer needs to repeat much of the conversation
Intelligibility	<ul style="list-style-type: none"> Fully understandable and effective 	<ul style="list-style-type: none"> Clearly understandable and effective 	<ul style="list-style-type: none"> Understandable most of the time 	<ul style="list-style-type: none"> Basically understandable 	<ul style="list-style-type: none"> Barely understandable
a. Fluency	<ul style="list-style-type: none"> Communicates with ease A model others try to emulate Knowledge of and/or use of colloquialisms Creates spontaneous visual embellishments 	<ul style="list-style-type: none"> Occasional hesitation or rephrasing, but not enough to disrupt flow Flows with connected sentences that convey full message 	<ul style="list-style-type: none"> Some pauses, hesitation and/or rephrasing, but these do not impede meaning Generally conveys message in connected sentences Some malformed signs 	<ul style="list-style-type: none"> Some prolonged pauses and/or hesitation Some fragmented conveyance of ideas Is limited to brief responses and utterances Hand "flutters;" extraneous hand movement 	<ul style="list-style-type: none"> Frequent prolonged pauses Much hesitation and/or rephrasing Unfinished and/or fragmented ideas Many malformed signs Inaccurate and/or labored fingerspelling

	Level A	Level B	Level C	Level D	Level E
	<ul style="list-style-type: none"> • Elegant pronunciation • Code-switches appropriately and comfortably 	<ul style="list-style-type: none"> • Few to no malformed signs • Good fingerspelling • Code-switches as appropriate 	<ul style="list-style-type: none"> • Some malformed fingerspelling 	<ul style="list-style-type: none"> • Some malformed signs • Spells letter by letter • Some inaccurate fingerspelling 	<ul style="list-style-type: none"> • Staccato fingerspelling
b. Vocabulary/ Grammar	<ul style="list-style-type: none"> • Extensive vocabulary for familiar and unusual topics • Semantic accuracy • Technical vocabulary/regionalisms (can adapt to geographical differences) • Effective and transparent nonlinguistic strategies employed • No facial expression errors • Virtually no unnecessary fingerspelling • Appropriate incorporation of numbers (CS, SE, ASL) • Flawless use of classifiers (CS, SE, ASL) • Flawless use of prefixes and suffixes (SEE, MSS) • Flawless use of morphemic constructions (MSS) • Flawless use of the 2 out of 3 rule (SEE) 	<ul style="list-style-type: none"> • Wide vocabulary range for familiar and unfamiliar topics • Few semantic errors • Little use of circumlocution • Few to no inflection errors • Excellent use of nonlinguistic strategies • Appropriate and effective use of facial expression • Few to no misused signs • Occasional fingerspelling for uncommon vocabulary • Appropriate incorporation of numbers (CS, SE, ASL) • Near-flawless use of classifiers (CS, SE, ASL) • Near-flawless use of prefixes and suffixes (SEE, MSS) • Near-flawless use of morphemic constructions (MSS) 	<ul style="list-style-type: none"> • Adequate vocabulary for familiar topics; some vocabulary for unfamiliar topics • General semantic accuracy • Some misuse of signs • Some circumlocution used • Generally inflects signs (duration, intensity, repeated action, distribution, sequencing) (CS, SE, ASL) • Some use of nonlinguistic strategies (acts out, gestures) to facilitate understanding (CS, SE, ASL) • Uses facial expression appropriate for lexical items (thin/thick, tiny/huge), (CS, SE, ASL) intonation (question, declaration, etc.) discourse markers (CS, SE, ASL, SEE, MSS) (agreement, disagreement) and effect (CS, SE, ASI, SEE, MSS) • Some fingerspelling for uncommon vocabulary • Some incorporation of numbers (CS, SE, ASL) • Some use of classifiers (CS, SE, ASL) 	<ul style="list-style-type: none"> • Resorts to nonlinguistic strategies (acts out, gestures) due to limited vocabulary and/or grammar • Some distracting misuses of vocabulary and/or grammar • Mouthing used to substitute for vocabulary • Switching dominant hand interferes with intelligibility • "Erases" mistakes in the air • Some fingerspelling for common vocabulary • Little incorporation of numbers (CS, SE, ASL) • Little use of classifiers (CS, SE, ASL) • Little use of prefixes and suffixes (SEE, MSS) • Little use of morphemic constructions (MSS) • Little use of the 2 out of 3 rule (SEE) 	<ul style="list-style-type: none"> • One-sign utterances • Common nouns • Basic verbs • No or little facial expression • Frequent and/or severe errors interfere with communication • Many misused signs • Excessive use of fingerspelling for basic vocabulary • Almost no incorporation of numbers (CS, SE, ASL) • Almost no use of classifiers (CS, SE, ASL) • Almost no use of prefixes and suffixes (SEE, MSS) • Almost no use of morphemic constructions (MSS) • Almost no use of the 2 out of 3 rule (SEE)

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		<ul style="list-style-type: none"> Near-flawless use of the 2 out of 3 rule (SEE) 	<ul style="list-style-type: none"> Some use of prefixes and suffixes (SEE, MSS) Some use of morphemic constructions (MSS) Some use of the 2 out of 3 rule (SEE) 		
c. Use of Space	<ul style="list-style-type: none"> Flexible and very effective use of sign space Assumes characterization during dialog 	<ul style="list-style-type: none"> Uses space and sign size well Includes shoulder shifts for dialog 	<ul style="list-style-type: none"> Sign space appropriately sized and placed Appropriate use of verb directionality (CS, SE, SEE, ASL) Establishes referents in space (CS, SE, SEE, ASL) 	<ul style="list-style-type: none"> Fingerspelling out of sign box (high, low, moves away from body) Occasionally sign space is inappropriately sized and spaced (CS, SE, SEE, ASL) Some misuse of space for verb directionality (CS, SE, SEE, ASL) Inconsistently establishes referents in space (CS, SE, SEE, ASL) 	<ul style="list-style-type: none"> Signs tend to "float" in front of the body with little body contact Sign space inappropriately sized and placed (CS, SE, SEE, ASL) No or little use of verb directionality (CS, SE, SEE, ASL) Does not establish referents in space (CS, SE, SEE, ASL)