AMERICAN SIGN LANGUAGE FOR COMMUNICATION

■

NEW YORK STATE TEACHER'S GUIDE

FIELD TEST EDITION

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

NEW YORK

THE STATE OF LEARNING

THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE STATE OF NEW YORK/ ALBANY, N.Y. 12234

TO: Persons with Responsibility for Developing, Implementing, and Evaluating Modern Language Programs

FROM: Edward T. Lalor, Assistant Commissioner for Curriculum and Assessment
Thomas B. Neveldine, Executive Coordinator for Special Education Services

This publication, *American Sign Language for Communication, New York State Teacher's Guide, Field Test Edition 1994*, will help in the development of local curricula. By using this Guide local curriculum developers can integrate principles of second language acquisition with New York State program requirements and the Board of Regents Goals for elementary and secondary education. The emphasis is on communicative proficiency and the understanding and appreciation of the Deaf culture.

Practitioners will find techniques in the document that they can use when they assess, modify, or develop their local district curriculum and classroom instructional objectives. The Guide is a working document and we invite suggestions for improving it. Users will find in the contents the following:

- Statement of philosophy
- Goals of the American Sign Language (ASL) learning
- Components of communication
- Description of learning outcomes
- Process of curriculum development
- Implications for instruction
- Guidelines for setting up an ASL program
- Outline for planning instruction
- Emphasis on a multimedia approach
- Assessment of student progress

This publication has been sent to District Superintendents, Superintendents and Administrators of Public and Nonpublic Schools, Public School Teachers of Modern Languages K-12, and Public School Supervisors.

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American Sign Language for Communication

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New York State Teacher's Guide

Field Test Edition

1994

The University of the State of New York
The State Education Department
Albany, New York 12234

THE UNIVERSITY OF THE STATE OF NEW YORK

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Significant to the development of the Guide were members of the American Sign Language (ASL) Advisory Committee. Membership of this Committee includes the following individuals: Keith Cagle, President of American Sign Language Teachers Association (ASLTA), professional member of ASLTA, and Principal of the North Carolina School for the Deaf; Isabelle Calvacca, President of Greater New York ASLTA and professional member of ASLTA; Judie Cronlund, professional member of ASLTA; Oscar Cohen, Superintendent of the Lexington School for the Deaf; Phil Cronlund, Superintendent of the New York State School for the Deaf; Ann Gainer, parent of deaf children; Peggy Hlibok, past-President of the Empire State Association of the Deaf, teacher at St. Francis de Sales School for the Deaf; Harry Karpinski, Support Service Personnel, Special Education Committee of the New York State United Teachers; Al Martino, President of New York State Teachers of Foreign Language; William Newell, Associate Professor with the Communication Research Department at the Rochester Institute of Technology, National Technical Institute for the Deaf, and professional member of ASLTA; Pamela Ogden, teacher of a second language, Cazenovia Central School and parent of a deaf child; Maria Santiviago, teacher at the Lexington School for the Deaf; and Ted Supalla, Professor with the Department of Foreign Language, Literature and Linguistics at the University of Rochester. The New York State School Boards Association also contributed to the development of this document.

Also recognized for their contribution to this project are the six pilot programs which have been involved in field testing this Guide. They include the following sites: East Islip High School, Edward R. Murrow High School (New York City Public Schools), Rome City School District and The New York State School for the Deaf (Madison-Oneida BOCES), Central Square Central School District, East High School (Rochester City Schools), and West Irondequoit High School (Monroe I BOCES).

The ASL Advisory Committee developed this Teacher's Guide using *Modern Languages for Communication* as a model. The ASL Advisory Committee identified and developed the specific learning outcomes (functions, situations, and topics) at three instructional levels (Checkpoints A, B, and C), guidelines for implementing ASL programs in schools, and implications for instruction.

FOREWORD

In December, 1991, the New York State Board of Regents recognized American Sign Language (ASL) as a second language for elementary and secondary schools. This resulted in an amendment to Part 100 of the Commissioner's Regulations which allows students to take courses in ASL in order to fulfill the second language requirement. This regulatory change became effective July 1993. This Teacher's Guide is designed to help local school district personnel develop ASL curricula and programs. It will also meet Board of Regents Goals for elementary and secondary education and implement Part 100 of the Commissioner's Regulations.

Second language proficiency is an important component in the education of today's students as they prepare for a productive and rewarding life. The value of ASL as a second language is boosted by its special advantages of immediacy and modality. Students can appreciate how a natural language can reveal itself in the visual/gestural mode. The more the hearing population knows ASL, the better communication will be between themselves and the Deaf community in New York State and the country.

From January to September, 1992, administrators from ASL programs and deaf educational institutions, teachers, and researchers from the field of American Sign Language, the parents of deaf children, and staff of the New York State Education Department participated in developing this Teacher's Guide using *Modern Languages for Communication* as a model. The ASL Advisory Committee identified and developed the specific learning outcomes (functions, situations, and topics) at three instructional levels (Checkpoints A, B, and C), guidelines for implementing ASL programs in schools, and implications for instruction.

American Sign Language (ASL) has only recently received recognition as a genuine language. Early views of signed language presume that ASL language was either nonlinguistic, organized by different principles than those found in spoken languages, or linguistic but dependent on the surrounding spoken languages. More careful research into ASL has indicated that it has naturally evolved within the Deaf community, independent of the surrounding spoken languages but equally complex in linguistic structure. ASL has its own morphology, syntax, and discourse structure, and it is distinct from other signed languages developed by Deaf people in different parts of the world. Such results begin to suggest that the linguistic principles governing spoken languages are not restricted to such languages, but rather are shared by all languages which serve as primary communication systems for human beings.

Like other languages, ASL has developed a literary tradition in oratory, folklore, and performance art. ASL has no written form; nevertheless, its literature is similar to that of oral literatures among spoken languages. ASL literature has been recorded since the turn of the century in permanent media like film and video and there is now a branch of linguistics which focuses on the study of literary forms in ASL and other signed languages.

To understand and appreciate ASL is to be aware of the fact that within the larger context of American society there exists a Deaf community. This group is comprised of deaf, hard-of-hearing, and in some cases hearing individuals who share a set of characteristics that bind them together. The basis for this Deaf community is the adaptation many Deaf individuals have made to a visual language. In the United States, this has taken the form of ASL. For membership in the Deaf community, one is expected to possess fluency in ASL as well as share a common set of rules for social behavior. Individuals who are part of the Deaf community have a common way of interacting with each other and with the hearing world. They also share a set of cultural characteristics such as an 85-95 percent endogamous marriage rate and a formal societal structure that can be seen in the numerous Deaf organizations that exist throughout the United States.

It has been estimated that the Deaf community is comprised of approximately 500,000 individuals. However, the Deaf community does not include all people who are deaf in the United States. "There are over two million people who are audimetrically deaf, that is, who are physically unable to perceive the sounds of speech" (Rutherford, "The Culture of American Deaf People," *Sign Language Studies*, Linstok Press, Summer, 1988). Not all of these individuals share the common language and common values that are part of the Deaf cultural experience. ASL remains the chief identifying characteristic for membership in the Deaf community (Rutherford, "The Culture of American Deaf People"). It performs a critical function in generating cohesion among the deaf, hard-of-hearing, and hearing members of the Deaf community, and it creates the basis for a cultural identity.

For most of the history of ASL, its use among the general population was very limited. A general lack of awareness of ASL and the Deaf community led to misconceptions about signed languages, and therefore, a negative attitude was formed about Deaf people using ASL. In many cases, Deaf people experienced a loss of pride because they were taught that their language and culture were inferior to the dominant society. Consequently, there has been very little formal instruction in ASL until quite recently. Sign language instruction has its roots in church basements where volunteer instructors taught a limited vocabulary of isolated sign glosses to hearing adults. Formal courses were first established in the 1970s in colleges but those courses often taught a manual version of English (Manually Coded English or MCE) or Pidgin Sign English (PSE) and not the genuine ASL. MCE and PSE select and arrange signs in accordance with English grammar so that each sign could be matched with a spoken English word. This would allow the instructor and students to speak and sign simultaneously, but this method of communication is not ASL and would not qualify as a "language other than English" for instruction as a second language. Instruction in genuine ASL is a recent phenomenon and is the natural outgrowth of research conducted over the past 25 years which presents ASL as a distinct and natural language of the Deaf community. This research provides specific linguistic and cultural arguments in favor of the acceptance of ASL as a second language. The weight of the research was sufficient enough for the Board of Regents to add American Sign Language to the regulatory definition of a second language in New York State. ASL has also been formally recognized by many states throughout the United States as a second language.

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INTRODUCTION

A New Compact for Learning, approved in 1991 by the New York State Board of Regents, provides a rationale for systematic change and a vision for New York State's educational reformation. Central to the vision described in the Compact is local development of curriculum, instruction, and assessment that results in student achievement of specific learning outcomes.

The purpose of this Guide is to provide a broad format for American Sign Language (ASL) curricula throughout New York State. The goals of the ASL Guide in accordance with the Regents Goals provide guidelines for:

1. functional communication in ASL with emphasis on receptive, expressive, and interactive skills,
2. sharing and understanding the culture of Deaf people in America, and
3. an appreciation of the heritage of Deaf people.

This Guide integrates principles of second language acquisition with the Board of Regents Goals for elementary and secondary education and New York State program requirements. It is meant to inform educators and local school district personnel about distinct characteristics of successful ASL programs, to provide a framework for school district personnel who have responsibility for program development, management, and implementation, and to support the six key principles of the Compact, namely that:

1. All children can learn.
2. Schools must focus on results.
3. Schools must aim for mastery for all students.
4. Schools must be provided the means to achieve the results.
5. Schools must be provided authority with accountability.
6. Success must be rewarded and failure must be remedied.

Specifically, the Guide outlines goals and identifies the components of intended outcomes of ASL learning so that administrators, supervisors, and teachers may design programs. To achieve functional communication, these learning outcomes are stated in terms of the student's anticipated ability to communicate in ASL.

