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### Learning outcomes for American Sign Language skill levels 1-4

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# Learning Outcomes for American Sign Language Skills Levels 1 - 4



*Kim Brown Kurz, Ph.D.*

*Marty M. Taylor, Ph.D.*

# ASL

**Learning Outcomes for  
American Sign Language Skills Levels 1 - 4**

A Project under the Auspices of the  
National Technical Institute for the Deaf  
Rochester Institute of Technology  
Rochester, NY

&

Monroe #1 Board of Cooperative Education Services  
Rochester, NY

In Partnership with the  
New York State Education Department  
Vocational and Educational Services for Individuals with Disabilities

**Kim Brown Kurz, Ph.D.**

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**June 2008**

Learning Outcomes for American Sign Language Skills Levels 1 – 4

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*Sponsor Agreement Number: 0031025060*

Prime Award Number: C007447



The State of New York • State Education Department • Office of Vocational and Educational Services for Individuals with Disabilities (VESID) • One Commerce Plaza • Albany, NY 12234 • <http://www.vesid.nysed.gov>

RIT Digital Media Library, <https://www.ritdml.rit.edu/dspace>

Printing, <http://www.lulu.com/content/2632644>

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Managing Editor: Marianne Buehler

Formatting: Nicholas Paulus

Copyeditor: Sherlea Dony

Cover Design: Jeong Ah Kim

Printed, bound, and published in the United States

ISBN 978-1-4357-1939-2

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**Learning Outcomes for  
American Sign Language Skills Levels 1 - 4**

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## **I. Overview**

This document describes measurable learning outcomes for American Sign Language (ASL) levels 1 – 4. A history of ASL provides the background and foundation for the document and includes an overview of teaching and learning ASL in the United States. The processes leading to the creation of the outcomes for ASL levels 1 – 4 are discussed and incorporate the development of ASL outcomes for college-level courses. Information about how the outcomes were adapted was taken, with permission, from the American Council on the Teaching of Foreign Languages (ACTFL). The key premise of ACTFL’s “5 Cs” are: Communication, Cultures, Connections, Comparisons, and Communities and are highlighted in the document. Recommendations by the American Sign Language Teachers Association (ASLTA) and stakeholders in New York State are included, along with the number and content of instructional contact hours in a supervised language laboratory. The measurable learning outcomes following ACTFL’s 5 Cs make up the majority of the document. Regardless of teaching style, and acknowledging that each teacher is unique and has his or her own teaching style, the goals and objectives for measuring student progress must be met. References, a resource section, and a reading section are included, as well as appendices with a glossary and information pertaining to ASL performance interviews.

## **II. American Sign Language**

Although signs and some form of sign language likely existed in America in earlier periods, the emergence and evolution of American Sign Language formally began in 1817 when Thomas Hopkins Gallaudet, an American, traveled to France and met a Frenchman named Laurent Clerc, a Deaf teacher of Deaf pupils. Clerc and Gallaudet collaborated on matters related to Deaf education and eventually founded the American School for the Deaf in Hartford, Connecticut. Through Clerc the influence of French Sign Language appeared at the American School for the Deaf. Over time Deaf students from the surrounding areas, who may have used informal types of sign language, mixed their signs with French Sign Language and the development of ASL was underway. No single person can be credited with the “invention” of any language. This holds true for ASL as well. It grew from a hybridized foundation and continues to evolve over time in response to its users’ needs.

Deaf people throughout the world, who live in a community with other Deaf people, tend to use signed languages. The particular form of these natural languages varies depending on the context in which they are situated. Signed languages and spoken languages use different modalities. Signed languages are distinct from spoken languages, because any signed language is articulated by hands, facial expressions, and shoulders and perceived by visual mechanisms. William Stokoe’s (Stokoe, Casterline, & Croneberg, 1976) linguistic research led to the realization that ASL has grammatical and syntactical structures and other linguistic features that parallel those

found in spoken languages. Ongoing linguistic research continues to design a more fine-grained analysis of the linguistic features of ASL.

Due to its visual/gestural nature, ASL has no standard written form, which is also true of signed languages and some spoken languages. Therefore, conventional standards used in some spoken languages for reading and writing are difficult to extrapolate and apply in the same way to the study of ASL, a visual language. Despite the lack of a standard written ASL, forms of ASL literature do exist. Comparable to oral traditions in spoken languages, there is a long-standing use of ASL for storytelling, poetry, drama, and folklore within the Deaf community. The advent of new technology for the preservation and dissemination of language opens new possibilities for personal and artistic expression in ASL.

The linguistic research into the nature and characteristics of ASL has provided the foundation for the development of ASL courses nationwide. However, there has been little consistency in course descriptions, and no uniform outcomes exist. A glossary for definitions of terms used throughout this document can be found in Appendix A. In later sections, recommendations for ASL course hours will be discussed, followed by recommendations for the role of the language laboratory in ASL instruction and current trends in ASL instruction in the United States.

### **III. American Sign Language Teaching and Learning in the United States**

ASL is a visual/gestural language with its own grammatical structure. Wilcox (2007) describes it as follows:

*Because of its unique modality — visual/gestural rather than aural/oral — many people wrongly assume that ASL is fundamentally different than spoken languages. ASL is a fully developed human language, one of the hundreds of naturally occurring signed languages of the world. It is not a derivative of English. It is not a "simplified" language — it contains structures and processes which English lacks (such as ASL's rich visual aspect and classifier systems).*

The American Sign Language Teachers Association (ASLTA) is the only national organization in the United States that provides service for more than 1,000 ASL and Deaf Studies teachers from elementary to university-level. ASLTA states that, “American Sign Language (ASL) is one of the most widely used languages in the United States.”

According to Lane, Hoffmeister, and Bahan:

*ASL is the language of a sizeable minority. Estimates range from 500,000 to two million speakers in the U.S. alone; there are also many speakers in Canada. Compared to data from the Census Bureau, which counts other language minorities, ASL is the leading minority language in the U.S. after the 'big four': Spanish, Italian, German, and French (1996, p. 42).*

ASLTA describes the benefits of learning ASL for specific populations who wish to take ASL classes (<http://www.aslta.com/lang.php#>). These populations include:

- *Hearing students and deaf/hard of hearing students in mainstream programs at public schools and colleges/universities to improve communication and interaction,*
- *Deaf students at schools for the deaf,*
- *Many deaf and hard of hearing students through an inclusion of ASL in the educational programs which helps them learn English better through the use of ASL as an instructional tool,*
- *Hearing families of deaf/hard of hearing children by improving quality of family communication and interaction at home through better understanding and acceptance of ASL,*
- *Hearing children of deaf parents by improving their family communication and interaction through better understanding and acceptance of ASL,*
- *Hearing and deaf/hard of hearing employees by improving their ability to communicate and work together, and developing better awareness and sensitivity to the deaf and hard of hearing,*
- *Deaf and hard of hearing people interested in becoming ASL teachers by providing more job opportunities in teaching,*
- *Hearing people interested in becoming interpreters for the deaf and hard of hearing people. There is a great need to increase the availability of qualified interpreters in the community (e.g. hospitals, courts, governmental agencies, community activities, local/county/state legislatures) and mainstream programs in schools and colleges/universities,*
- *Professionals in public and private agencies and educational settings serving the deaf/hard of hearing people (e.g. teachers, counselors, consultants, therapists, specialists) by enhancing their ability to understand and communicate with the deaf and hard of hearing.*

Enrollment in ASL classes has increased steadily since the linguistic documentation of ASL as a language by William Stokoe beginning in 1964 (<http://web.mac.com/swilcox/UNM/ASL.html>). More than 35 states accept ASL as a second language at the

secondary level. Nationwide 750 colleges and universities offer credit-bearing courses in ASL with ever-increasing enrollments ([www.aslta.org](http://www.aslta.org)).

Although an increasing number of colleges and universities are recognizing ASL as a foreign (or second) language, it is unclear what knowledge, skills, and personal attributes students should possess at the end of each ASL course. Wilcox (2007) points out that individual faculty members of colleges and universities continue to autonomously determine the demonstration of skill and knowledge students should achieve to pass each ASL course. The transferability of these credits from one college or university to another is a matter of concern among many postsecondary institutions, because there is no uniformity in course content and outcomes, not only between institutions, but sometimes even within departments.

The lack of uniformity among ASL course content and outcomes and the lack of guidance for developing ASL curricula provide the impetus for this document. The main goal is to offer measurable learning outcomes that should be in place at the completion of ASL college-level courses 1 – 4 in New York State. These measurable learning outcomes may influence curricular design and reduce confusion surrounding transfer of ASL credits between and within institutions. Ideally, this work will prove useful on a nationwide basis. This section discussed, in brief, the current ASL instructional situation. The next section briefly describes the process leading to the development of these outcomes.

#### **IV. The Process Leading to the Development of These Outcomes**

In 1998 the New York State Department of Education (NYSED), Vocational and Educational Services for Individuals with Disabilities (VESID), awarded a five-year grant to the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT) and Monroe #1 Board of Cooperative Education Services (BOCES). The grant effort focused on: a) creating four New York State regional sites to locate, register, screen, and provide professional development training activities to interpreters working in pre-K-12 settings, and b) creating and developing new educational interpreting degree programs. These efforts underscored the need for improving the quality of services and the quantity of educational interpreters in New York State.

At the completion of the five-year grant, NYSED awarded NTID at RIT and Monroe # 1 BOCES a Technical Assistance Center (TAC) Contract Project for an additional five years, 2003-2008. This effort initiated a statewide collaborative effort culminating in the creation of measurable *Learning Outcomes for American Sign Language Skills Levels 1 – 4* and *Outcomes for Graduates of Baccalaureate Interpreter Preparation Programs Specializing in Interpreting in K-12<sup>th</sup> Grade Settings*. A strong foundation in ASL

skills must precede interpreter education. Both documents were created through partnerships with institutions of higher education and in collaboration with New York State stakeholders and national experts. The educational interpreting document can be downloaded and printed, at no cost, through <https://ritdml.rit.edu/dspace/handle/1850/5382> (Digital Media Library at RIT) or purchased in hard copy from <http://www.lulu.com/content/1592795>.

In 2005 the TAC project convened a “Think Tank” consisting of 35 participants from New York State and several national experts and presenters/facilitators. The participants began identifying competencies that should be addressed in American Sign Language Levels 1 – 4. Successful completion of these ASL courses can serve as one of the prerequisites for interpreter education, specifically in post-secondary courses to prepare interpreters to work in K-12<sup>th</sup> grade educational settings. It was during the “Think Tank” that participants also initiated the necessary measurable learning outcomes for coursework in educational interpreting.

Also in 2005, expert consultants began designing the outcomes documents. *The Learning Outcomes for American Sign Language Skills Levels 1 – 4* took into account existing resources (e.g., the ASLTA, ASL research, textbooks, and multi-media materials) and received the benefit of input from numerous experts across North America, particularly from New York State.

In April 2006, New York State stakeholders convened to begin collaborating with infrastructure partners throughout the state. The statewide infrastructure partners consisted of educators and administrators from Institutions of Higher Education (IHE). During the two-day meeting, participants reviewed draft versions of measurable learning outcomes for ASL 1 – 4 courses and upper-level educational interpreting courses. These stakeholders provided invaluable feedback on the documents, and further revisions were undertaken. A second statewide infrastructure meeting convened in April 2007 and resulted in discussion of how to incorporate the learning outcomes practically through model lesson plans and, most importantly, to determine what kind of ASL outcomes are needed at each level within programs.

During the summer of 2006, Summer Institute courses were offered at NTID to three New York State populations: 1) current students of interpretation, 2) teachers of interpretation, and 3) K-12 professional interpreters. Selected ASL learning outcomes were successfully incorporated into each course. During the Summer Institute of 2007, two courses guiding the use and incorporation of learning outcomes were offered to instructors of ASL and instructors of interpretation. The final version of *Learning Outcomes for American Sign Language Skills Levels 1-4* resulted from this collaborative effort and is contained in this document. The following section describes the process of developing ASL outcomes for college-level courses.

## **V. Developing American Sign Language Outcomes for College-level Courses**

Over a three-year period, the project team, authors, project consultant, and infrastructure partners involved themselves in creating and reviewing the ASL outcomes. Other key players in the project included the Technical Assistance Center (TAC) for the Preparation of Educational Interpreters, American Sign Language and Interpreting Education Department faculty at NTID, two ASL expert reviewers, one consultant on the five Cs, and three ASLTA evaluators, including one from New York.

This document follows the guidelines suggested by the Standards Board Committee (SBC) sponsored by the American Council on the Teaching of Foreign Languages (ACTFL):

*ACTFL is a membership organization of almost 10,000 language educators divided almost evenly between K-12 and higher education. We have a scholarly journal which was recently recognized as being the most frequently cited language journal in the country. Our Board of Directors has about half of its members from higher education (Martha G. Abbott personal correspondence, April 5, 2007).*

Other foreign languages, at all levels (K-12 and postsecondary), also are following the SBC recommendations to standardize their language curricula. ASL curricula, historically, have not followed SBC/ACTFL's guidelines or, for that matter, any curricular guidelines. However, this document recommends and details outcomes, incorporating the SBC/ACTFL guidelines at each level of ASL 1 – 4 that could possibly lead to the development of standards for American Sign Language. However, it is not the goal of this document to create standards. The stakeholders of New York involved in this project expressed a strong desire to closely follow the ACTFL guidelines. Therefore, the outcomes in this document are reflective of the ACTFL's five Cs. The outcomes describe what students should be able to accomplish at the completion of each ASL level. The next section describes the Five Cs: Communication, Cultures, Connections, Comparisons and Communities.

## **VI. Adapting American Council on the Teaching of Foreign Language Goals in Language Instruction**

The *Learning Outcomes for American Sign Language Levels 1 – 4* are derived from the ACTFL's 5 Cs, or goals. These are: 1) Communication, 2) Cultures, 3) Connections, 4) Comparisons, and 5) Communities. Each "C," or goal, along with its related sub-goals, is briefly described here.



**Goal 1 Communication** – A student communicates in ASL.

**1.1) Interpersonal Communication:** Two-way communication via face-to-face conversation or through technological means.

In interpersonal communication, two or more individuals interact with each other. As they take turns expressing themselves using American Sign Language through face-to-face or digital/technological means (e.g., videophone), they have the opportunity to negotiate meaning, that is, to check whether their intentions are accurately understood. If the message does not appear to be understood, the signer can make the necessary adjustments or clarify.

**1.2) Interpretive Communication:** Students understand what one visually perceives when face-to-face or through the use of digital/technological means (e.g., videophone, vlog, videos).

In interpretive communication or comprehension, one or more individuals comprehend what others have signed. Stronger comprehension skills lead to more complete understanding. Note that the term “interpretive” used here does not refer to interpretation between two languages but rather to comprehension within a language.

**1.3) Presentational Communication:** Students express ideas face-to-face or through the use of digital/technological means (e.g., videophone, vlog, and videos).

In presentational communication, one or more individuals communicate their thoughts to listeners (e.g., one to one, group, audience).

**Goal 2 Cultures** – A student gains knowledge and understanding of Deaf culture.

**2.1) Practices of Culture:** Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.

**2.2) Products of Culture:** Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

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**Goal 3 Connections** – A student makes the connection with other disciplines by acquiring information about those disciplines through the use of ASL and an understanding of Deaf culture.

**3.1) Furthering Connections:** Students reinforce and further their knowledge of other disciplines (i.e., school subjects) through the study of American Sign Language.

**3.2) Recognizing Different Viewpoints:** Students acquire information and recognize distinctive viewpoints that are only available through American Sign Language and Deaf culture.

**Goal 4 Comparisons** – A student develops insight into the nature of language and culture through comparisons of ASL and Deaf culture and their own language and culture.

**4.1) Language Comparisons:** Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.

**4.2) Cultural Comparisons:** Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own culture.

**Goal 5 Communities** – A student participates in the Deaf community through the use of ASL and with knowledge of Deaf culture

**5.1) School and Community:** Students use American Sign Language within and beyond the school setting.

**5.2) Life-long Learning:** Students show evidence of becoming life-long learners by using American Sign Language for personal enjoyment and enrichment.

(Adapted from *Standards for Foreign Languages Learning in the 21<sup>st</sup> Century*; <http://www.actfl.org/files/public/execsumm.pdf>)

## **VII. College-level ASL Courses: Hours and Frequency (45 to 90 hours per term)**

Research leading to this document and the collaboration with the stakeholders recommend that ASL courses be developed based on the ACTFL goals and that each ASL course 1 – 4 be offered one to two hours three times a week (e.g., Mondays, Wednesdays, and Fridays) or two to three hours two times a week (e.g., Tuesdays and Thursdays) if in a semester system. The minimum recommendation for ASL instruction is 45 hours per semester (three hours per week) with a maximum recommendation of 90 hours per semester (six hours per week). “There are two primary reasons to encourage increased contact hours — more frequent exposure to the target language, and the opportunity for ASL to fulfill the specific requirements of a variety of institutions” (<http://www.aslta.org/freq.php>). This arrangement of contact hours provides a strong foundation for optimal learning conditions for students. Students are not limited to classroom instruction. Other learning opportunities include an ASL supervised laboratory, immersion in the Deaf community, and much more. The next section describes additional instruction for ASL learning through supervised language laboratory experiences and hours.

## **VIII. Supervised Language Laboratory Hours (16 to 32 hours per term)**

As with all language learning, students must have time to practice and apply what they are learning in class. Therefore, in addition to participating in language classes, supervised language laboratory contact hours are required for optimal language learning. We recommend that when students are taking 45 to 90 contact hours of ASL instruction per semester, they have at least 16 to 32 additional hours per semester of practice in a supervised language laboratory that is properly equipped for studying ASL. The ideal ASL language laboratory should include a laboratory supervisor who is responsible for managing the budget, maintaining an inventory of equipment, DVDs, and supplies, and hiring and supervising a laboratory assistant(s). The supervisor and assistants should all be fluent in ASL and have instructional experience so that they can work effectively with students studying and practicing ASL. The laboratory supervisor should be highly trained to work with the students and direct the assistants to work with students on specific elements of a student’s language development. In addition to their tutoring role, laboratory assistants would be responsible for checking out any materials borrowed from the laboratory for viewing. Sometimes laboratory assistants also act as ASL tutors; this varies with each college.

In addition, materials and equipment such as DVDs about ASL and Deaf culture, televisions, DVD players, and web cams or camcorders should be readily available. Students should attend supervised language laboratory time at least one to two hours a week for tutoring, viewing ASL source material, recording their own ASL, and analyzing their work with the help of laboratory assistants.

In the laboratory, students should have opportunities to observe ASL signers other than their own ASL teacher(s), live or on DVDs. This exposure to a wide variety of signers will allow increasing familiarity across various signing styles. As students further their language learning experience, they will quickly understand that learning ASL is part of a recursive curriculum, which is discussed in the next section.

## **IX. A Recursive Curriculum**

It is vital to emphasize that the major aspects of ASL instruction, such as lexical, grammatical, and syntactical principles, should be introduced during ASL 1. Subsequently, the course content of ASL 2 – 4 will revisit and build on the foundation of ASL 1. This pattern creates a recursive effect for systematically building toward mastery of the language and being able to demonstrate measurable learning outcomes at the completion of each level of ASL. For example, one might teach and discuss ASL number incorporation in depth in ASL 2. However, the notion of ASL number incorporation will be introduced in ASL 1 when talking about time (e.g., one o'clock, two o'clock, three o'clock). In ASL 3 and 4, more complex uses of numbers will be included in the course content. The outcomes may ultimately be used for developing curricula, course syllabi, lesson plans, and assessment tools.

## **X. American Sign Language and Technology**

ASL students must be able to demonstrate competence in using technologies that are relevant to the Deaf community. There are different ways of communicating, comprehending, and expressing ASL depending on whether the individuals who are conversing are in the same room or are viewing each other via video phone or a similar device. In a direct visual communication, two or more individuals who are in personal contact may be conversing in person or, as is more frequently the case now, through digital methods. Communicating through a digital modality means processing, storing, transmitting, receiving, or displaying information through electronic means such as DVD, video log, and video mail. Video logs (i.e., vlogs), similar to blogs created and used by spoken English users, have become extremely popular with ASL users. Vlogs are visual communication entries prepared by signers and distributed electronically. When an ASL user is receiving visual language presented through electronic means such as DVD, video mail, video log, and live, that process is known as viewing. Throughout the outcomes in this document, communication is not limited to face-to-face conversations and live presentations but also include a variety of electronic means.

## **XI. ASL Skills and Cultural Awareness as Prerequisites for Interpreter Education Program**

It is important to stress that the ASL outcomes are neither a curriculum, nor do they provide instructional guidelines for teachers. However, the outcomes serve to guide curricular development. The outcomes clearly describe the performance, knowledge, and personal attributes that must be demonstrated upon completion of each level of ASL instruction. The student should be able to successfully complete four levels of ASL courses (up to six credits per semester), several Deaf culture classes, and become involved in the Deaf community before applying to an interpreter education program. Each college or university interpreter education program will have its own program entrance criteria and conduct its own ASL screenings to determine the readiness of prospective students. Faculty and students should be aware that ASL performance interviews exist. However, they do not measure the outcomes described in this document. You will find the outcomes summarized in Section XII. The performance interviews are strategies for placing ASL learners at specified levels according to the interview criteria. There are two instruments used to determine levels of fluency. See Appendix B for information on existing ASL performance interviews.

## **XII. ASL Learning Outcomes**

The following pages of *Learning Outcomes for American Sign Language Skills Levels 1 – 4* include a comprehensive listing of measurable learning outcomes for each of the four ASL levels. At the beginning of each main category, one of the 5 Cs (a goal) is presented using the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* as the foundation for this work. Following each goal, for example “Communication,” a statement describes what the student will do. In some instances the primary goals are subdivided into more manageable groupings to allow for directed attention to specific areas of learning such as “interpersonal communication.” When a primary goal is subdivided, a secondary statement describes what the student will do relative to the subdivided goal. Further description is provided, immediately following the goals, in the form of an overarching statement summarizing what students should be able to demonstrate at each of the four levels of instruction.