Instructional units for functional communication include the following:

- FUNCTION/PURPOSE of the communication
- SITUATION or CONTEXT in which communication may occur
- TOPICS on which communication may occur
- PROFICIENCY LEVEL of communication expected

The achievement of these outcomes involves the integration of acquired skills, knowledge, and cultural insight. This Guide complies with the goals of modern language education in New York State which pose a shift in second language instruction from an approach that stresses the linguistic aspects of language to one that stresses the skills of functional communication. It includes the following:

Philosophy — sets the stage; describes both the necessity and the desirability of acquiring ASL; explains the communicative approach on which the Guide is based.

Goals — states the goals of this Guide.

Learning Outcomes: An Introduction — defines the components of communication and their relationships to the learning outcomes.

Learning Outcomes: Components — describes the four components of communication: functions, situations, topics, and proficiencies; provides the framework for local determination of more specific content, scope, and sequence.

Learning Outcomes: Checkpoints — represents the four components of communication graphically.

Curriculum Development — describes a process by which the framework of the Guide can be used for teaching ASL.

Implications for Instruction — offers suggestions for developing communicative outcomes.

Guideline for Setting up an ASL Program in School Districts — offers suggestions for hiring qualified ASL instructors, providing commitment to implementation and professional development.

Outline for Planning a Unit of Instruction — provides one of many possible ways to develop a unit of instruction.

Multimedia Approach — suggests multimedia aides to introduce and/or reinforce ASL lessons.

Assessment of Student Progress — addresses the role of assessment in the teaching of ASL.

As noted on the cover, this document is a field test edition of *American Sign Language for Communication*. Six pilot programs in American Sign Language (ASL) have been established in September 1993 to provide the department with feedback on this Teacher's Guide and other issues related to the implementation of ASL as a second language. The pilot programs are in operation at the following sites:

East Islip School District
Edward R. Murrow High School (New York City Public Schools)
Rome City School District, The New York State School for the Deaf (Madison-Oneida BOCES)
Central Square School District

East High School (Rochester City Schools), and
West Irondequoit High School (Monroe I BOCES)

Additional feedback is also being solicited from individuals who use this document or who are knowledgeable about the instruction of ASL. A reaction form is available in Appendix D to provide to interested individuals the opportunity to evaluate the Guide and provide the Department with input.

"SIGN LANGUAGE IS THE NOBLEST GIFT GOD HAS GIVEN TO DEAF PEOPLE."

George W. Veditz
President of the National Association of the Deaf
1913

PHILOSOPHY

Language is our connection to our community and to the world. Through language, we identify the world around us, express our concerns and dreams, and share our experiences and ideas.

The ability to communicate in ASL increases the opportunities to interact with Deaf people and to understand their culture. In addition to the practical application of communication skills, the benefits derived from the study of a visual-gestural language, like ASL, are many and contribute to the attainment of the Regents Goals for elementary and secondary education. It is evident that the study of ASL:

- fosters a sense of humanity and friendship;
- provides insights into the human mind and language itself;
- helps students to increase their sensitivity to the Deaf culture, its values, customs, and traditions and increase their understanding of ASL;
- leads students to discover and examine their own cultural values;
- is an asset to many careers and to professional advancement.

In the teaching of ASL, the fundamental purpose is to enable students to communicate with Deaf people and to understand the Deaf culture better. Thus, this Guide emphasizes a communicative rather than a linguistic approach to teaching ASL. Rather than teaching students vocabulary or grammatical structures in isolation, teachers are urged to help students regard and use the modern language as a tool that will enable them to accomplish specific communicative purposes (functions) in particular forms and settings (situations) about particular subjects (topics). The focus is always on what the students can do with the language and how well they can do it (proficiency).

The successful use of ASL requires maximum utilization of eyes, hands, facial, and body postures for transmitting and receiving grammatical information. Thus, this Guide emphasizes that no spoken English be utilized when modeling ASL.

"AS LONG AS WE HAVE DEAF PEOPLE ON EARTH, WE WILL HAVE SIGNS."

George W. Veditz, President
National Association of the Deaf
in lecture of "Preservation of the Sign Language," 1913 film.

Goals of American Sign Language Learning

The Regents Goals for Elementary, Middle, and Secondary School Students reflect the knowledge, skills, values, and character that young people should acquire from their educational experiences. The goals are the underpinnings for curriculum, instruction, and assessment, so that New York State students can fully exercise their rights and obligations as citizens of the United States of America and members of the world community; take full advantage of career opportunities; and meet their responsibilities to self, family, and others.

There are two major goals of this ASL Guide: communication goals and cultural goals. Although the two major goals are listed separately, they are not intended to remain isolated, but rather to be integrated into an interdependent whole.

The Regents view these goals as the same for all students. These goals represent expectations for students, with the understanding that all students are not the same. Each student has different talents, developmental and learning differences, abilities, interests, emotions, and personal history. Schools must recognize and attend to these differences in order to provide an educational experience that enables all students, regardless of circumstance or background, to succeed.

COMMUNICATION

The primary goal of ASL teaching is the achievement of functional communication in the context of the Deaf culture.

The goals related to ASL instruction include development of:

- receptive, expressive, and interactive skills as a foundation for effective communication in ASL.

CULTURE

Achievement of the cultural goals will enable students to develop greater understanding and appreciation of Deaf culture as well as their own cultures.

This Guide has incorporated cultural goals in the following statements:

Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

- Language and literature in ASL

Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of Deaf culture. Areas include:

- Ways to develop knowledge and appreciation of the Deaf culture
- Ability to use cultural resources of the Deaf community
- Understanding of the diversity of Deaf cultural heritage

Each student will acquire knowledge of political, economic, and social institutions and procedures in the Deaf community.

LEARNING OUTCOMES: AN INTRODUCTION

This Guide defines communication in terms of four components: functions, situations, topics, and proficiencies. The integration of these components constitutes *LEARNING OUTCOMES*. These outcomes are presented at three instructional intervals: Checkpoints A, B, and C.

In the context of a communicative emphasis, teachers should be concerned with the skills to be developed and the way students process information according to their learning styles, needs, interests, and abilities. Because students are less concerned about the nature of language than about what they want to do with it, the emphasis in the ASL classroom should be on the negotiation of meaning rather than on the structure of language. The crucial issue is *what* and *how well* students communicate. The *what* refers to the purpose and the content of the communication (functions, situations, and topics); the *how well* relates to the comprehensibility, linguistic accuracy, originality, scope, and cultural authenticity with which the communicative task is carried out (proficiency). All four components are essential in constructing learning outcomes. The graphic on page 7 provides a visual display of the four components at each checkpoint.

The four components are defined as follows:

- **Function** — the purpose of communication. In any given communication, an attempt is made to achieve one or more ends, such as asking for help, giving advice, or seeking information. The functions listed in this Guide are broad enough to include more specific purposes for communication.
- **Situation** — the context in which the communication occurs. Situations in this Guide indicate the communicative partners, their roles, and the channels of communication.
- **Topic** — the subject of the communication. Topics are universal elements about which communication takes place.
- **Proficiency** — the degree of accuracy and the scope of the communication. Proficiency does not mean native or near-native command of the language. It refers to the various degrees of control of the basic elements of language.

The combination of these four components constitutes the learning outcomes. The outcomes are measured at the following three instructional intervals:

- **Checkpoint A** — learning outcomes for one unit of Regents credit (local examinations until statewide examinations are developed)
- **Checkpoint B** — learning outcomes for three units of Regents credit (local examinations until statewide examinations are developed)
- **Checkpoint C** — learning outcomes for five units-of-credit Regents sequences (local examination)

Standards for local diploma credit will be established by local schools.

Functions, situations, and topics listed under one checkpoint are listed under subsequent checkpoints as well in order to reflect the cumulative, spiraling nature of language acquisition. Students progress from the simple to the complex and from the known to the unknown. It is neither possible nor feasible to expect students to master every aspect of a particular function, situation, or topic at one time. Instead, students are expected to handle these components with increasing ease as their experience with the language grows.

Curriculum planners can use this information to develop a sequence of components for their ASL curriculum. Teachers can plan specific instructional activities and select and develop materials consistent with a communicative emphasis. The components can be combined in innumerable ways to form learning objectives that meet the particular interests and needs of students and to challenge their abilities.

The components of learning outcomes are displayed in two different ways, first by component and second by checkpoint. The display component is on the following pages:

- Functions, p. 8
- Situations, p. 9
- Topics, p. 10
- Proficiencies, p. 21

The four components are regrouped by checkpoint on the following pages:

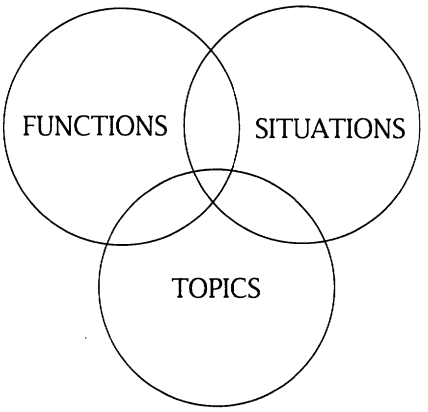
- Checkpoint A, p. 24
- Checkpoint B, p.26
- Checkpoint C, p. 28