Following the overarching statements, objectives for each level 1 – 4 are highlighted across the first row of each section. The objectives describing measurable student performance specifically address the expectation of student learning at each of the four levels. Finally, the outcomes associated with each level of learning are provided in columns under the objective for that particular level. To better illustrate the outcomes, examples are provided within each outcome throughout the document. Note that in some of the examples, words are capitalized. This convention is called “glossing” and is a way in which ASL signs are *represented*. In

Learning Outcomes for American Sign Language Skills Levels 1 – 4

addition, to help guide readers through the complexity of the outcomes, the left column identifies the topics that the outcomes address across the rows pertaining to each level of learning.

## American Sign Language Learning Outcomes Levels 1 – 4

|   |  |   |   |  |
|---|--|---|---|--|
| <b>GOAL ONE: COMMUNICATION    Students Communicate in American Sign Language.</b>   |  |   |   |  |
| <b>Sub-goal 1.1 INTERPERSONAL COMMUNICATION</b>   |  |   |   |  |
| Two-way communication via face-to-face conversation or through technological means.   |  |   |   |  |
| <b>OVERARCHING STATEMENT for Sub-goal 1.1</b>   |  |   |   |  |
| This outcome focuses on interpersonal communication. In ASL, interpersonal communication means visual/gestural communication between individuals who are in direct contact with each other. In this case direct contact includes using ASL face-to-face and through the use of technology (e.g., videophone, video mail, vlog). In beginning ASL 1 and 2 classes, students learn to use a variety of simple phrases and sentences in one-to-one and small group conversations. In the more advanced ASL 3 and 4 classes, students will begin to engage in group conversations, exchange information, and grow in their ability to communicate with others in ASL in a culturally appropriate manner with greater fluency involving an increasing number of participants and covering a wider range of topics. |  |   |   |  |
| <b>OBJECTIVES for Sub-goal 1.1</b>  |  |   |   |  |
|   | <b>ASL 1</b>   | <b>ASL 2</b>  | <b>ASL 3</b>  | <b>ASL 4</b>   |
|   | <i>Engage in one-to-one conversation and share basic information related to specific instructor-led common topics.</i> | <i>Converse in small groups with the teacher and classmates on common topics.</i> | <i>Engage in group conversation and exchange information and opinions on a variety of topics.</i> | <i>Debate and exchange information and opinions on topics of students' choosing in one-to-one and group settings both inside and outside of classroom.</i> |

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| <b>OUTCOMES for Sub- goal 1.1</b> |   |  |   |   |
|-----------------------------------|---|--|---|---|
| <b>TOPICS</b>                     | <b>ASL 1</b>  | <b>ASL 2</b>   | <b>ASL 3</b>  | <b>ASL 4</b>  |
| <i>Feelings, Emotions</i>         | Identify, express, and respond with short answers to questions related to basic emotions and feelings (e.g., happiness, sadness, surprise). | Inquire about and share personal reactions to a variety of familiar contexts (e.g., going to the grocery store, first day of ASL class).     | Compare the expression of emotions and feelings in a variety of informal and formal situations (e.g., going to a Deaf club, attending a Deaf play).                         | Explore, analyze, and discuss controversial emotions and feelings on a variety of topics (e.g., cochlear implants in Deaf children, audism issues).         |
| <i>Factual Information</i>        | Ask for and provide basic and personal factual information (e.g., names, schools, background information).                                  | Share more factual information on topics related to people, places, and things (e.g., teachers, cities).                                     | Discuss facts about events that happened in the past (e.g., historical and current events).   | Share and analyze detailed factual information on a variety of topics (e.g., controversial topics like using stem cells for research purposes, cloning).    |
| <i>Preferences and Opinions</i>   | Inquire about and express simple preferences and opinions (e.g., favorite people, colors, food).  | Discuss and share thoughts and ideas with others on likes and dislikes, agreements and disagreements (e.g., school subjects, books, movies). | Inquire about and express satisfaction or dissatisfaction, interest or lack of interest, and discuss probability and certainty (e.g., hobbies, activities, current events). | Debate and support personal and others' opinions and preferences on a variety of topics (e.g., politics, cigarette bans, living together without marrying). |
| <i>Directions, Commands, and</i>  | Give and follow simple directions,  | Negotiate directions, requests, and demands  | Make and respond to suggestions or requests in  | Give and follow a complex sequence of instructions (e.g., carry   |



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| <i>Requests</i>  | commands, and requests (e.g., ask for permission).   | in a simple way with peers in small groups (e.g., explain or clarify, accept or decline invitations).   | formal situations (e.g., in a restaurant, Deaf-related events).   | out an experiment, describe how to play a game).  |
| <i>Maintain and Change Interpersonal Relationships</i> | Exchange greetings introducing basic personal information, address a new acquaintance, and make introductions and farewells (e.g., name, age, educational background). | Initiate and participate in casual exchanges with classmates (e.g., discuss past or future personal actions, make suggestions, offer advice). | Respond to a variety of situations (e.g., congratulations, compliments, sympathy, regret).  | Initiate and participate in social exchanges in formal situations (e.g., Deaf art gallery, Deaf plays, Deaf visitors to the class).   |
| <i>Knowledge of the World</i>                          | Discuss the immediate environment and make personal observations about it (e.g., aesthetic design of the classroom, details found in the classroom).                   | Ask and respond to questions to gain knowledge and clarify understanding (e.g., how the earth revolves around the sun, how our bodies work).  | Explore and discuss the meaning of what is being done (e.g., making a model, interviewing people who are experts in their subject areas). | Explore and discuss connections, ideas, and new insights into a variety of topics (e.g., how electoral college votes count toward presidential ticket, healthcare issues in different countries). |

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| <i>Personal Enjoyment</i>  | Participate in activities that play on handshapes and rhythms of the language (e.g., learn Deaf-related jokes, make personal video dictionary of favorite signs). | Discuss and analyze simple humor and ASL poems (e.g., favorite ASL fable, Deaf Tree joke).   | Explore and discuss ASL stories (e.g., short skits, characters in Deaf plays or stories).   | Use ASL for fun, to express humor and for personal enjoyment (e.g., a weekend signing-only immersion, watch Deaf humorous films or television programs). |
| <i>Face-to-Face Conversations In Person or Through Technological Means</i> | Discuss a variety of topics including family, school, daily routines, recreation, and famous Deaf people (e.g., communicate on a videophone).                     | Discuss matters of personal importance (e.g., interview classmates about their memorable experiences).   | Discuss sociolinguistic elements such as regional, racial/ethnic, gender, and age variations in a variety of contexts (e.g., converse with Deaf children and adults on a topic of personal interest). | Discuss the role of audism and Deafhood and its implications in the Deaf World (e.g., interview Deaf people about different stages of Deafhood).         |
| <i>Backchannelling</i>   | Demonstrate ability to use and recognize appropriate listener feedback during one-to-one conversation (e.g., head nod, head shake).                               | Demonstrate greater ability to recognize and respond to listener feedback during one-to-one conversation (e.g., correcting mistakes, resuming conversation). | Demonstrate appropriate listener feedback during group conversation (e.g., misunderstanding, correcting mistakes).  | Demonstrate increased appropriate listener feedback during group conversation (e.g., resuming conversation).   |

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| <b>Sub-goal 1.2 INTERPRETIVE COMMUNICATION</b>   |   |   |  |   |
| Students understand what one visually perceives when face-to-face or through the use of digital/technological means (e.g., videophone, vlog, videos).  |   |   |  |   |
| <b>OVERARCHING STATEMENT for Sub-goal 1.2</b>  |   |   |  |   |
| This outcome focuses on comprehending American Sign Language, that is, visual listening resulting in comprehension. In the area of visual listening, students have a variety of opportunities to develop comprehension abilities, including following classroom instruction, watching guest speakers using ASL, and visually “listening” to ASL signers through technology (e.g., videophone). Students must have access to a wealth of authentic ASL videos including commercially available DVDs and vlogs on the web. |   |   |  |   |
| <b>OBJECTIVES for Sub-goal 1.2</b>   |   |   |  |   |
|  | <b>ASL 1</b>  | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>  |
|  | <i>Comprehend messages in one-to-one conversation and through electronic means.</i> | <i>Comprehend messages in small groups and through electronic means.</i>  | <i>Comprehend messages in larger groups and through electronic means.</i>                      | <i>Comprehend messages inside and outside of classroom and through electronic means.</i>  |
| <b>OUTCOMES for Sub-goal 1.2</b>   |   |   |  |   |
| <b>TOPICS</b>  | <b>ASL 1</b>  | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>  |
| <i>Personal Information</i>  | Demonstrate comprehension of basic personal and social questions by responding      | Respond using topic/comment structure when asked basic social questions (e.g., what the student likes to do for | Demonstrate comprehension of short narratives by retelling (e.g., Deaf fables, short stories). | Demonstrate comprehension of more complex narratives including various types of grammatical structures, including topic shift and role shift, by retelling the selection (e.g., <i>Birds of a</i> |

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|   | appropriately (e.g., name, age, family).  | fun, favorite food, favorite spots).   |   | <i>Different Feather</i> story by Supalla and Bahan, ASL poetry with Clayton Valli).  |
| <i>Directions, Commands, and Requests</i> | Follow simple commands (e.g., put papers away, move books to another location).                                   | Follow simple directions (e.g., right, left, north, south).  | Follow complex directions (e.g., directions from school to home).   | Make and follow requests (e.g., invitations to classmates, request a travel itinerary).   |
| <i>Sentence Types and Questions</i>       | Demonstrate comprehension of basic questions on a variety of familiar topics (e.g., yes/no and wh-questions).     | Demonstrate comprehension of a variety of unfamiliar topics by seeking clarification as needed and responding accordingly (e.g., yes/no and wh-questions). | Demonstrate comprehension of complex questions, including conditional questions, on a variety of familiar topics (e.g., rhetorical questions, topics/comments). | Demonstrate comprehension of complex questions, including conditional questions, on a variety of unfamiliar topics by seeking clarification and responding appropriately (e.g., rhetorical questions, topics/comments). |
| <i>Grammatical Structures</i>             | Demonstrate comprehension of basic ASL syntax by repeating the sentence (e.g., O-S-V, rhetorical, topic/comment). | Demonstrate comprehension of basic ASL syntax by spontaneously using the syntax (e.g., O-S-V, rhetorical, topic/comment, conditional).                     | Demonstrate comprehension of complex ASL syntax by spontaneously using the more complex syntax (e.g., temporal aspects, pronominalization).                     | Use complex ASL syntax in a paragraph (e.g., temporal aspects, pronominalization).  |
| <i>Descriptions</i>                       | Demonstrate an understanding of basic descriptions,   | Demonstrate comprehension of basic descriptions, physical  | Demonstrate comprehension of more complex descriptions of   | Demonstrate comprehension of complex descriptions of things by asking questions about these subjects  |

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|                                       | physical attributes, and surroundings by rephrasing (e.g., family, daily routines, surrounding environment).  | attributes, and surroundings by paraphrasing (e.g., family, daily routines, surrounding environment).   | things by asking questions about these topics (e.g., instruments, food, textures, and shapes).   | and by asking for clarification (e.g., instruments, food, textures, and shapes).   |
| <i>Fingerspelled Word Recognition</i> | Demonstrate fingerspelled word recognition by correctly reading proper names fingerspelled in one-to-one scenarios with teacher-aided cues (e.g., brands, names, places, words that have no signs). | Demonstrate fingerspelled word recognition for proper nouns and lexicalized fingerspelling in one-to-one scenarios with fewer teacher-aided cues (e.g., products, brands, names, places, words that have no signs). | Demonstrate fingerspelled word recognition of proper nouns and lexicalized fingerspelling in a group without teacher-aided cues (e.g., products, brands, names, places, words that have no signs). | Demonstrate fingerspelled word recognition of proper nouns and lexicalized fingerspelling in videotaped format (e.g., products, brands, names, places, words that have no signs). (Note: video source material is harder to read than live). |
| <i>Main Ideas</i>                     | Comprehend main ideas in ASL narratives and stories (e.g., retell the main points of a short fairytale).  | Understand main ideas or themes from live or recorded material on topics of personal interest (e.g., ASL television programs such as interviews and talk shows).  | Demonstrate an understanding of main ideas and details of live or recorded discussions concerning current events, Deaf culture, and subjects studied in other classes (e.g., video logs).          | Demonstrate understanding of major topics, themes, and techniques of Deaf art and the significance of each aspect (e.g., hypothesize about symbols used in Susan Dupor's <i>Family Dog</i> ).  |

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| <i>ASL Literature</i>             | Comprehend the relationship between handshape and meaning in selections of ASL literature, including ABC, handshape, and number stories (e.g., identify and list key handshapes and their meanings). | Identify the principal characters and/or events and details in ASL literature including poetry and narratives (e.g., ABC, number stories, and handshape stories).           | Demonstrate understanding of cultural nuances of meaning in expressive products of Deaf culture, including ASL literature and the visual arts (e.g., jokes and humorous stories).           | Demonstrate understanding of the principle elements of non-fiction topics from recorded materials of current and historical importance to members of Deaf culture (e.g., comment on topics from <i>Deaf Mosaic</i> ). |
| <i>Live and Recorded Messages</i> | Comprehend brief recorded messages on familiar topics such as family, school, and holiday celebration (e.g., retell content of a few basic video email messages).                                    | Use knowledge acquired in other settings and from other subject areas to comprehend live and recorded messages (e.g., reading Deaf newspaper to comprehend ASL video logs). | Demonstrate the ability to recognize levels of register in live and recorded contexts and understand their significance (e.g., understand casual opinion expressed in ASL on the internet). | Demonstrate the ability to analyze variety in sign styles through live and recorded materials and understand their significance (e.g., compare sign styles of two different products).                                |

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| <b>Sub-goal 1.3 PRESENTATIONAL COMMUNICATION</b>   |  |   |   |  |
| Students express ideas face-to-face or through the use of digital/technological means (e.g., videophone, vlog, and videos).  |  |   |   |  |
| <b>OVERARCHING STATEMENT for Sub-goal 1.3</b>  |  |   |   |  |
| This outcome focuses on the presentation of information, concepts, and ideas in American Sign Language that include face-to-face meetings, live presentations, and technological means (e.g., videophone, video mail, video logs). |  |   |   |  |
| <b>OBJECTIVES for Sub-goal 1.3</b>   |  |   |   |  |
|  | <b>ASL 1</b>   | <b>ASL 2</b>  | <b>ASL 3</b>  | <b>ASL 4</b>   |
|  | <i>Express oneself in one-to-one and through electronic means.</i>                               | <i>Express oneself in small groups and through electronic means.</i>  | <i>Express oneself in front of a larger group and through electronic means.</i>   | <i>Express oneself in front of an audience both inside and outside of classroom and through electronic means.<br/>NOTE – beginning with ASL 2, there are overlapping phrases that are under or over what is within ASL 2, 3, 4 italicized boxes.</i> |
| <b>OUTCOMES for Sub-goal 1.3</b>   |  |   |   |  |
| <b>TOPICS</b>  | <b>ASL 1</b>   | <b>ASL 2</b>  | <b>ASL 3</b>  | <b>ASL 4</b>   |
| <i>Presentation Preparation</i>  | Express prepared short presentations (2 to 3 minutes) (e.g., describe self, people, and places). | Demonstrate mastery expressing prepared short presentations (up to 5 minutes) (e.g., describe things and past, current, and future events using | Present prepared presentations (at least 5 to 10 minutes) (e.g., using appropriate sign selection and syntactically correct phrases). | Demonstrate mastery expressing prepared presentations (at least 5 to 15 minutes) (e.g., holidays, nationalities, things, and events using appropriate sign selection and syntactically correct phrases).   |

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|                          |   | appropriate lexical and syntactic choices).  |   |   |
| <i>Narratives</i>        | Express simple narratives/stories and perform scenarios and anecdotes on familiar topics (e.g., daily routines, events, work duties, school, hobbies, sports, daily activities, family, friends, money, weather). | Present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events (e.g., share ABC, number stories, and handshape stories). | Create and dramatize stories, skits, and plays and perform them (e.g., events in Deaf history).   | Select and analyze expression products of Deaf culture presented in various literary genres or the fine arts (e.g., interpret themes in the De'VIA works).  |
| <i>Recorded Messages</i> | Create and show simple, brief recorded messages about people, things, and events at school (e.g., announcements about Deaf Awareness Week).   | Create and show recorded messages on topics of personal interest, school routines, and community events (e.g., step-by-step directions).                     | Present recorded information on the results of a survey conducted on topics of personal interest or pertaining to the Deaf community (e.g., Deaf demographics). | Summarize and record the content of a video log or documentary intended for ASL native users in order to discuss the topics with other learners of ASL (e.g., review <i>Audism Unveiled</i> documentary). |



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| <i>Cultural Practices, Perspectives, and Products</i> | Tell peers, in or out of class, about own culture or cultural products and practices (e.g., sign a pen pal video letter). | Express opinions about cultural practices, perspectives, and products (e.g., perspectives on controversial topics).   | Prepare research-based reports in ASL on current events and culture from the perspectives of the Deaf community (e.g., events at local Deaf schools or Deaf clubs). | Give presentations on research-based investigations of current events from perspectives of sub-groups within the Deaf community (e.g., analyze educational trends of Deaf children). |
| <i>Linguistics Features</i>                           | Identify and describe the meaning of basic selected classifiers (e.g., entity classifiers).                               | Identify and demonstrate the parameters of ASL including handshape, location, movement, palm orientation, and non-manual signals (e.g., give examples of each parameter). | Understand and describe how signs are modified through inflection (e.g., different types of modifiers).   | Present the latest research findings on topics related to ASL linguistics (e.g., use of morphology in Deaf children).  |

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| <b>GOAL TWO: CULTURE Gain Knowledge and Understanding of Deaf Culture.</b>   |  |  |  |  |
| <b>Sub-goal 2.1 PRACTICES OF CULTURE</b>   |  |  |  |  |
| Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.   |  |  |  |  |
| <b>OVERARCHING STATEMENT for Sub-goal 2.1</b>  |  |  |  |  |
| The first outcome (2.1) focuses on <i>Social Interaction</i> . In this outcome students learn social interaction within the Deaf community of ASL users based on Deaf people’s corresponding cultural values and attitudes in a culturally appropriate manner. It focuses on Deaf cultural practices that reflect the traditions and beliefs of ASL users. |  |  |  |  |
| <b>OBJECTIVES for Sub-goal 2.1</b>   |  |  |  |  |
|  | <b>ASL 1</b>   | <b>ASL 2</b>   | <b>ASL 3</b>   | <b>ASL 4</b>   |
|  | <i>Identify the beliefs, values, and attitudes within Deaf culture.</i>  | <i>Compare and analyze beliefs, values, and attitudes within Deaf culture.</i>                   | <i>Engage in appropriate social interactions that are acceptable within Deaf culture.</i>                      | <i>Debate and exchange information and opinions on topics of Deaf culture in one-to-one and group settings both inside and outside of the classroom.</i>   |
| <b>OUTCOMES for Sub-goal 2.1</b>   |  |  |  |  |
| <b>TOPICS</b>  | <b>ASL 1</b>   | <b>ASL 2</b>   | <b>ASL 3</b>   | <b>ASL 4</b>   |
| <i>Common Practices and Perspectives of Deaf People</i>  | Observe and use appropriate ways of expressing greetings and farewells (e.g., demonstrations of various leave-taking | Demonstrate principles of appropriate cultural norms in formal and informal settings (e.g., make | Explore and research the common pattern of resistance to, acceptance of, and eventual self-identification with | Explore and research perceptions of various Deaf sub-groups related to their cultural identification, of acculturation, and their contributions to Deaf culture at large (e.g., analyze the self perceptions of individual with two or more cultural identifications such as |

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|   | techniques).   | introductions between Deaf and hearing peers).  | Deaf culture as experienced by the majority of Deaf people (e.g., analyze historical and contemporary benefits of identifying with the Deaf community).   | Black Deaf).   |
| <i>Cultural Activities and Events</i>                     | Participate in appropriate cultural activities (e.g., celebrate Clerc and Gallaudet Week).                                     | Participate in appropriate cultural activities (e.g., practice rhythm using drums).                               | Discuss and participate in activities enjoyed and played by Deaf people such as sports, games, and entertainment, and examine the social norms that underlie these activities (e.g., local, state, or regional Deaf sports tournament). | Examine and research the prevalent cultural value of self reliance of Deaf community members through local and national organizations established for, and run by, Deaf people (e.g., community advocacy organizations serving Deaf individuals established by the Deaf such as the National Association of the Deaf). |
| <i>Culturally Based Behavior Patterns in Deaf Culture</i> | Identify simple, culturally based behavior patterns of Deaf peers (e.g., similarities and differences being Deaf and hearing). | Identify and describe simple culturally based behavior patterns of Deaf people (e.g., importance of eye contact). | Identify, analyze, and discuss patterns of behaviors and/or interaction in the context of Deaf culture (e.g., patterns in films).   | Examine major elements of Deaf culture such as concepts of time, personal space, and exchanging personal information, and analyze how people from other cultures perceive them (e.g., how influence of expressing affect during greetings has created tight-knit relationships).                                       |