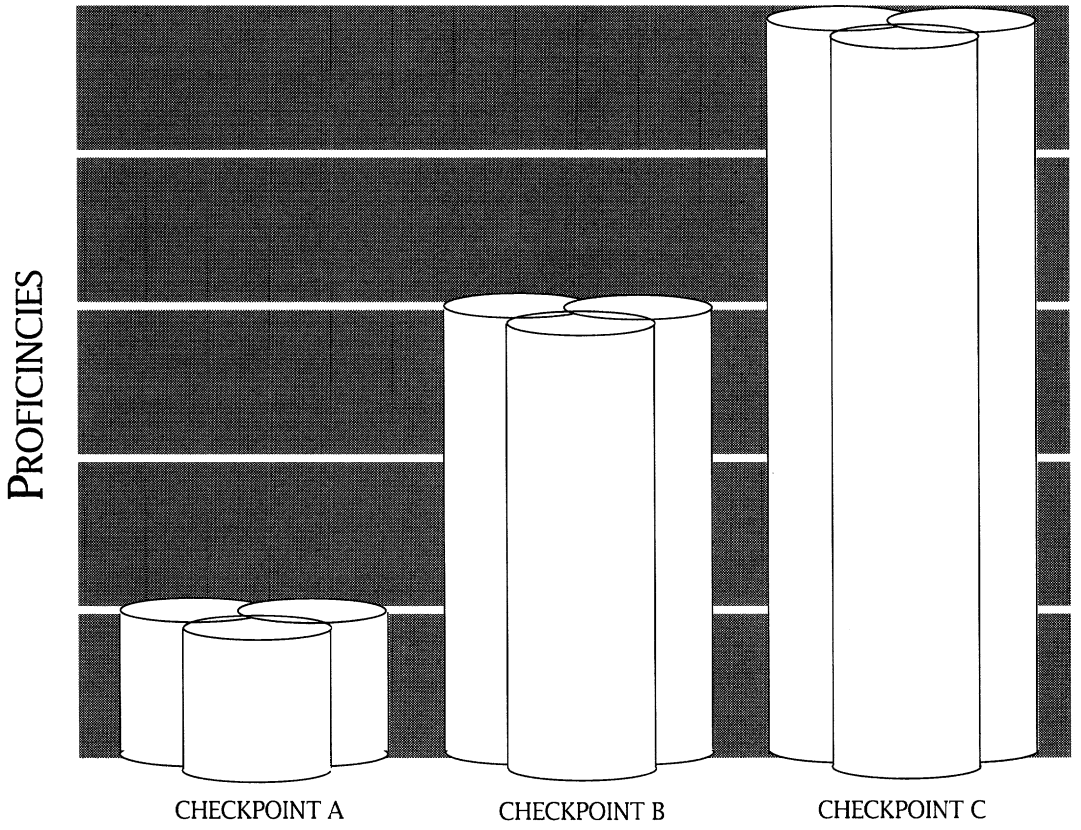
Learning Outcomes: Components

The following section provides detailed information about the components of communication by the following subheadings:

Functions
Situations
Topics
Proficiencies

Components of Communication





A visual display of the integration
of the four components at each checkpoint

Components of Communication: Functions

Functions denote the purposes for communication. For example, in a given situation one may wish to ask for help, give advice, issue a warning, or try to convince someone. The functions listed here are broad and may be applied to any communication situation or given topic at any of the three checkpoints.

- Socializing
  - — greeting
  - — leave-taking
  - — introducing
  - — thanking
  - — apologizing
  - — getting attention
  - — turn-taking
- Providing and obtaining information about:
  - — facts
  - — events
  - — needs
  - — opinions
  - — attitudes
  - — feelings
- Expressing personal feelings about:
  - — facts
  - — events
  - — opinions
  - — attitudes
- Getting others to adopt a course of action by:
  - — suggesting
  - — requesting
  - — directing
  - — advising
  - — warning
  - — convincing
  - — praising

Components of Communication: Situations

The situations listed here indicate the contexts in which communication occurs. They define the communication partners and their roles. They establish the parameters for the negotiation of meaning between two or more people.

The situations are listed according to the primary skill students must use in American Sign Language: receptive skill, expressive skill, and interactive skill. However, it is important to note that several skills may be involved in any given act of communication. In all cases, each situation must be considered in relation to the functions, topics, and proficiencies. The age, ability, and experience of the student should also be considered.

	CHECKPOINTS		
RECEPTIVE	A	B	C
Classroom activities with teacher and one or more peers	•	•	•
Daily living situations, one-on-one, with peers and familiar deaf adults	•	•	•
Daily living situations with small groups of no more than three peers or familiar deaf adults	•	•	•
Viewing instructional videotapes	•	•	•
Lectures by teacher or peer		•	•
Attending to stories in ASL		•	•
Viewing television broadcasts and film		•	•
Observing interaction at meetings		•	•
Lectures and speeches by any ASL signer			•
EXPRESSIVE			
Classroom activities with teacher and one or more peers	•	•	•
Daily living situations with one or several peers or familiar deaf adults	•	•	•
Giving speeches, lectures, reports		•	•
Making announcements		•	•
Telling stories		•	•
INTERACTIVE			
Classroom activities with teacher or one peer	•	•	•
Daily living situations, one-on-one, with peers and familiar deaf adults	•	•	•
Group discussion with teacher, one or more peers, or familiar and unfamiliar deaf adults		•	•
Debate			•

COMPONENTS OF COMMUNICATION: TOPICS

The topics listed here form the basis for meaningful communication within the deaf culture. They are listed in no particular order, since their use depends on the students' needs and interests. **Students are not expected to acquire comprehensive, academic knowledge of the topics; but rather, to be able to engage in communication *about* them.**

Topics must be considered as they apply to functions, situations, and proficiencies. Teachers are encouraged to add topics which are of interest to students and to adapt instruction to their students' communication needs, ages, and abilities.

Individual topics appear at more than one checkpoint because language acquisition is cumulative and spiraling in nature. Teachers should reintroduce, reinforce, and expand communication on the topics as students' proficiency and the range of situations increases. The checkpoints are neither starting points nor ending points of instruction. They are indicators of what learning outcomes should have been achieved at that interval in the learning process.

TOPICS	CHECKPOINTS		
1) PERSONAL IDENTIFICATION	A	B	C
BIOGRAPHICAL INFORMATION			
age	•	•	•
address and telephone number	•	•	•
nationality	•	•	•
family	•	•	•
occupation	•	•	•
place and date of birth	•	•	•
educational background	•	•	•
ethnicity	•	•	•
place (large city or state)	•	•	•
hearing status	•	•	•
communication mode	•	•	•
PHYSICAL CHARACTERISTICS			
height	•	•	•
weight	•	•	•
complexion	•	•	•
facial features	•	•	•

TOPICS	CHECKPOINTS A	B	C
body shape	•	•	•
color of hair/eyes	•	•	•
disabilities	•	•	•
PSYCHOLOGICAL CHARACTERISTICS			
character	•	•	•
personality	•	•	•
likes and dislikes	•	•	•
tasks and interests	•	•	•
culture	•	•	•
communication preference		•	•
2) HOUSE AND HOME			
TYPES OF LODGING			
house	•	•	•
apartment	•	•	•
dormitories		•	•
rental and ownership		•	•
ROOMS AND OTHER LODGING COMPONENTS			
identification	•	•	•
size and function	•	•	•
furnishings	•	•	•
garden/yard/balcony/porch	•	•	•
assistive technological devices	•	•	•
appliances		•	•

TOPICS	CHECKPOINTS A	B	C
3) SERVICES			
repairs		•	•
public utilities			•
deliveries			•
4) FAMILY LIFE			
family members	•	•	•
activities	•	•	•
roles and responsibilities		•	•
rapport among family members		•	•
5) COMMUNITY NEIGHBORHOOD			
common activities	•	•	•
local stores/facilities	•	•	•
relationship with hearing individuals	•	•	•
clubs/organizations	•	•	•
houses of worship/religious origin	•	•	•
responsibilities		•	•
expectations		•	•
rapport among community members		•	•
6) PHYSICAL ENVIRONMENT			
GEOGRAPHICAL FEATURES			
big city/small town/village/suburb/rural area	•	•	•
geography of area	•	•	•
directions	•	•	•
architectural features		•	•

TOPICS	CHECKPOINTS A	B	C
CLIMATE AND WEATHER			
seasons	•	•	•
temperature	•	•	•
precipitation	•	•	•
wind	•	•	•
natural catastrophes		•	•
flora and fauna		•	•
impact on human life		•	•
QUALITY OF ENVIRONMENT			
opportunities for recreation and entertainment	•	•	•
ecology		•	•
economy		•	•
aesthetics		•	•
7) MEAL-TAKING, FOOD, DRINK			
TYPES OF FOOD/DRINK			
everyday family fare	•	•	•
regional and national specialties	•	•	•
fast food	•	•	•
food and drink preparation	•	•	•
special occasion menus		•	•
MEALTIME INTERACTION			
regular family meals	•	•	•
eating with friends/relatives	•	•	•
eating out	•	•	•
socializing in public establishments		•	•

TOPICS	CHECKPOINTS A	B	C
8) HEALTH AND WELFARE			
PARTS OF THE BODY			
identification	•	•	•
care		•	•
ILLNESS AND ACCIDENTS			
symptoms of illness	•	•	•
medical services		•	•
treatment		•	•
insurance		•	•
social services		•	•
health issues		•	•
9) EDUCATION			
SCHOOL ORGANIZATION			
types of schools (residential, mainstreamed, public)	•	•	•
schedule	•	•	•
school year	•	•	•
programs		•	•
content		•	•
examinations		•	•
grading		•	•
diploma		•	•
students' organizations		•	•
SCHOOL/DORM LIFE			
extracurricular activities	•	•	•

TOPICS	CHECKPOINTS A	B	C
relationships among students		•	•
relationships between staff and students		•	•
discipline		•	•
roles		•	•
responsibilities		•	•
expectations		•	•
EDUCATIONAL SYSTEM			
structure			•
personnel			•
society's needs and expectations			•
POSTSECONDARY OPPORTUNITIES			
college		•	•
employment		•	•
support services		•	•
vocational rehabilitation		•	•
funding sources		•	•
10) EARNING A LIVING			
TYPES OF EMPLOYMENT			
commonly known occupations	•	•	•
summer/part-time employment		•	•
volunteer work		•	•
internship			•
WORK CONDITIONS			
preparation/training		•	•
work roles/responsibilities		•	•

TOPICS	CHECKPOINTS A	B	C
pay/benefits		•	•
relationships with colleagues and employer			•
job evaluation			•
MAJOR ISSUES IN EMPLOYMENT			
access		•	•
accommodations		•	•
job market			•
new trends in employment			•
labor/management relations			•
11) LEISURE			
AVAILABLE LEISURE TIME			
after school	•	•	•
weekends	•	•	•
holidays	•	•	•
vacation	•	•	•
ACTIVITIES			
hobbies	•	•	•
sports	•	•	•
other interests	•	•	•
use of media, including media related to deafness	•	•	•
organizations		•	•
facilities		•	•
SPECIAL OCCASIONS			
religious events	•	•	•
traditions and customs	•	•	•
family occasions	•	•	•