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| <p><i>Daily Activities of Deaf People and Contemporary Issues</i></p> | <p>Explore common daily activities of Deaf people (e.g., practice waking up using visual alerts, determine whether there is adequate lighting for visual communication, have Deaf guest speaker present answers to common questions).</p> | <p>Examine expected social behaviors when interacting with mixed groups of Deaf and hearing individuals at Deaf events (e.g., handwaving to show enjoyment of entertainment).</p> | <p>Analyze and discuss Deaf social, political, and educational institutions and their influences on Deaf culture and related issues (e.g., competing interests of the National Association of the Deaf and the Alexander Graham Bell Association).</p> | <p>Analyze contemporary issues in the Deaf world, such as education, employment, audism, community traditions, clubs and sport organizations, and technology, and examine their impact on Deaf culture (e.g., role of audism in employment).</p> |
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| <b>Sub-goal 2.2 PRODUCTS OF CULTURE</b>  |  |  |  |   |
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| Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.  |  |  |  |   |
| <b>OVERARCHING STATEMENT for Sub-goal 2.2</b>  |  |  |  |   |
| This outcome focuses on <i>cultural appreciation</i> . Students learn about the many varied products of Deaf culture such as ASL poetry, ASL narrations, art made by Deaf people, and videos of ASL literature, in terms of underlying cultural values and attitudes. This outcome focuses on the cultural products of the Deaf community and how the products relate to the traditions, beliefs, and structures of society. |  |  |  |   |
| <b>OBJECTIVES for Sub-goal 2.2</b>   |  |  |  |   |
|  | <b>ASL 1</b>   | <b>ASL 2</b>   | <b>ASL 3</b>   | <b>ASL 4</b>  |
|  | <i>Become familiar with basic products related to Deaf culture and used by Deaf people.</i>  | <i>Compare and analyze beliefs, values, and attitudes reflected in products found in Deaf culture and other cultures.</i>          | <i>Engage in appropriate social interactions using appropriate products that are acceptable in Deaf culture.</i>   | <i>Debate and exchange information and opinions on topics of Deaf culture-related products and compare it to other cultures in one-to-one and group settings both inside and outside of the classroom.</i>                  |
| <b>OUTCOMES for Sub-goal 2.2</b>   |  |  |  |   |
| <b>TOPICS</b>  | <b>ASL 1</b>   | <b>ASL 2</b>   | <b>ASL 3</b>   | <b>ASL 4</b>  |
| <i>De' VIA</i>   | Examine how major themes of hands, eyes, and signs appear in selected pieces of Deaf art (e.g., discuss basic themes in artwork of | Identify and learn about the expressive products of Deaf culture, such as art and film (e.g., review simple films produced by Deaf | Analyze and reflect on expressive products of Deaf culture, such as art and film, and explore the way in which these products represent the lifestyles and | Analyze themes of oppression and empowerment in products of Deaf culture such as stories, poetry, art, and literature and how they reflect the experiences and perspectives of Deaf people (e.g., <i>The Eyeth Story</i> ). |

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|   | Chuck Baird and Betty Miller).   | filmmakers such as Peter Wolf).  | perspectives of Deaf people (e.g., <i>Birds of A Different Feather</i> ).   |   |
| <i>ASL Literature</i>   | Demonstrate basic familiarity with ASL literature, videogames, and television programs, and learn songs and games (e.g., produce simple handshape poetry). | Identify and learn about expressive products of Deaf culture, such as stories, poetry, literature, and explore the ways in which these products reflect the lifestyles and perspectives of Deaf people (e.g., narratives by Patrick Graybill). | Analyze and reflect on expressive products of Deaf culture, such as stories, poetry, literature, and explore the ways in which these products represent the lifestyles and perspectives of Deaf people (e.g., analyze Betty Miller’s <i>Ameslan Prohibited</i> ). | Examine expressive products of Deaf culture, such as stories, poetry, literature, and explore the ways in which these products represent lifestyles and perspectives of Deaf people (e.g., critically examine poetry by Ella Mae Lentz and Debbie Rennie).          |
| <i>Literature about Deaf People, History, and Deaf-related Events</i> | Demonstrate basic familiarity with literature about Deaf people, history, and Deaf-related events (e.g., “Deaf Life” magazine).                            | Recognize and identify famous Deaf people from the United States (e.g., Phyllis Frelich).  | Analyze the contributions of Deaf scientists and scholars to science, medicine, astronomy, mathematics, chemistry, agriculture, economics, and social sciences (e.g., contributions of Ruth Fulton Benedict to anthropology).                                     | Identify and analyze films, commercials, or documentaries about Deaf people and evaluate typical cultural patterns and social behaviors that are portrayed (e.g., analyze misrepresentations of Deaf people and Deaf culture in historical and contemporary films). |

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| <i>Tangible Deaf Culture</i>                                     | Identify and observe tangible products of Deaf culture (e.g., t-shirts featuring the ASL alphabet and/or numbers).  | Recognize familiar tangible products of Deaf culture (e.g., statues of Gallaudet and Cogswell on Gallaudet campus).   | Examine tangible products of Deaf culture (e.g., work of Douglas Tilden).  | Reflect and explore tangible products of Deaf culture that are not familiar to most people (e.g., Gallaudet’s journal at a Hartford historical museum).   |
| <i>Geographical Environment, Heritage, and Historical Events</i> | Identify the locations of Deaf schools and postsecondary programs for Deaf students across the country.   | Study the different geographical environments in which Deaf people live, and examine the impact of these environments on the lifestyles of various Deaf people. | Demonstrate awareness of Deaf heritage and identify major historical events and persons that affect beliefs about Deaf culture (e.g., establishment of American School for the Deaf, Deaf President Now movement). | Investigate the timeline of historical events in Deaf world (e.g., Gallaudet and Clerc’s trip to America).  |
| <i>Themes, Ideas, and Perspectives</i>                           | Recognize themes, ideas, or perspectives of Deaf culture and recognize how they are reflected by the culture (e.g., develop awareness of culturally Deaf people’s pride in being Deaf). | Identify, discuss, and analyze sub-groups in Deaf community and their themes, ideas, and perspectives (e.g., experiences of Native American Deaf).              | Expand knowledge of the private and public life of Deaf people as they view and interpret authentic materials (e.g., analyze position and advocacy statements).  | Analyze patterns of ASL use and linguistic expressions used by Deaf people and analyze contextual and historical usage of some of the expressions to identify Deaf people’s thoughts and perspectives (e.g., examples of expressions that reflect the cultural pride of Deaf people). |

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| <b>GOAL THREE: CONNECTION Use American Sign Language to Connect with Other Disciplines and Expand Knowledge.</b>   |  |  |   |   |
| <b>Sub-goal 3.1 MAKING CONNECTIONS</b>   |  |  |   |   |
| Students reinforce and further their knowledge of other disciplines (i.e., school subjects) through the study of American Sign Language.   |  |  |   |   |
| <b>OVERARCHING STATEMENT for Sub-goal 3.1</b>  |  |  |   |   |
| In this outcome, students use American Sign Language to learn more about other subject areas that are not related to ASL or Deaf culture, either within the ASL class or in ASL immersion experiences. Students will use ASL as a tool to access additional resources related to ASL and Deaf culture. |  |  |   |   |
| <b>OBJECTIVES for Sub-goal 3.1</b>   |  |  |   |   |
|  | <b>ASL 1</b>   | <b>ASL 2</b>   | <b>ASL 3</b>  | <b>ASL 4</b>  |
|  | <i>Engage in one-to-one conversation to discuss other disciplines.</i>               | <i>Converse in small groups with the teacher and classmates about other disciplines.</i>                   | <i>Engage in group conversation and exchange information and opinions about other disciplines.</i>        | <i>Debate and exchange information and opinions on topics of other disciplines in one-to-one and group settings both inside and outside of classroom.</i> |
| <b>OUTCOMES for Sub-goal 3.1</b>   |  |  |   |   |
| <b>TOPICS</b>  | <b>ASL 1</b>   | <b>ASL 2</b>   | <b>ASL 3</b>  | <b>ASL 4</b>  |
| <i>Comparing a Variety of Topics</i>   | Expand understanding of topics studied in other classes by making comparisons (e.g., | Present live or recorded reports on topics being studied in other classes (e.g., importance of nutrition). | Exchange and compare views on topics learned in other content classes (e.g., pros and cons of recycling). | Broaden awareness of other disciplines by expanding on and comparing topics (e.g., discuss cultural theories of group and societal dynamics).             |



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|                                | physical features of geography).  |  |  |  |
| <i>Knowledge of Deaf World</i> | Demonstrate a general knowledge of significant contributions of Deaf people to history, arts, sciences, literature, and other fields (e.g., briefly describe role and experiences of Deaf Smith in Texas War for Independence). | Describe the basic study of world history by studying the history of the Deaf world (e.g., French roots of the American Deaf community).                       | Understand and describe significant contributions of Deaf Americans to history, arts, sciences, literature, and other fields (e.g., life of Deaf explorer Edmund Booth). | Synthesize and evaluate information gathered in other disciplines to enhance understanding of ASL and Deaf culture (e.g., various implications of Deaf education). |
| <i>School Subjects</i>         | Reflect on the topics from school subjects including technology, historical facts, mathematical problems, or scientific information (e.g., participate in science projects).  | Demonstrate comprehension of short videos in ASL that relate to areas such as social studies, science, technology, or the arts (e.g., presentation on health). | Combine information from other school subjects with information available in ASL (e.g., panel discussion on controversial topics).                                       | Provide information on the work and knowledge of professionals in their field of study (e.g., describe a major theorist's work).                                   |

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| <b>Sub-goal 3.2 ACQUIRING INFORMATION</b>   |   |   |  |   |
| Students acquire information and recognize distinctive viewpoints that are only available through American Sign Language and Deaf culture.  |   |   |  |   |
| <b>OVERARCHING STATEMENT for Sub-goal 3.2</b>   |   |   |  |   |
| In this outcome, students use their ASL skills to acquire new information and discover cultural perspectives of Deaf people. This may occur within the school setting or in conjunction with work and leisure activities. By knowing and using ASL, they expand the sources of information available to them. They can communicate with ASL users. They can acquire information that is presented in ASL (e.g., ASL storytellers, vlogs). |   |   |  |   |
| <b>OBJECTIVES for Sub-goal 3.2</b>  |   |   |  |   |
|   | <b>ASL 1</b>  | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>  |
|   | <i>Engage in one-to-one conversation to discuss viewpoints of Deaf people.</i>                  | <i>Converse in small groups with the teacher and classmates about viewpoints of Deaf people.</i>        | <i>Engage in group conversation and exchange information and opinions about viewpoints of Deaf people.</i>     | <i>Debate and exchange information and opinions on topics of distinctive viewpoints of Deaf people in one-to-one and group settings both inside and outside of classroom.</i>                           |
| <b>OUTCOMES for Sub-goal 3.2</b>  |   |   |  |   |
| <b>TOPICS</b>   | <b>ASL 1</b>  | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>  |
| <i>ASL Literature</i>   | View folk tales and stories that reflect cultural practices and historical figures (e.g., story | View and discuss ASL folk tales, short stories, and poems that have been developed for young people and | Observe and analyze common themes in ASL literature that include differences between how Deaf individuals view | View and analyze literary and non-literary recorded materials available only in ASL and comprehend the cultural messages imbedded in such texts (e.g., investigate subtlety and double entendres in ASL |

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|                        | of how Alice Cogswell met Thomas Hopkins Gallaudet).   | passed down for generations (e.g., well-known humorous stories shared on video logs).  | themselves and are viewed by hearing people (e.g., interpreting the meaning of <i>Dandelions</i> by Clayton Valli).  | poetry).  |
| <i>Cultural Values</i> | Research the core cultural values of Deaf people (e.g., understand that being Deaf is a positive trait). | Demonstrate an understanding of major events in Deaf history that have had profound influence on Deaf cultural values (e.g., materials on attempts to eradicate the use of ASL). | Analyze the context of major milestones in Deaf history and how those events have influenced, and continue to influence, the concept of Deaf pride (e.g., investigate the linguistic pioneers whose work led to the validation of ASL as a distinct language). | Analyze the cultural value and role of collectivism in Deaf culture and contrast it with the predominant value of individualism in American society (e.g., development of collective behaviors as a community survival strategy). |

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| <b>GOAL FOUR: COMPARISON    Develop Insight into the Nature of Language and Culture.</b>   |  |   |  |  |
| <b>Sub-goal 4.1 LANGUAGE COMPARISONS</b>   |  |   |  |  |
| Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language. |  |   |  |  |
| <b>OVERARCHING STATEMENT for Sub-goal 4.1</b>  |  |   |  |  |
| In this outcome, students will compare and contrast ASL with English or another language.  |  |   |  |  |
| <b>OBJECTIVES for Sub-goal 4.1</b>   |  |   |  |  |
|  | <b>ASL 1</b>   | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>   |
|  | <i>Engage in one-to-one conversation comparing and contrasting ASL with English or another language.</i> | <i>Converse in small groups with the teacher and classmates comparing and contrasting ASL with English or another language.</i> | <i>Engage in group conversation and compare and contrast ASL with English and another language.</i>                              | <i>Debate and exchange information about comparing and contrasting ASL with English or another language in one-to-one and group settings both inside and outside of classroom.</i> |
| <b>OUTCOMES for Sub-goal 4.1</b>   |  |   |  |  |
| <b>TOPICS</b>  | <b>ASL 1</b>   | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>   |
| <i>Phonology</i><br><i>Parameters (Handshapes, Palm Orientations,</i>  | Compare the differences of basic parameters in ASL and English (e.g., A as in GIRL, 5 as in              | Discuss the functions of ASL parameters (e.g., PAPER, NEW).   | Identify the ASL parameters in all areas such as handshapes, palm orientations, locations, and movements (e.g., HEADACHE, HURT). | Analyze and discuss the meanings of ASL parameters (e.g., “circular” movement in WASH, “back-and-forth” movement in MOVIE).  |

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| <i>Locations, and Movements)</i>   | MOTHER).   |  |   |   |
| <i>Morphology</i><br><i>Inflections (Manners, Modulations, Degrees, and Temporal/Time Aspects)</i> | Compare the similarities and differences of inflections in ASL and student’s language (e.g., WALK-slowly, WALK-very-quickly).  | Discuss the functions of inflections in ASL and students’ language (e.g., HOUSE-small, HOUSE-big).                                       | Identify how a variety of degrees can change inflections (e.g., BEAUTIFUL-really, BEAUTIFUL-not really).  | Investigate how inflections can change the meaning in the areas of manners, modulations, degrees, and temporal aspects (e.g., not-so-soon-DISTANT, soon-to-be-DISTANT).   |
| <i>Morphology</i><br><i>Non-Manual Markers</i>   | Discuss differences and similarities between the inflections of student’s language and the role of non-manual signals in ASL (e.g., topicalization when asking questions). | Recognize and describe the correct non-manual signals that are distinctive to ASL (e.g., non-manual signals used by a Deaf storyteller). | Research and express complex non-manual markers in ASL dialogues (e.g., Cha, cs, cond, intense, mm, neg, nod, pah, pow, puffed cheeks, pursed lips, questions, relative clauses, rhetorical questions, sta, t, th, tight lips). | Give presentations using increasingly more complex non-manual markers in ASL dialogues (e.g., Cha, cs, cond, intense, mm, neg, nod, pah, pow, puffed cheeks, pursed lips, questions, relative clauses, rhetorical questions, sta, t, th, tight lips). |
| <i>Morphology</i><br><i>Timeline and Time</i>  | Identify and demonstrate the direction of movement of each   | Analyze simple non-manual adverbs to indicate time by using the “cs,” “puffed  | Research and express the use of incorporation of number and appropriate passive hand as reference   | Prepare and give a presentation using regularity, approximate/relative time, repetition, and duration and tense (e.g., EVERY-MONDAY, SOMETIME-IN-THE-   |

Learning Outcomes for American Sign Language Skills Levels 1 – 4

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| <i>Indicators</i>                                    | time sign as an indication of timeline (e.g., FEW-DAY-AGO, UP-TILL-NOW, FROM-NOW-ON).   | cheeks,” and “intense” (e.g., RECENTLY-very [cs], LONG-TIME-AGO [puffed cheeks], DISTANT-FUTURE [intense]).  | point (e.g., THREE-MONTH, THREE-O’CLOCK, NOON).   | AFTERNOON, FOR-MONTHS-AND-MONTHS, FINISH).   |
| <i>Morphology</i><br><i>Temporal Aspects</i>         | Identify and observe the rules of temporal aspects by always beginning with time indicator at the beginning of the sentence (e.g., THREE-YEAR-AGO ME MOVED HERE). | Examine and discuss the use of “over time” inflection which means “continually, regularly, or for a while,” by using a repeated, circular movement (e.g., LOOK-over time). | Explore and research the use of “regular” inflection which means “frequently, repeatedly; a lot; with active focus” by using a repeated, small straight-line movement (e.g., LOOK-regularly). | Create ASL stories using “long time” and “over and over again” inflections which mean “for a prolonged period of time” and “prolonged, repeated focus,” by using a slower, repeated, elliptical movement and a tense straight-line movement and hold at the end (e.g., LOOK-long time and LOOK-over and over again). |
| <i>Morphology</i><br><i>Incorporation of Numbers</i> | Identify and demonstrate numeral handshape with location, movement, and orientation of signs in age and pronouns (e.g., AGE-THREE, FIVE-OF-US).                   | Explore the numeral handshape with location, movement, and orientation of signs for time line (e.g., THREE-DAY).   | Become familiar with and recognize the numeral handshape with location, movement, and orientation of signs in money (e.g., FIVE-CENTS).   | Give presentations using the numeral handshape with location, movement, and orientation of signs in ranking, order of finishing in competition, placement of number identification on uniforms, and team scores (e.g., SECOND-PLACE on non-dominant hand, NUMBER-32-on-shirt, and SCORE 7-to-14).                    |

Learning Outcomes for American Sign Language Skills Levels 1 – 4

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| <p><i>Morphology</i></p> <p><i>Verb Inflections – Distributional Aspects</i></p>                              | <p>Observe and identify one-to-one verb inflection (e.g., Me-GIVE-you MONEY, He-GIVE-her FLOWER).</p>          | <p>Examine the meaning of “to all in a group” inflection by using a “sweep” of the hand in an arc and the eyes/head follow the sweep (e.g., Me-ASK-all-of-you).</p> | <p>Investigate and demonstrate comprehension of the meaning of “to or from each in a group” inflection by using a repeated, separate indication to represent each person, with eyes and head following in an arc (e.g., Me-ASK-each-one-of-you).</p> | <p>Create ASL stories using “to or from specified individuals” inflections which mean “some or many but usually not all,” and “to or from unspecified individuals” inflection which means “some or many but not all,” by using alternating hands and the eyes and head tend to shake back and forth (e.g., Me-ASK-some-of-you-specifically or not specifically).</p> |
| <p><i>Morphology</i></p> <p><i>Plurality</i></p>  | <p>Observe and comprehend number signs (e.g., FEW, SOME, MANY).</p>  | <p>Analyze and present plural nouns by repeating the noun itself (usually once) (e.g., RULE, HOUSE, MEANING).</p>   | <p>Reflect and use plural verbs that are often in agreement with plural nouns (e.g., Me-ENJOY READ-many-books).</p>  | <p>Prepare for debates using plural classifiers by making “in a row,” “sweep in a row,” “in rows” and “sweep in rows” inflections (e.g., VASE-on-shelf, CARS-in-parking-lot).</p>  |
| <p><i>Syntax</i></p> <p><i>Question (Yes/No-Question, Wh-Question, Tag Question, Rhetorical Question)</i></p> | <p>Select yes and no questions by asking and answering them correctly (e.g., YOU WORK? YOUR FAMILY DEAF?).</p> | <p>Examine all wh-questions by asking and answering them correctly (e.g., YOUR BIRTHDAY WHEN? WHY YOU BLUSH?).</p>  | <p>Investigate appropriate use of tag questions (e.g., WHERE-YOU-LIVE-WHERE?).</p>   | <p>Create ASL stories using rhetorical questions (e.g., ME-CANT-WORK. REASON? ME SICK).</p>  |

Learning Outcomes for American Sign Language Skills Levels 1 – 4

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| <p><i>Syntax</i></p> <p><i>Sentence Types (Topic, Statement, Command, Conditionals, and Relative Clause)</i></p> | <p>Identify statements and topicalizations (e.g., ME FINE; POLITICS, ME VOTE DEMOCRATIC).</p>   | <p>Observe and analyze commands (e.g., FINISH-YOU, TEASE-DOG, FINISH-YOU).</p>  | <p>Research and use conditionals with the ending in either a sentence or question (e.g., TOMORROW WARM, ME NOT GO ICE-SKATE).</p>   | <p>Give presentations using relative clauses by identifying a specific person or thing (e.g., THAT-ONE WOMAN WITH RED HAIR MY COUSIN).</p> |
| <p><i>Syntax</i></p> <p><i>Negation and Assertion</i></p>  | <p>Observe and comprehend how languages have ways to negate sentences (e.g., “is not true,” “did not happen”) and that all languages also have ways to assert sentences (e.g., “is true,” “did happen,” “will happen”).</p> | <p>Explore negating sentences by using a side-to-side headshake, frequently accompanied by a frown and sometimes a brow squint (e.g., as in ME-FEEL-headshake, which means “I don’t feel well.”).</p> | <p>Investigate and use assertive sentences by nodding or repeated nodding frequently accompanied by a tightening of the closed lips (e.g., as in me-will-ENJOY-PARTY, which means “I will enjoy the party.”).</p> | <p>Debate with appropriate and accurate use of negation and affirmation sentences.</p>   |



Learning Outcomes for American Sign Language Skills Levels 1 – 4

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| <p><i>Discourse</i><br/><i>Register,</i><br/><i>Turn-taking,</i><br/><i>Listener's</i><br/><i>Feedback,</i><br/><i>Specific-to-</i><br/><i>General-to-</i><br/><i>Specific</i><br/><i>Framework</i></p>     | <p>Demonstrate awareness of formal and informal forms of language and try out expressions of politeness in ASL and in own language (e.g., comparing WHAT'S UP with hello).</p> | <p>Demonstrate knowledge of turn-taking skills (e.g., when the signer is getting close to finishing with head nod).</p> | <p>Examine and discuss registers (informal and formal) (e.g., causal settings such as restaurant or formal setting such as stage or presentation).</p>                           | <p>Give presentations using ASL framework by starting with specific information, leading to general information, and closing it with specific information again (e.g., diamond structure).</p> |
| <p><i>More</i><br/><i>Grammatical</i><br/><i>Features</i><br/><br/><i>Real World</i><br/><i>Orientation</i><br/><i>and Spatial</i><br/><i>Relationship,</i><br/><i>Absence, and</i><br/><i>Presence</i></p> | <p>Demonstrate recognition of setting subjects and objects in space (e.g., MY BOOK-here, MY TEACHER BOOK over-there).</p>  | <p>Explore and use appropriate locations in space for pronouns and nouns (e.g., MAN STANDING next-to CAR).</p>          | <p>Reflect and demonstrate mastery in showing spatial relationships between subjects and objects that are present and absent (e.g., MY GRANDMOTHER HOUSE across-from STORE).</p> | <p>Prepare and use real world orientation effectively by changing the perspectives of the signer in ASL dialogues (e.g., WOMAN WALKING closer-and-closer to-the HOUSE).</p>                    |
| <p><i>Grammatical</i><br/><i>Features</i><br/><br/><i>Compounds</i><br/><i>and</i><br/><i>Contractions</i></p>  | <p>Demonstrate appropriate use of agent to show that a noun is a person (e.g., TEACH-AGENT for</p>   | <p>Demonstrate knowledge of compound signs (e.g., EAT-MORNING means BREAKFAST).</p>                                     | <p>Analyze signs that include contractions (e.g., WHY-NOT, SEE-NONE).</p>  | <p>Give presentations using all compounds and contractions in all ASL dialogues (e.g., RED-rectangle for BRICK).</p>   |