TOPICS	CHECKPOINTS A	B	C
12) PUBLIC AND PRIVATE SERVICES			
COMMUNICATIONS			
telecommunication assistive devices	•	•	•
telephone	•	•	•
mail	•	•	•
captioned television	•	•	•
decoder	•	•	•
hearing aids	•	•	•
relay	•	•	•
interpreting services	•	•	•
telegram		•	•
GOVERNMENT AGENCIES			
post office	•	•	•
police		•	•
social services		•	•
legal services/attorney		•	•
legal system			•
FINANCES			
banks		•	•
13) SHOPPING			
SHOPPING FACILITIES AND PRODUCTS			
shopping centers	•	•	•
specialty shops	•	•	•

TOPICS	CHECKPOINTS A	B	C
neighborhood merchants	•	•	•
department stores	•	•	•
markets	•	•	•
mail-order companies		•	•
SHOPPING PATTERNS			
time (opening hours, etc.)	•	•	•
currency	•	•	•
interaction with sales staff	•	•	•
staples and everyday purchases	•	•	•
modes of payment		•	•
weights, measurements, sizes		•	•
SHOPPERS' INFORMATION			
prices	•	•	•
advertisements		•	•
consumer publications			•
labels/information			•
brochures/directions			•
14) TRAVEL			
means of transportation	•	•	•
maps	•	•	•
timetables and fares	•	•	•
graphic symbols and instructions	•	•	•
interaction at ticket counters	•	•	•
advertisements/promotional information	•	•	•
directions	•	•	•
itinerary		•	•

TOPICS	CHECKPOINTS A	B	C
interaction at travel agencies		•	•
camping		•	•
hotels		•	•
private guest arrangements		•	•
travel information agencies			•
15) CURRENT EVENTS			
POLITICAL, SOCIAL, ECONOMIC ASPECTS			
miscellaneous news	•	•	•
political parties		•	•
present government		•	•
current political issues		•	•
current economic issues		•	•
general description of society		•	•
executive, legislative, judicial branches of government			•
status of the economy			•
trends in the economy			•
social classes and their relationships			•
current social issues			•
16) DEAF CULTURE AND COMMUNITY			
ORGANIZATIONS			
civic, consumer, religious organizations		•	•
CULTURAL ASPECTS			
interpreted performances	•	•	•
arts (cinema, theater, music, including deaf theater)	•	•	•

TOPICS	CHECKPOINTS		
	A	B	C
people in the arts (including deaf actors and actresses)	•	•	•
special events	•	•	•
institutions/facilities		•	•
historical and artistic sites		•	•
folklore, including deaf folklore		•	•
trends			•

Components of Communication: Proficiences

The proficiencies listed here are descriptions of standards of competence for receptive, expressive, and interactive skills and cultural understanding that are expected to be achieved at each of the three checkpoints. The term "proficiency" does not mean native or near-native fluency. Instead, it refers to the degree of control of the language that the student should be able to demonstrate at each checkpoint.

The proficiencies in this Guide are stated in such a way as to accommodate the varied learning styles and abilities of all students. They are designed to stress the successful communication of meaning rather than placing undue emphasis on attaining structural accuracy, particularly at the early stages of language learning.

Proficiencies are to be applied to the functions, situations, and topics as indicators of how well students are expected to communicate.

RECEPTIVE

CHECKPOINT A

The student can comprehend simple statements and questions in standard dialect; has both general and detailed understanding of short, discrete expressions; usually comprehends the main idea of extended but simple messages and conversations; often requires repetition for comprehension even when watching persons who are used to signing with nonfluent signers.

CHECKPOINT B

The student can comprehend short conversations in standard dialects based on region, age, and educational differences. Limited vocabulary range necessitates repetitions and/or paraphrasing for understanding. The student can understand frequently used grammatical features and word order patterns in simple sentences; has a good understanding of longer conversations and messages within familiar communicative situations; can sustain comprehension through contextual inferences in short communications with fluent signers who are aware of the student's lack of fluency.

CHECKPOINT C

The student can understand a wide variety of registers delivered with some repetition and paraphrasing by fluent signers; can understand the essential points of discussions or presentations on familiar topics. Unfamiliar topics as well as more advanced signed communication may hinder comprehension.

EXPRESSIVE

CHECKPOINT A

The student can express basic personal needs and compose statements, questions, and short messages. Signing consists mostly of basic vocabulary and structures in simple sentences and phrases. Although errors in sign production and grammar are frequent, signing can be understood by fluent ASL signers used to dealing with nonfluent ASL signers.

CHECKPOINT B

The student can use advanced vocabulary and commonly encountered structures; can express present, future, and past ideas comprehensively. Major errors still occur in expressing more complex thoughts. The student begins to develop sequential relationships. Signing is comprehensible to fluent ASL signers used to dealing with nonfluent signers.

CHECKPOINT C

The student can organize presentations on everyday topics and complex ideas with sufficient vocabulary to express himself/herself clearly; demonstrates good control of the morphology of the language and of the most frequently used syntactic structures, but errors may still occur. Signing in ASL is comprehensible to a fluent signer not used to reading the signing of nonfluent signers.

INTERACTIVE

CHECKPOINT A

The student can initiate and respond to simple statements and engage in simple face-to-face conversation within the vocabulary and structure appropriate to the communicative situations and functions of this level; can be understood, with some repetitions and paraphrasing, by fluent signers used to a nonfluent signer attempting to communicate with their language.

CHECKPOINT B

The student can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and paraphrasing; can use the more common grammatical features, but still makes many errors in formation and selection; can use word order accurately in conversation in more complex patterns; can sustain coherent structures in short communications. Extended communication is cohesive. The student can sign comprehensively but has difficulty producing certain features in certain positions or combinations. Signing is usually labored and has to be repeated to be understood by fluent ASL signers.

CHECKPOINT C

The student can handle most communicative situations with confidence, but may need help with any complication or difficulty. Limited control of more complex structures may interfere with communication.

CULTURAL

CHECKPOINT A

The student has knowledge of some aspects of the Deaf culture and is aware of the existence of cultures other than his/her own; is able to function in authentic, common, everyday situations but makes frequent cultural errors that impede communication even with fluent ASL signers accustomed to dealing with nonfluent ASL signers.

CHECKPOINT B

The student shows understanding of cultures as systems of values that evolve with time, and is able to show how certain values are associated with certain behavior patterns in his/her own culture as well as the Deaf culture; can distinguish some culturally authentic patterns of behavior from idiosyncratic behaviors; still shows misunderstandings in applying this knowledge, and miscommunicates sometimes with fluent ASL signers not accustomed to nonfluent signers.

CHECKPOINT C

The student shows understanding of most culturally determined behaviors of the Deaf community and demonstrates a general appreciation for their culture; is generally able to avoid major misunderstandings in everyday situations with fluent ASL signers not accustomed to nonfluent signers; is able to use the context to guess at the meaning of some unfamiliar cultural behaviors; shows some initiative and ease in using culturally appropriate behaviors acquired by observation of authentic models.

Learning Outcomes: Checkpoints

The following graphics regroup the components of communication by checkpoints. These graphics provide an overview of the functions, situations, topics, and proficiencies, **without subheadings**, at each of the three checkpoints.

CHECKPOINT A

FUNCTIONS

Socializing:
- greeting
- leave-taking
- introducing
- thanking
- apologizing
- getting attention
- turn-taking

Providing and obtaining information about:
- facts
- events
- needs
- opinions
- attitudes
- feelings

Expressing personal feelings about:
- facts
- events
- opinions
- attitudes

Getting others to adopt a course of action by:
- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

SITUATIONS

Receptive:

Classroom activities with teacher and one or more peers
Daily living situations, one-on-one, with peers and familiar adults who are deaf
Daily living situations with small group of no more than three peers or familiar adults who are deaf
Viewing instructional videotapes

Expressive:

Classroom activities with teacher and one or more peers
Daily living situations with one or several peers or familiar adults who are deaf

Interactive:

Classroom activities with teacher or one peer
Daily living situations, one-on-one, with peers and familiar adults who are deaf

PROFICIENCIES

Receptive Ability:

The student can comprehend simple statements and questions in standard dialect; has both general and detailed understanding of short, discrete expressions; usually comprehends the main idea of extended but simple messages and conversations; often requires repetition for comprehension even when watching persons who are used to signing with nonfluent signers.

Expressive Ability:

The student can express basic personal needs and compose statements, questions, and short messages. Signing consists mostly of basic vocabulary and structures in simple sentences and phrases. Although errors in sign production and grammar are frequent, signing can be understood by fluent ASL signers used to dealing with nonfluent ASL signers.

Interactive Ability:

The student can initiate and respond to simple statements and engage in simple face-to-face conversation within the vocabulary and structure appropriate to the communicative situations and functions of this level; can be understood, with some repetitions and paraphrasing, by fluent signers used to a nonfluent signer attempting to communicate with their language.

Cultural Understanding:

The student has knowledge of some aspects of the Deaf culture and is aware of the existence of cultures other than his/her own; is able to function in authentic, common, everyday situations but makes frequent cultural errors that impede communication even with fluent ASL signers accustomed to dealing with nonfluent ASL signers.