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|   | TEACHER,<br>SUPERVISE-<br>AGENT for<br>SUPERVISOR).  |  |   |  |
| <i>Grammatical Features</i><br><br><i>Classifiers – Description, Location, and Relationship, Functions, Elements, Tracing and Size, and Shape Specifiers, Entity, and Rules</i> | Identify shapes by using tracing classifiers and proper nouns by using entity classifiers (e.g., index finger to make a square shape; index finger to represent a person). | Examine and use descriptive classifiers when describing a person’s appearance and use of handle classifiers when holding an object (e.g., WOMAN SKINNY BLONDE HAIR; holding-PAINT-ROLLER). | Analyze and use size and shape specifiers (SASSes) when describing an object and describing elements (e.g., ROCK-small, ROCK-big; LIQUID versus SOLID). | Prepare presentations using the rules of classifiers by incorporating them appropriately in all ASL dialogues (e.g., sign noun first then use classifier, use ground concept first then describe figures). |
| <i>Noun and Verb Types</i>  | Recognize noun/verb types by correctly distinguishing between a noun and verb (e.g., AIRPLANE FLYING-to, GO BY BOAT-to).   | Explore verbs with “single, uni-directional, hold” movement (e.g., PUT-ON-BRACELET-ON-wrist, SIT-ON-chair).  | Investigate verbs with “repeated, uni-directional, continuous” movement (e.g., COMB-hair, STRUM-guitar).  | Create ASL stories using verbs with “repeated, bi-directional, continuous” movement (e.g., IRON-clothes, BRUSH-teeth).   |

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| <i>Variations</i><br><i>Regional,</i><br><i>Gender, Age,</i><br><i>and Race</i> | Give examples of frequently known sign variations (e.g., sign for OCEAN is different for east and west coast). | Demonstrate mastery when providing examples of frequently known sign variations (e.g., men tend to sign bigger than women). | Compare frequently comprehended sign variations (e.g., signs evolve over time, so some signs may be different for older and younger Deaf people). | Present mastery when comparing frequently comprehended sign variations (e.g., some slang signs may be appropriate for Deaf, black people). |
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| <b>Sub-goal 4.2 CULTURAL COMPARISONS</b>   |  |   |  |  |
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| Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own culture.  |  |   |  |  |
| <b>OVERARCHING STATEMENT for Sub-goal 4.2</b>  |  |   |  |  |
| As students expand their knowledge of Deaf culture, they will discover that certain perspectives, practices, and products differ from other cultures in the United States. |  |   |  |  |
| <b>OBJECTIVES for Sub-goal 4.2</b>   |  |   |  |  |
|  | <b>ASL 1</b>   | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>   |
|  | <i>Engage in one-to-one conversation comparing Deaf culture with one's own and other cultures.</i>                             | <i>Converse in small groups with the teacher and classmates comparing Deaf culture with one's own and other cultures.</i>           | <i>Engage in group conversation and compare Deaf culture with one's own and other cultures.</i>  | <i>Debate and exchange information and opinions comparing Deaf culture with one's own and other cultures in one-to-one and group settings, both inside and outside of classroom.</i> |
| <b>OUTCOMES for Sub-goal 4.2</b>   |  |   |  |  |
| <b>TOPICS</b>  | <b>ASL 1</b>   | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>   |
| <i>Patterns of Behavior and Interaction</i>  | Compare simple patterns of behavior and interaction in various cultural settings (e.g., Deaf people tend to include hugging as | Identify the similarities and differences between schools for the Deaf and their own and their family life with other Deaf families | Identify variations in musical rhythm and instrumentation used in Deaf performances (e.g., signing rhythms used in the <i>Rathskellar</i> ). | Analyze the value and role of collectivism in Deaf culture and contrast it with their own culture (e.g., marrying people who share the same cultural background).                    |

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|  | part of a greeting).   | (e.g., differences in attending a residential school and a neighborhood school).  |   |   |
| <i>Practices and Viewpoints of Deaf Culture and Other Cultures</i> | Recognize the interests and practices that students have in common with their Deaf peers and hearing peers in 1-2 other cultures (e.g., compare the sports Deaf peers are interested in with students' interests). | Describe the relationship between cultural perspectives and practices, such as celebrations, work habits, and play by analyzing a few practices from Deaf culture and their own culture (e.g., clothing worn by Deaf people is often solid or darker colors, avoiding clothing with distracting designs). | Analyze and compare controversial issues in the Deaf community and in their own culture (e.g., viewpoints of those in favor of teaching ASL to Deaf children with those who oppose this viewpoint). | Investigate the unwritten rules present in society that impact perceptions of Deaf people and Deaf culture (e.g., pathological/medical view of deafness with the cultural model).   |
| <i>Use of Gestures and Languages in Various Cultures</i>           | Demonstrate awareness that most languages use some form of gestures. Using gestures are an important part of communicating in ASL (e.g., identify gestures used by   | Compare verbal and nonverbal behavior in activities among friends, classmates, family members, and teachers in Deaf culture and their own culture (e.g., expectations regarding   | Compare and analyze nuances of meanings of words, expressions, idioms, and figurative language in ASL and English or other spoken languages (e.g., perspective of SORRY-TRAIN-GONE).                | Compare thematically similar ASL and English films, television programs, or texts, focusing on specific cultural practices (e.g., analyze similarities and differences between <i>The G-Files</i> and <i>The X-Files</i> ). |

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|                                       | non-Deaf American people).  | the concept of “being on time”).  |   |  |
| <i>Products of Different Cultures</i> | Describe basic tangible and intangible products and practices of different cultures (e.g., use of cell phones for hearing people and pagers for Deaf people). | Examine the relationship between cultural perspectives and expressive products by analyzing selected products from Deaf culture and their own (e.g., perspectives between the ASL poem <i>To a Hearing Mother</i> with the poem <i>You Have to Be Deaf to Understand</i> written in English). | Hypothesize about the relationship between perspectives and products in Deaf culture and compare with those evident in their own culture (e.g., investigate symbolic and architectural features found in schools for the Deaf). | Analyze and discuss the relationships between products and perspectives in Deaf culture and contrast these with their own (e.g., values ascribed to schools for the Deaf versus those ascribed to schools for non-deaf individuals). |

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| <b>GOAL FIVE: COMMUNITY Use American Sign Language to Participate in the Deaf Community.</b>   |  |   |  |  |
| <b>Sub-goal 5.1 ASL CLASS AND COMMUNITY</b>  |  |   |  |  |
| Students use American Sign Language within and beyond the school setting.  |  |   |  |  |
| <b>OVERARCHING STATEMENT for Sub-goal 5.1</b>  |  |   |  |  |
| As learned in Goal One (Communication), the focus is on the acquisition of ASL comprehension and expressive skills. Students begin to transfer classroom ASL to non-classroom conversational experiences such as with the Deaf community. This is an important step in transferring student’s language skills into use in Deaf community events. |  |   |  |  |
| <b>OBJECTIVES for Sub-goal 5.1</b>   |  |   |  |  |
|  | <b>ASL 1</b>   | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>   |
|  | <i>Engage in one-to-one, non-classroom conversational experiences with the Deaf community.</i>                 | <i>Converse in non-classroom small groups with the Deaf community.</i>                                    | <i>Engage in non-classroom group conversational experience with the Deaf community.</i>  | <i>Debate and exchange information and opinions in non-classroom conversational experience with the Deaf community.</i>    |
| <b>OUTCOMES for Sub-goal 5.1</b>   |  |   |  |  |
| <b>TOPICS</b>  | <b>ASL 1</b>   | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>   |
| <i>ASL and Deaf Culture</i>  | Participate in special performances that demonstrate an understanding of Deaf culture (e.g., demonstrate music | Communicate with peers and other members of the Deaf community about daily life, various experiences, and | Communicate with Deaf community members from other countries about specific issues related to the local community (e.g., interview Deaf people | Explore careers that require proficiency in ASL and Deaf culture (e.g., undertake an internship at a school for the Deaf). |

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|  | enjoyment by using a drum).  | special events (e.g., exchange video letters and emails about school and life with Deaf peers).  | about their impressions of the attitudes of society at large in America).   |  |
| <i>Social Interaction</i>                | Participate in conversations with native ASL users about everyday matters and daily experiences (e.g., express birthday wishes via videophone).  | Interact with ASL users in the Deaf community to learn about community relations and possible future career options (e.g., interview a person who uses ASL in their work and summarize the information). | Participate in school-to-work projects or career-exploration activities in areas that require proficiency in ASL (e.g., explore a summer volunteer project at a Deaf cultural event and/or summer camp for the Deaf). | Provide volunteer services within and for the Deaf community (e.g., organize and participate in leisure trips with other ASL users). |
| <i>Deaf-related Events or Activities</i> | Invite community members to participate in their ASL or Deaf-culture-related events sponsored by their schools (e.g., invite a member of the Deaf community to share experiences growing up as a Deaf individual). | Invite community members to participate in community's ASL or Deaf-related events (e.g., provide ASL tutoring).  | Participate in an ASL-related theme for a school or community celebration or event (e.g., Deaf Awareness Week, Deaf Film Festival).   | Provide volunteer services to the Deaf community (e.g., organize major Deaf events with other ASL users).                            |



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| <b>Sub-goal 5.2 LIFELONG LEARNING</b>  |   |   |  |   |
| Students show evidence of becoming life-long learners by using American Sign Language for personal enjoyment and enrichment.   |   |   |  |   |
| <b>OVERARCHING STATEMENT for Sub-goal 5.2</b>  |   |   |  |   |
| As lifelong learners, students can use ASL to access information about topics of personal interest. Through this experience, students discover the richness of Deaf culture and expand their knowledge about the language and culture through recreation, entertainment, and, for some, work. Some students may continue to participate in the Deaf community and further develop their ASL skills and their understanding of Deaf culture. Others may need to be encouraged to meet and interact with Deaf people who live in their locale. |   |   |  |   |
| <b>OBJECTIVES for Sub-goal 5.2</b>   |   |   |  |   |
|  | <b>ASL 1</b>  | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>  |
|  | <i>Engage in one-to-one conversations using ASL to access information about Deaf culture that will lead to lifelong learning experiences.</i> | <i>Converse in small groups using ASL to access information about Deaf culture that will lead to lifelong learning experiences.</i> | <i>Engage in a large group using ASL to access information about Deaf culture that will lead to lifelong learning experiences.</i> | <i>Debate and exchange information and opinions using ASL to access information about Deaf culture that will lead to lifelong learning experiences.</i> |
| <b>OUTCOMES for Sub-goal 5.2</b>   |   |   |  |   |
| <b>TOPICS</b>  | <b>ASL 1</b>  | <b>ASL 2</b>  | <b>ASL 3</b>   | <b>ASL 4</b>  |
| <i>Diversity Awareness</i>   | Plan imaginary travel to <i>Eyeth</i> (e.g., outline daily activities).   | Establish and/or maintain interpersonal relationships with  | Plan real or imaginary travel, events, and forums (e.g., organize forums and events).  | Travel to places of importance to Deaf people for leisure and education (e.g., examine the archives collection at one of several schools for the Deaf). |