TOPICS

Personal Identification:

Biographic information: age, address, and telephone number, nationality, family, occupation, place and date of birth, hearing status, educational background, ethnicity, place (large city or state), communication mode

Physical characteristics: height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities

Psychological characteristics: character, personality, likes and dislikes, tasks and interests, culture

House and Home:

Types of lodging: house, apartment rooms and other lodging components: identification, size/function, furnishings, garden/balcony/yard/porch, assistive technological devices

Family Life:

Family members, activities

Community Neighborhood:

Common activities, local stores/facilities, relationship with hearing individuals, clubs, organizations, houses of worship, religious origin

Physical Environment:

Geographical features — big city, small town, village, suburb, country, geography of area, directions

Climate and weather — seasons, temperature, precipitation, wind

Quality of environment — opportunities for recreation and entertainment

Meal Taking/Food/Drink:

Types of food/drink — everyday family fare, regional and national specialties, fast food, food and drink preparation

Mealtime interaction: regular family meals, eating with friends/relatives, eating out

Health and Welfare:

Parts of the body — identification

Illness and accidents — symptoms of illness

Education:

School organization — types of schools (residential, mainstreamed, public), schedule, school year

School/dorm life — extracurricular activities

Earning a Living:

Types of employment — commonly known occupations

Leisure:

Available leisure time — after school, weekends, holidays, vacation

Activities — hobbies, sports, other interests, use of media, including media related to deafness

Special occasions — religious events, traditions and customs, family occasions

Public and Private Services:

Communications — telecommunication assistive devices, telephone, mail, captioned television, decoder, hearing aids, relay, interpreting services

Government agencies — post office

Shopping:

Shopping facilities and products — shopping centers, specialty shops, neighborhood merchants, department stores, markets

Shopping patterns — store or mall hours, currency, interaction with sales staff, staples and everyday purchases

Shoppers information — prices

Travel:

Means of transportation, maps, timetables, and fares, graphic symbols and instructions, interaction at ticket counters, advertisements/promotional information, directions

Current Events:

Political/social/economic aspects — miscellaneous news

Cultural aspects — interpreted performances, arts (theater, cinema, music including Deaf theater), people in the arts including Deaf actors and actresses, special events

CHECKPOINT B

FUNCTIONS

Socializing:
- greeting
- leave-taking
- introducing
- thanking
- apologizing
- getting attention
- turn-taking

Providing and obtaining information about:
- facts
- events
- opinions
- attitudes

Getting others to adopt a course of action by:
- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

SITUATIONS

Receptive:

Classroom activities with teacher and one or more peers
Lectures by teacher or peer
Daily living situations with peers and familiar or unfamiliar adults who are deaf; attending to stories in ASL
Daily living situations with small group of no more than three peers or familiar adults who are deaf
Viewing instructional videotapes, television broadcasts, and film
Observing interaction at meetings

Expressive:

Classroom activities with teacher and one or more peers
Giving speeches, lectures, reports
Making announcements, telling stories
Daily living situations with one or several peers or familiar and unfamiliar deaf adults

Interactive:

Classroom activities, including group discussion, with teacher or one or more peers
Daily living situations, including group discussion, with peers, familiar, and unfamiliar adults who are deaf

PROFICIENCES

Receptive Ability:

The student can comprehend short conversations in standard dialect or dialects based on region, age, and educational differences. Limited vocabulary range necessitates repetitions and/or paraphrasing for understanding. The student can understand frequently used grammatical features and word order patterns in simple sentences; has a good understanding of longer conversations and messages within familiar communicative situations; can sustain comprehension through contextual inferences in short communications with fluent signers who are aware of the student's lack of fluency.

Expressive Ability:

The student can use advanced vocabulary and commonly encountered structures; can express present, future, and past ideas comprehensibly. Major errors still occur in expressing more complex thoughts. The student begins to develop sequential relationships. Signing is comprehensible to fluent ASL signers used to dealing with nonfluent signers.

Interactive Ability:

The student can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and paraphrasing; can use the more common grammatical features, but still makes many errors in formation and selection; can use word order accurately in conversation in more complex patterns; can sustain coherent structures in short communications. Extended communication is cohesive. The student can sign comprehensibly but has difficulty producing certain features in certain positions or combinations. Signing is usually labored and has to be repeated to be understood by fluent ASL signers.

Cultural Understanding:

The student shows understanding of cultures as systems of values that evolve with time, and is able to show how certain values are associated with certain behavior patterns in his/her own culture as well as the Deaf culture; can distinguish some culturally authentic patterns of behavior from idiosyncratic behaviors; still shows misunderstandings in applying this knowledge, and miscommunicates sometimes with fluent ASL signers not accustomed to nonfluent signers.

TOPICS

PERSONAL IDENTIFICATION:

Biographical information: age, address, and telephone number, nationality, family, occupation, place and date of birth, hearing status, educational background, ethnicity, place (large city or state), communication mode
Physical characteristics: height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities
Psychological characteristics: character, personality, likes and dislikes, tasks and interests, culture, **communication preference**

HOUSE AND HOME:

Types of lodging: house, apartment, **dormitories, rental, and ownership**
Rooms and other lodging components: identification, size/function, furnishings, garden/balcony/yard/porch, assistive technological devices, **appliances**

SERVICES:

Repairs

FAMILY LIFE:

Family members, activities, **roles and responsibilities, rapport among family members**

COMMUNITY NEIGHBORHOOD:

Common activities, local stores/facilities, relationship with hearing individuals, clubs, organizations, houses of worship, religious origin, **responsibilities, expectations, rapport among community members**

PHYSICAL ENVIRONMENT:

Geographical features — big city, small town, village, suburb, country, geography of area, directions, **architectural features**
Climate and weather — seasons, temperature, precipitation, wind, **natural catastrophes, flora and fauna, impact on human life**
Quality of environment — opportunities for recreation and entertainment, **ecology, economy, aesthetics**

MEAL TAKING/FOOD/DRINK:

Types of food/drink — everyday family fare, regional and national specialties, fast food, food and drink preparation, **special occasion menus**
Mealtime interaction: regular family meals, eating with friends/relatives, eating out, **socializing in public establishments**

HEALTH AND WELFARE:

Parts of the body — identification
Illness and accidents — symptoms of illness, **medical services, treatment, insurance, social services, health issues**

EDUCATION:

School organization — types of schools (residential, mainstreamed, public), schedule, school year, **programs, content, examinations, grading, diploma, students' organizations**
School/dorm life — extracurricular activities, **relationships among students, relationships between staff and students, discipline, roles, responsibilities, expectations**
Postsecondary opportunities: college, employment, support services, vocational rehabilitation, and funding sources

EARNING A LIVING:

Types of employment — commonly known occupations, **summer/part-time employment, volunteer work**
Work conditions: preparation/training, work roles/responsibilities, pay/benefits
Major issues in employment: access, accommodations

LEISURE:

Available leisure time — after school, weekends, holidays, vacation
Activities — hobbies, sports, other interests, use of media, including media related to deafness, **organizations, facilities**
Special occasions — religious events, traditions and customs, family occasions

PUBLIC AND PRIVATE SERVICES:

Communications — telecommunication assistive devices, telephone, mail, captioned television, decoder, hearing aids, relay, interpreting services, **telegram**
Government agencies — post office, **police, social services, legal services/attorney**

FINANCES:

Banks

SHOPPING:

Shopping facilities and products — shopping centers, specialty shops, neighborhood merchants, department stores, markets, **mail order companies**
Shopping patterns — store or mall hours, currency, interaction with sales staff, staples and everyday purchases, **modes of payment, weights, measurements, sizes**
Shoppers information — prices, **advertisements**

TRAVEL:

Means of transportation, maps, timetables, and fares, graphic symbols and instructions, interaction at ticket counters, advertisements/promotional information, directions, **itinerary, interaction at travel agencies, camping, hotels, private guest arrangements**

CURRENT EVENTS:

Political/social/economic aspects — miscellaneous news, **political parties, present government, current political issues, current economic issues, general description of society**
Cultural aspects — interpreted performances, arts (theater, cinema, music including Deaf theater), people in the arts including Deaf actors and actresses, special events, **institutions/facilities, historical and artistic sites, folklore (including Deaf folklore)**

DEAF CULTURE AND COMMUNITY:

Organizations — civic/consumer/religious, athletic/other organizations, Deaf organizations, Deaf athletics, Deaf community
Deaf culture and heritage — cultural/ASL, ASL and other sign systems
Defining the experiences of people who are deaf
Deaf issues: discrimination, rights of deaf individuals, legal issue, legislation
Hearing culture

NOTE: **Bold type indicates the addition of topics.**

CHECKPOINT C

FUNCTIONS

Socializing:
- greeting
- leave-taking
- introducing
- thanking
- apologizing
- getting attention
- turn-taking

Providing and obtaining information about:
- facts
- events
- needs
- opinions
- attitudes
- feelings

Expressing personal feelings about:
- facts
- events
- opinions
- attitudes

Getting others to adopt a course of action by:
- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

SITUATIONS

Receptive:

Classroom activities with teacher and one or more peers
Lectures and speeches by any ASL signers
Daily living situations with peers and familiar or unfamiliar deaf adults
Attending to stories in ASL
Daily living situations with small group of no more than three peers or familiar deaf adults
Viewing instructional videotapes, television broadcasts, and film
Observing interaction at meetings

Expressive:

Classroom activities with teacher and one or more peers
Giving speeches, lectures, reports
Making announcements, telling stories
Daily living situations with one or several peers or familiar and unfamiliar deaf adults

Interactive:

Classroom activities, including group discussion, with teacher or one or more peers
Daily living situations, including group discussion, with peers, familiar, and unfamiliar deaf adults
Debate

PROFICIENCIES

Receptive Ability:

The student can understand a wide variety of registers delivered with some repetition and paraphrasing by fluent signers; can understand the essential points of discussions or presentations on familiar topics. Unfamiliar topics as well as more advanced signed communication may hinder comprehension.

Expressive Ability:

The student can organize presentations on everyday topics and complex ideas with sufficient vocabulary to express himself/herself clearly; demonstrates good control of the morphology of the language and of the most frequently used syntactic structures, but errors may still occur. Signing in ASL is comprehensible to a fluent signer not used to reading the signing of nonfluent signers.

Interactive Ability:

The student can handle most communicative situations with confidence,but may need help with any complication or difficulty. Limited control of more complex structures may interfere with communication.

Cultural Understanding:

The student shows understanding of most culturally determined behaviors of the Deaf community and demonstrates a general appreciation for their culture; is generally able to avoid major misunderstandings in everyday situations with fluent ASL signers not accustomed to nonfluent signers; is able to use the context to guess at the meaning of some unfamiliar cultural behaviors; shows some initiative and ease in using culturally appropriate behaviors acquired by observation of authentic models.

TOPICS

Personal Identification:

Biographical information: age, address, and telephone number, nationality, family, occupation, place and date of birth, hearing status, educational background, ethnicity, place (large city or state), communication mode
Physical characteristics: height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities
Psychological characteristics: character, personality, likes and dislikes, tasks and interests, culture, communication preference

House and Home:

Types of lodging: house, dormitories, apartment, rental, and ownership
Rooms and other lodging components: identification, size/function, furnishings, garden/balcony/yard/porch, assistive technological devices, appliances

Services:

Repairs, **public utilities, deliveries**

Family Life:

Family members, activities, **roles and responsibilities, rapport among family members**

Community Neighborhood:

Common activities, local stores/facilities, relationship with hearing individuals, clubs, organizations, houses of worship, religious origin, responsibilities, expectations, rapport among community members

Physical Environment:

Geographical features — big city, small town, village, suburb, country, geography of area, directions, architectural features
Climate and weather — seasons, temperature, precipitation, wind, natural catastrophes, flora and fauna, impact on human life
Quality of environment — opportunities for recreation and entertainment, ecology, economy, aesthetics

Meal Taking/Food/Drink:

Types of food/drink — everyday family fare, regional and national specialties, fast food, food and drink preparation, special occasion menus
Mealtime interaction: regular family meals, eating with friends/relatives, eating out, socializing in public establishments

Health and Welfare:

Parts of the body — identification
Illness and accidents — symptoms of illness, medical services, treatment, insurance, social services, health issues

Education:

School organization — types of schools (residential, mainstreamed, public), schedule, school year, programs, content, examinations, grading, diploma, students' organizations
School/dorm life — extracurricular activities, relationships among students, relationships between staff and students, discipline, roles, responsibilities, expectations
Educational system: structure, personnel, society's needs and expectations
Postsecondary opportunities: college, employment, support services, vocational rehabilitation, and funding sources

Earning a Living:

Types of employment — commonly known occupations, summer/part-time employment, volunteer work, **internship**
Work conditions: preparation/training, work roles/responsibilities, pay/benefits, **relationships with colleagues and employer, job evaluation**
Major issues in employment: access, accommodations, **job market, new trends in employment, labor/management relations**

Leisure:

Available leisure time — after school, weekends, holidays, vacation
Activities — hobbies, sports, other interests, use of media, including media related to deafness, organizations, facilities
Special occasions — religious events, traditions and customs, family occasions

Public and Private Services:

Communications — telecommunication assistive devices, telephone, mail, captioned television, decoder, hearing aids, relay, interpreting services, telegram
Government agencies — post office, police, social services, legal services/attorney, **legal system**

Finances:

Banks

Shopping:

Shopping facilities and products — shopping centers, specialty shops, neighborhood merchants, department stores, markets, mail order companies
Shopping patterns — store or mall hours, currency, interaction with sales staff, staples and everyday purchases, modes of payment, weights, measurements, sizes
Shoppers information — prices, advertisements, **consumer publications, labels/information, brochures/directions**

Travel:

Means of transportation, maps, timetables, and fares, graphic symbols and instructions, interaction at ticket counters, advertisements/promotional information, directions, itinerary, interaction at travel agencies, camping, hotels, private guest arrangements, **travel information agencies**

Current Events:

Political/social/economic aspects — miscellaneous news, political parties, present government, current political issues, current economic issues, general description of society, **executive, legislative, judicial government branches, status of the economy, trends in the economy, social classes and their relationships, current social issues**
Cultural aspects — interpreted performances, arts (theater, cinema, music including Deaf theater), people in the arts including Deaf actors and actresses, special events, institutions/facilities, historical and artistic sites, folklore (including Deaf folklore), **trends**

Deaf Culture and Community:

Organizations — civic/consumer/religious, athletic/other organizations, Deaf organizations, Deaf athletics, Deaf community
Deaf culture and heritage — cultural/ASL, ASL and other sign systems; defining the experiences of people who are deaf, ASL and other sign systems
Deaf culture and sign language in other countries, Deaf clubs and organizations, houses of worship, Deaf marriage patterns, school for the Deaf as culture centers, and interacting with the hearing culture
Deaf issues: discrimination, rights of deaf individuals, legal issue, legislation, **employment, educational**
Hearing culture

***NOTE:* Bold type indicates the addition of topics.**

CURRICULUM DEVELOPMENT

AN OVERVIEW

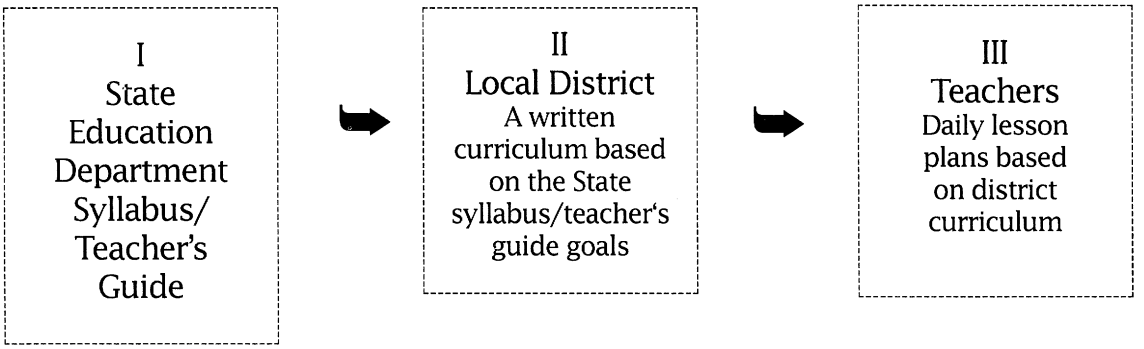
Curriculum development takes place at the State, regional, district, and classroom levels. It consists of three major categories of activities:

I. State level — development of a syllabus or teacher's guide which contains statements of goals and learning outcomes

II. District level — development of a written curriculum based on the State syllabus or teacher's guide

III. Classroom level — development of courses of study with units and daily lessons based on the district's curriculum

These activities are shown below:



CURRICULUM AT THE LOCAL LEVEL

Curriculum development at the local level may involve classroom teachers, special education teachers, supervisors, administrators, and chairpersons, parents, members of the community, and students. The curriculum development process should also involve members of the Deaf community as well as parents and students who currently use ASL and teachers of ASL. The task is to design a program that is directed toward the systematic accomplishment of the goals provided by the Regents, the ASL Teacher's Guide, the Deaf community, and the local board of education.

The process of curriculum development involves planned, sequential activities that require the commitment of time and of human and financial resources from the community/district. The objective is to provide a written document with the following parts:

- a statement of philosophy regarding ASL study for the community/district
- broad goals for the program based on one of the goals of ASL's Teacher's Guide and the community/district goals
- a scope and sequence for content and skills to be taught K-12 if the program begins in the elementary school
- learning outcomes and objectives to be achieved at predetermined checkpoints
- model or suggested teaching/learning activities
- evaluation strategies based on the Guide and the community/district curriculum
- ideas for modifying instructional methods and materials for students with disabilities
- ways to assess growth and achievement of students with disabilities

The importance of curriculum development at the local level cannot be overestimated. The curriculum is the link between the ASL Teacher's Guide and the classroom teacher and serves the following purposes:

- It informs the board of education, administrators, teachers, and the community about the program.
- It is the basis for financial and educational decisions about instructional methods and materials, resources for learning experiences, grouping arrangements, time allocations, staff development, and supervision.
- It is the basis for development of courses of study and daily lesson plans.
- It provides continuity and direction for teachers' efforts at all levels.
- It provide strategies for systematic assessment of student achievement.
- It ties together the critical elements of learner outcomes, learning experiences, and evaluation.
- It ensures that the teachers' creative efforts and unique contributions to students are made part of a larger design.

School districts may wish to work cooperatively to develop an ASL curriculum. One way to do this is through the COSER (Cooperative Service) development process of BOCES (Board of Cooperative Educational Services) which enables several districts to work together on a mutually agreeable curriculum project. Districts may wish to examine other regional consortium possibilities, which might involve colleges, universities, and/or regional or state language associations as means for bringing interested districts into a common curriculum project.

A commercially produced curriculum has been designed to help students learn authentic ASL and appreciate its similarity to speech-based languages. The *Signing Naturally* curriculum developed by Vista Community College in California is one current example of a comprehensive curriculum that offers a two-year course of study in ASL. The approach is "functional-notional" and utilizes both print materials and extensive use of videotapes. Curriculum developers at the local level may find *Signing Naturally* a useful resource during their program design and implementation. For additional information on *Signing Naturally* and other resources see Appendix A.

IMPLICATIONS FOR INSTRUCTION

GENERAL CONSIDERATIONS

The stated purpose of this Guide is to identify the goals of American Sign Language instruction in order to enable communities/districts to meet the second language requirements as specified by the Board of Regents. This document contains important implications for instruction. A discussion of some of those implications is offered below.

Instruction in all disciplines is a continuous, spiraling, and cumulative process in which students move from the familiar to the unfamiliar, from the simple to the more complex, always using what has been learned previously to assist them to understand and employ that which they do not yet know.

The ability to communicate is not the result of isolated and compartmentalized instructional units. Instead, it is the cumulative result of all previous instruction. The ability to communicate effectively at any given level of proficiency, or at a particular checkpoint, may require a specific set of vocabulary, a useful set of linguistic structures, or specific knowledge of certain cultural elements, but it cannot be acquired in one single unit of instruction. Students acquire it gradually as their range of functions, situations, and topics increases and as their proficiency within each one of those components of communication becomes more advanced. The components are revisited again and again, each time at a more advanced level of proficiency. It is important for students to be aware of the relationships among the various components of communication and to recognize that the language needed for communication in one component is valid for other components as well. The sooner students are exposed to the relationships among the various components, the faster their growth in proficiency will be.

The goals and the components of communication in this Guide are organized to reflect the cumulative effect of continued instruction through Checkpoints A, B, and C. Teachers and curriculum writers are encouraged to refer to the checkpoint graphics in preparing their instruction objectives.

A communicative emphasis has major implications for ASL teachers. Units of language instruction can be organized in terms of what people want to communicate. The learning outcomes listed in this Guide emphasize the development of practical language skills that have immediate application to communicative situations in ASL. Teaching for communication, the overall goal, will require teachers to use authentic materials (samples of ASL as it is used by Deaf people to communicate among themselves) for instruction, drawn from a wide variety of sources.

Also, in order to communicate effectively in a visual language, the orientation to the use of one's eyes should be initiated and reference to students' first language should be limited, that is, generally use of English spoken or written in the beginning stages of instruction should be limited to providing directions, classroom management, etc. Instructional activities from the outset should be conducted in ASL with no use of speech or lip movements for English. As students gain proficiency, all communication in the classroom should be conducted in ASL. Activities to help develop comprehension of authentic ASL movements should be implemented within an environment true to the Deaf culture from the beginning of instruction.