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|                              |   | ASL users (e.g., socialize with Deaf mainstreamed students).  |  |   |
| <i>Deaf Community Events</i> | Observe recreational activities that reflect Deaf culture (e.g., watch Deaf sports).  | Attend cultural events or social activities that reflect Deaf culture (e.g., ASL storytelling festivals).                               | Participate in cultural events or social activities that reflect Deaf culture (e.g., participate in an ASL social event with members of the Deaf community). | Develop a worldview through participating in Deaf cultural events and conferences at local postsecondary institutions (e.g., participate in ASL and Deaf Studies conferences).                                  |
| <i>Networking</i>            | Attend an ASL storytelling event (e.g., attend a play at the school for the Deaf).  | Students exchange information about topics of personal interest with ASL users (e.g., use a videophone to communicate with others).     | Volunteer to mentor learners of ASL (e.g., assist struggling learners).  | Create web sites and video logs in ASL that maintain dialogue and discussion about ASL and Deaf culture (e.g., develop a personal web site to participate in discussion of current events within Deaf culture). |
| <i>Career Possibilities</i>  | Explore and describe career possibilities that require ASL in one-to-one conversations (e.g., interpreter, ASL specialist, Deaf education teacher). | Explore and describe career possibilities that require ASL in small groups (e.g., interpreter, ASL specialist, Deaf education teacher). | Research and describe career possibilities that include using ASL (e.g., interpreter, ASL specialist, Deaf education teacher).                               | Compare and contrast information to determine career possibilities that include using ASL (e.g., interpreter, ASL specialist, Deaf education teacher).  |

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| <i>Knowledge of ASL and Deaf Culture</i> | Play instruments, sign songs, and play games that reflect Deaf culture (e.g., play the game <i>Sign It!</i> ). | Engage in activities related to personal interests gained from exposure to ASL and Deaf culture (e.g., create ABC, handshape, and number stories). | Share and discuss knowledge of ASL and Deaf culture with others (e.g., present information about ASL clubs).          | Maintain and describe a collection of books related to Deaf culture on topics of personal interest (e.g., <i>Journey into the Deaf World</i> ). |
| <i>Personal Enjoyment</i>                | Use various media in ASL for personal enjoyment (e.g., view humorous skits and stories).                       | View and practice using materials and/or media in ASL for enjoyment or personal growth (e.g., stories from online archives).                       | Access various media in ASL for understanding, enjoyment, or personal growth (e.g., view jokes and humorous stories). | Compare and contrast major works of ASL literature and culture (e.g., collect works of Deaf artists).   |

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## **Appendix A Glossary**

American Sign Language – A native, visual-gestural language used by Deaf members of the core Deaf community who share a common language, values, and experiences in interacting with others.

Audism - A discrimination or stereotype against Deaf or hard-of-hearing people and the beliefs and attitudes that reflect that Deaf people are somehow less capable than hearing people.

Classifiers – A class of nouns and verb actions to represent the semantics and grammatical aspects.

Compound – A single sign which is made from two or more signs (e.g., EAT-MORNING means Breakfast).

Contraction – When a sign is shortened (e.g., DO NOT becomes DON'T).

Deaf – Having a degree of hearing loss. When you see the capital letter “D” in this term, it means the Deaf person feels s/he is culturally Deaf and a member of the Deaf community.

Deaf Culture - Practices and products that Deaf people use in their daily activities.

Deafhood – Unlike the “deafness” perspective in the medical field in which Deaf people are usually examined by hearing people, Deafhood is a process in which each Deaf individual examines her/his struggles and explains her/his own existence in the world to herself/himself and other members within the Deaf community.

De’ VIA – Artwork or films made by Deaf people that reflect themes of Deaf culture.

Digital – Processing, storing, transmitting, receiving, or displaying information through electronic means (e.g. DVD, video mail, video log).

Digital Message – Exchanging information between individuals through electronic means.



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Discipline – A field of study.

Discourse – Communication that goes back and forth between two or more people.

Fingerspelled Loan Signs – The fingerspelled word that is borrowed from a spoken language (e.g., E-A-R-L-Y-curricular movement)

Fluency – The capability of using a language easily and accurately.

Glossing - The words are that are capitalized. ASL glosses are a way of representing ASL signs. They do not necessarily correspond to sign language.

Goals – Establishing specific, measurable, and time-targeted objectives for ASL students and instructors to follow.

Inflection – A sign that is modulated or added to the meaning (i.e., in ASL, movement usually changes the meaning of sign language).

Laboratory Assistant – A person who is responsible for coordinating activities in the laboratory and running the laboratory. It is highly recommended that laboratory assistants are fluent in sign language because sometimes they also tutor students in sign language.

Measurable Learning Outcomes – A student-centered learning philosophy that focuses on empirically measuring student performance.

Morphology – The field of linguistics that studies the internal structure of words.

Noun and Verb Types – In ASL, many signs for nouns and verbs are similar except for the repetition and, in some cases, the movement of the sign.

Parameter – In ASL, there are four different parameters - handshape, location, palm orientation, and movement of a sign.

Phonology – The field of linguistics that studies the “sound” or “sign” (as in ASL) system of a specific language (or languages). Whereas phonetics is about the physical production and perception of the sounds of speech (or signs), phonology describes the way sounds (or signs) function within a given language or across languages.

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Real World Orientation – The perspective of the signer when establishing locations in space.

Signing – When someone uses hands, facial expression, and body language to communicate and compose messages in a visual/gestural language.

Signing for Digital Communication – Linguistic and visual considerations for preparing and composing messages or communicating via electronic means.

Supervised Laboratory – Students attend supervised language laboratory time at least one to two hours a week outside of classes for tutoring, viewing videotapes, producing videotapes, and analyzing their work with the help of laboratory assistants who are fluent signers.

Syntax – The structure of a phrase or sentence using grammatical rules.

Variations – A group of different subgroups such as age, gender, race, and ethnic background. Production in ASL is not all the same due to different backgrounds.

Video log – Shortened to vlog; visual communication entries prepared by signers and distributed electronically.

Video mail – Composing, sending, storing, and receiving visual messages over electronic communication systems.

Viewing – Receiving the visual language presented live and through electronic means (e.g., DVD, video mail, video log).

Visual Language – A language expressed and received through the use of sign language.

Visual Communication – The active, purposeful exchange of information intended to be seen by the eye (attending or watching).

## **Appendix B ASL Performance Interviews**

At the time of the publication of this document, there are two known ASL performance interviews available to assess students' fluency in ASL. They are the ASL Proficiency Interview (ASLPI) and the Sign Language Performance Interview (SLPI).

The ASLPI is a structured conversation conducted in ASL between the candidate and a trained interviewer. The conversation lasts from 20 to 30 minutes. Following the interview, the candidate's performance is assigned a numerical rating that can range from 0-5 (5 = proficiency equal to native signer). The ASLPI information can be found at [http://deafstudies.gallaudet.edu/American\\_Sign\\_Language\\_and\\_Deaf\\_Studies/Assessment\\_and\\_Evaluation\\_Unit\\_\(AEU\)/American\\_Sign\\_Language\\_Proficiency\\_Interview\\_\(ASLPI\).html](http://deafstudies.gallaudet.edu/American_Sign_Language_and_Deaf_Studies/Assessment_and_Evaluation_Unit_(AEU)/American_Sign_Language_Proficiency_Interview_(ASLPI).html).

“The Sign Language Proficiency Interview (SLPI) Rating Scale is a standard scale for rating sign language communication skills that is based on highly skilled, knowledgeable native-like signers. Since each SLPI interviewee's performance is compared to this standard scale, not other interviewees, the SLPI is a criterion-referenced test. Also, since the upper anchor for the SLPI Rating Scale is based on skilled native-like signers, the SLPI Rating Scale may be applied to all natural sign languages” (Caccamise and Newell, 2007). Additional information about the SLPI can be found at <http://www.ntid.rit.edu/ntiddean/ocas/whatis.shtml>.

## Kim Brown Kurz, Ph.D.



Dr. Brown Kurz is the primary author of *Learning Outcomes for American Sign Language Skills: Levels 1 – 4* document. In addition to this project, she is a member of the American Sign Language Standards National Committee and served as a consultant for the *Outcomes for Graduates of Baccalaureate Interpreter Preparation Programs Specializing in Interpreting in K-12<sup>th</sup> Grade Settings* document. She has conducted numerous research projects, including work on how hearing teachers communicate with deaf students and published a chapter about deaf students using educational interpreters. Dr. Brown Kurz has also conducted research in ASL development in young deaf children, and the issues deaf professionals face in their workplaces. In addition to her previous responsibilities, she served as a signing model for the *COMETS*, a Math and Science-related website and *Sign With Me* series. Prior to becoming an independent consultant, she taught American Sign Language, ASL Linguistics, and Educational Interpreting undergraduate and graduate courses. While working on her dissertation she served as a research assistant at the University of Colorado-Boulder. She graduated with honors while receiving her doctorate from the University of Kansas. In addition to her educational degrees, she holds several certifications in ASL Linguistics and is a certified evaluator for ASLPI, SCPI, and the EIPA assessment tools. She continues to conduct research projects related to deaf supervisors in workplaces and educational interpreting.

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Dr. Taylor was the Project Coordinator for the process and for the writing of this document as well as a second related document, *Outcomes for Graduates of Baccalaureate Interpreter Preparation Programs Specializing in K-12<sup>th</sup> Grade Settings*. She is the founder and director of Interpreting Consolidated, a company formed to provide consultation, evaluation, research and publishing services to interpreting communities worldwide. Dr. Taylor holds national certification in both Canada and the United States and has dedicated over 30 years to the advancement of sign language interpretation in North America and abroad. She completed her Ph.D. with an emphasis in measurement and assessment. Based on research funded by two national Canadian doctoral fellowships, Taylor has published two books, *Interpretation Skills: ASL to English* and *Interpretation Skills: English to ASL*, both widely used as texts in interpreter preparation programs. In addition she has produced the DVD *Pursuit of ASL: Interesting Facts Using Classifiers* with Angela Petrone Stratiy. Most recently, she is researching and consulting on projects related to assessment and evaluation, video-relay interpreter competencies, the crisis of the shortage of qualified interpreters in the United States, material and curriculum development, distance learning and instruction delivery, as well as educational and health care interpreting.