It will be necessary for teachers to formulate instructional objectives and create lessons and materials that accommodate the learning styles and ability of a diverse student population. Instructional techniques, materials, and assessment tools may have to be modified so that students with disabilities, for example, have alternative ways to demonstrate their proficiency without being limited by their disabilities. Instructional objectives and techniques will have to be structured in such a way as to maximize their chances for success.

There are many ways to ensure achievement of an objective. Methodological choices may vary with the characteristics of the students and the teachers and with the circumstances under which the learning/teaching process takes place. In general, however, to be effective in teaching communication, a teacher should:

- have a practical command of ASL and Deaf culture;
- identify the students' learning styles;
- modify, as appropriate, instructional strategies and materials to meet the needs of a student with a disability;
- identify the students' learning needs especially as they relate to visual acuity and comprehension;
- manage within the same classroom a variety of small group work, promoting face-to-face interaction;
- use simulations, role-play situations, and games;
- develop a positive learning climate;
- use informal and formal assessment to assure achievement of the objectives;
- develop appropriate readiness activities such as eye training.

RECEPTIVE SKILLS

Receptive skills are those skills necessary for students to derive meaning and understanding of the ASL message when signed by others.

Because the person receiving the communication has little or no control over the nature of the ASL message or its rate of delivery, receptive skills are important to acquire and must be practiced regularly. Develop-

ing receptive fluency requires providing a sequence of receptive activities that are appropriate to the students' receptive skill level. These activities should challenge but not frustrate students as they proceed from easy to more complex receptive activities. Because ASL is a visual gestural language, attention to visual perception is critical to a student's ability to successfully comprehend the signed message. In perceiving, the brain selects, groups, organizes, and sequences the sensory data so that experiences are meaningful, and appropriate responses are forthcoming. The perceptual aspects of signing are very complicated, because discriminations must be made not just on discrete stimuli but rather on a succession of stimulus conditions in which both spatial and temporal patterns are being distinguished.

As soon as possible, students should be exposed to ASL patterns, either live or videotaped. At the same time, carefully constructed samples should be presented to students so that they can derive meaning from simple language composed of familiar elements. In all cases, the context from which the samples are drawn should be clear. Live and/or videotaped samples of communication among ASL users in a culturally authentic setting should be used when possible.

At the initial stages of instruction, receptive comprehension skill development may be limited to understanding the gist of a message. As comprehension improves, students should be encouraged to identify as many specific details as possible. Eventually they should be able to recall most of the significant details from ASL samples of an appropriate length and level of difficulty.

Students should be encouraged to overcome difficulty of understanding caused by the unknown elements of a signed message or presentation and to focus on overall comprehension. Students and teachers should act out, explain, and use repetition to enhance comprehension.

EXPRESSIVE SKILLS

Expressive skills enable students to express themselves effectively in ASL on a wide range of topics and in a wide range of situations.

Early in the instructional process, the focus may be placed on the correct production of predetermined samples of ASL. These samples should always be presented in a communicative situation so that real meaning can be communicated between the students and teachers. Throughout the process, the communicative situations should be as realistic as possible. To develop expression of appropriate hand movement, hand shape, location and palm orientation, and the use of space and modulation, teachers need to implement reinforcing activities for these aspects of ASL.

To develop expressive skills, teachers should emphasize spontaneity and creativity. Students should have the opportunity to be themselves and to express their own thoughts, opinions, and observations. They should be encouraged to experiment with formulating new messages on their own or with the help of the teacher, rather than being restricted to question/answer drills or to structured messages that are memorized or written before being signed. Dialogues, for example, should be designed to prompt students on the function required; for example, "Student A: Ask for your partner's name," is better than giving students the actual language to use. This technique reinforces students generating the appropriate language required to accomplish the function. Teachers may need to be sensitive to the expressive demands of the language and a student's inexperience in expressing him/herself through a gestural language. Teachers may need to spend extra time in helping students feel comfortable in using their bodies and in using space while expressing themselves in a culturally authentic way.

Students should learn grammar as a by-product of communication. A point of grammar should be taught ONLY when students have demonstrated that they need that structure in order to convey accurately an important message. This approach is more effective than engaging students in contrived situations for the sole purpose of "practicing" the application of points of grammar.

Accurate sign production, registers, nonmanual grammar [facial grammatical signals (eyebrows, eye gaze, lower face)] are desirable, but they should not be pursued at the cost of restricting or inhibiting the signer's range of possible communication. They are important ONLY to the extent that they make communication possible. In all cases, the correction of errors should be undertaken only after the interaction has been completed. Corrections should never interfere with the dynamics of communication.

INTERACTIVE SKILLS

Interactive skills include the ability to initiate and sustain ongoing interaction with other users of ASL. Successful interaction relies on a student's ability to derive the intended meaning from a signed message within a particular situation and to appropriately respond within the flow of normal conversation. Interactive skills include recognizing and employing appropriate conversational behaviors to, for example, open a conversation, end a conversation, take turns, interrupt, provide feedback to a conversational partner, gain attention to sign in a group situation, signal you have something to say in one-to-one conversation, wait before signing until attention is gained, say "Hello" to a friend without disrupting her/his conversation with others, walk between a conversation of two others, etc.

Interactive skills should be introduced from the earliest stages of instruction. Visual training activities such as "eye gaze tag" can begin to provide students with experiences related to turn-taking and gaining attention. In early lessons when students are learning to introduce themselves or to ask for others' names, appropriate attention should be paid to introducing interactive skills such as various ways to open a conversation. Seating students in a semicircular arrangement in the classroom and visually directing them to look at one another when others are individually interacting with the teacher as well as reinforcing appropriate seating arrangements for pair or group practice to reinforce appropriate "face-to"face" communicative behaviors all serve to introduce students very early to appropriate interactive behaviors.

As students' proficiency levels increase, explicit instruction should be provided regarding all aspects of appropriate interactive/conversational skills as are partially listed above. Because interactive skills are embedded in culture, as students gain proficiency they can be made aware of the similarities and differences between interactive behaviors which occur in

aural/oral oriented languages/cultures and those that occur in visual/gestural based languages and cultures.

Interactive skills (called "pragmatics" in linguistics) are at the heart of the act of communication. They involve understanding not only what is signed but what is meant and responding appropriately. Beginning level language learners will make "errors" in interpretation of both "what is signed" and "what is meant." Appropriate interactive/conversational behaviors, as described above, can be taught, and these will protect the student and the language community from gross error and "insult." However, acquiring advanced skills and knowledge to interpret "what is signed" and "what is meant." and respond appropriately requires immersion into a community of language users who will patiently nurture the neophyte learner. A student who is prepared with receptive, expressive, interactive, and cultural skills and knowledge will be ready for successful and positive interactions within the Deaf community.

CULTURE

Culture is as important a component of communication as the lexical and structural language elements it pervades. Knowledge of the cultural value of various elements of ASL is essential to accurate communication, and knowledge of the second language Culture makes meaningful interaction with a fluent ASL signer possible. The skills and knowledge acquired while developing an understanding of one culture can readily be applied to contacts with representatives of other cultures abroad and within the American society. Furthermore, as students learn about a distinct Deaf culture that exists within the context of a larger American society they will gain insight into and appreciation for the diversity of the American experience. Their understandings can enrich their own cultural identity and enhance the prospects of harmonious human relations.

Deaf culture is not limited to a variety of facts about a Deaf group's heritage. It is the entire context of human interaction within that group including shared beliefs and knowledge as well as patterns of behaviors that manifest themselves in common everyday life. Introduction to Deaf culture is closely related to the development of communicative skills, and as a result, culture pervades the whole instructional process.

In teaching Deaf culture, teachers should focus initially on enabling students to avoid cultural blunders and misunderstandings in such common everyday situations as paying compliments and responding to them, greeting someone, or leave-taking. Students should learn that there are different registers of language for different people and that eye contact and various aspects of body language may convey meanings that are very different from the ones with which they are familiar. They should be encouraged not only to recognize and interpret cultural manifestations in communications but also to begin using them in order to convey meaning.

Some students may want to remain at a functional level of cultural understanding, but for many the exploration of Deaf culture may take on an affective dimension. This is the point at which appreciation for its beauty and respect for its human value can be developed. Students always have enjoyed exposure to various aspects of a culture, with its people, their daily lives and customs, special events, history, humor, lore, poetry and literature, etc. A variety of techniques including media, visitors to the classroom, and spontaneous informal discussions may be used to bring additional interest to the classroom readings, and provide opportunities to broaden the students' understanding of Deaf culture.

The goal of teaching Deaf culture, whether as the setting for the communication or as enrichment, is to foster respect for the understanding of others, to reduce the negative effects of ethnocentrism, and to prepare students to participate sensitively in a culturally pluralistic world.

SPECIAL CONSIDERATIONS

American Sign Language has been designated by the Board of Regents as a second language and should be viewed as such. Policies, therefore, which are in place for education of students who are deaf may not pertain to an ASL program. This ASL program has been designed using second language pedagogy. Likewise, supervision of ASL teachers should be a supportive process using the practices and techniques of second language teachers as benchmarks.

GUIDELINES FOR SETTING UP AN ASL PROGRAM IN SCHOOL DISTRICTS

One requirement for a successful ASL program is that full commitment be made by the school district in supporting the philosophy and mission of the ASL curriculum, as explained in this Teacher's Guide, while maintaining a balanced program of second language. The efficiency of this program would be enhanced by adequate motivation in the school district to promote positive awareness of issues important to Deaf people as a minority culture. There is a serious shortage of local ASL expertise in every part of New York State and across the country. This fact alone makes it essential that the school district conduct an assessment of the local resources with which the district may design a realistic implementation plan with goals and phases for the development of a local ASL program. This approach implies that, prior to implementation of an ASL program, at least two steps must occur: Phase I, assessment of resources, needs, and interest; and Phase II, planning and development.

PHASE I - ASSESSMENT OF NEEDS, INTERESTS, AND RESOURCES

a) There are various ways that information on needs and interests may be collected prior to offering ASL as a second language. The following ideas represent one approach.
   - Identify groups that may be involved or impacted by a decision to offer an ASL program.
   - Develop surveys for various groups to determine interest in ASL. These may include:
     - professional staff
     - adult education community
     - parents
     - students

b) The determination of resources may involve an in-house survey but should also include outreach into the community to tap into existing programs and resources. Local districts may find support and information from a variety of resources including individuals within the Deaf community, the New York State School for the Deaf, the New York State Education Department, 4201 Schools for the Deaf, the Empire State Association for the Deaf, the New York State Association of Educators of the Deaf, the American Sign Language Teachers Association, Special Education Training and Resource Centers, and Centers for Independent Living among others. A more complete listing of resources can be found in Appendix B of this guide.

PHASE II - PLANNING AND DEVELOPMENT

Several activities would be initiated during this phase. These would include development of curriculum, selection of an instructor, student planning, and planning for assessment.

Curriculum Development

This Teacher's Guide has laid out learning outcomes consistent with those found in *Modern Languages for Communication*. It is recommended that a local curriculum committee be established to develop more specific outcomes and objectives for each district's ASL program. Possible participants on this committee might include members of American Sign Language Teachers Association (ASLTA), local sign language teachers, members of the Deaf community, persons interested in ASL, the district's ASL teacher(s), and teachers of second languages other than ASL.

One nationally recognized resource for instruction in ASL is a curriculum guide developed by Vista Community College in California entitled *Signing Naturally*. It was developed by Vista Community College with a FIPSE grant from the U.S. Department of Education. It has been field-tested by many college-level ASL programs around the nation and it has been adapted recently for K-12 programs in several states including California, Illinois, and Ohio. Modifications may be made in *Signing Naturally* or any other instructional materials currently available on the market to make them more appropriate for local district use. Information on *Signing Naturally* as well as a listing of supplementary resources appears in Appendix A.

Teachers should be encouraged to adopt a multimedia approach for teaching ASL, including the use of technology for both instruction and assessment.

Teacher Selection

As of 1993, New York State lacks teacher training programs from which school districts may recruit ASL teachers. In situations where districts are unable to hire individuals who meet the requirements of NYS certification for a teacher of a second language, districts may apply to the State Education Department, Office of Teaching, in order to obtain a variance. In such cases, the State Education Department will be looking at a person's background and experience to determine qualification for teaching ASL at the elementary and secondary levels.

It may be possible that there are teachers currently employed who have teaching credentials and are interested in teaching ASL. The following are suggested benchmarks to use while selecting a teacher for instruction in ASL as a second language regardless of whether a teacher is currently employed or newly hired:

1. **Verify experience in teaching ASL** — Some experience teaching ASL will be helpful in insuring that the teacher knows what is

involved in the task. At the very least, a teacher should have taught two formal courses in ASL in the recent past. Appropriate experience could include courses taught at schools, colleges and universities, continuing education centers, and many other programs that offer fully integrated courses in ASL.

2. **Verify understanding of ASL structure and teaching methodology** — It is important to verify that the teacher has in fact taught an ASL class rather than a signed English class and knows the difference and that the teacher is skilled in the methodology of second language instruction. Furthermore, no spoken English would be used during instruction introducing ASL vocabulary, grammar, or when modeling ASL.
3. **Verify skill in ASL** — Neither number of years signing nor number of courses taken necessarily determine fluency in ASL. Likewise, whether a person is a teacher of the deaf or an interpreter does not guarantee the level of fluency desired for a teacher of ASL. Many deaf people themselves learn ASL later in life and may not as yet be fluent enough to provide accurate and appropriate language input to students. Also, teachers of the deaf may or may not be fluent in ASL. And while some members of the above identified groups may be fluent in ASL, this does not automatically signify skill in instructional methodology. For these reasons, some sort of evaluation of ASL fluency is necessary. One way to determine ASL competency is through the following process:

AMERICAN SIGN LANGUAGE TEACHERS ASSOCIATION (ASLTA) CERTIFICATION

ASLTA, which is a section of the National Association of the Deaf (NAD), is an organization which provides evaluation for three levels of proficiency for instruction in ASL. These include: (1) Provisional; (2) Qualified; and (3) Professional.

Attainment of certification through ASLTA is one way to verify experience and skill in teaching ASL. For additional information on the ASLTA certification process see Appendix C.

Student Planning

In addition to the opportunity to study ASL as fulfillment of a student's second language requirements, students should also consider how the selection of ASL will fit into their long-term plans for college and/or careers. Students may want to consider careers as interpreters, counselors, and teachers of the deaf. In addition, ASL skills will be a benefit to many other individuals who may interact with individuals who are deaf on the job or within the community.

As with other second languages, once a decision is made to offer ASL within the school, all students, including students with disabilities, should be given the opportunity to study it.

Assessment

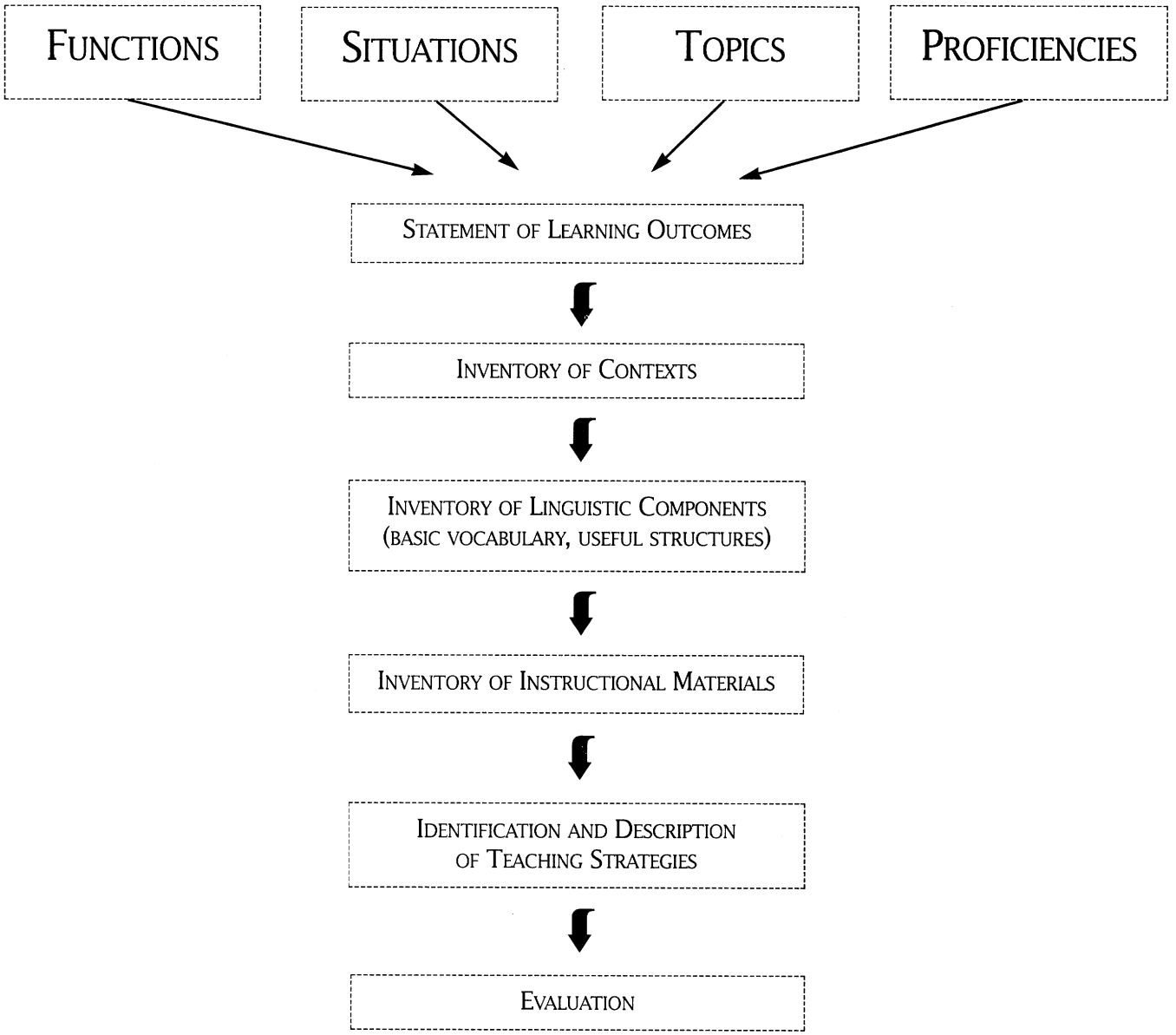
Assessment should be based on student performance and attainment of the outcomes presented in this Teacher's Guide. Assessment measures progress towards proficiency and will indicate various levels of competence. Materials and techniques should parallel other second language courses, although use of videotaping may be particularly helpful with assessing student progress in communicating in ASL.

Outline for Planning a Unit of Instruction

Learning a language is a cumulative, spiraling process, and any communicative function can apply to a variety of situations and topics. Once the functions, situations, and topics are identified, they can be combined in innumerable ways to provide the focus of a unit of instruction. The units can be interrelated and contribute to the progressive accumulation of knowledge and skills if each unit reinforces previous units.

The statement of learning outcomes for a unit should delineate the specific communicative tasks that the students will be able to perform as the result of instruction. It should be clear, relevant, and attainable, and should reflect both the students' communicative needs and their interests. It is important that the learning outcomes be realistic for the students. Teachers are advised to refer to the proficiencies described for each checkpoint in formulating their statements of learning outcomes.

The following schematic represents **one of many possible approaches** to developing a unit of instruction:



Once the initial plan of the unit has been created, it is necessary to specify the instructional content of that unit. This includes the details that ultimately give rise to the daily lesson plans. In preparing this content, the teacher may wish to do the following:

- Identify the situation in which the functional communication can take place, and provide for realistic presentation and discussion.
- Inventory the basic vocabulary and useful structures.
  - —What previously used signs will be included?
  - —What new signs will be introduced?
  - —What structures that have been used previously will be included again?
  - —What structures will be incorporated for the first time?
- Select the teaching strategies to be employed in achieving the learning outcomes.
  - —What types of activities will lead to the acquisition of ASL needed for communication?
  - —What types of activities will give students the opportunity to practice and demonstrate what they have learned?
- Select the instructional materials to be used, either commercial, teacher-made, or derived from various sources.
- Prepare the format/schedule for assessing student learning outcomes.
- Modify instruction to meet the needs of students with disabilities as specified on their Individualized Education Program (IEP).

Multimedia Approach

A teacher, regardless of talent or dedication, is but one model and cannot be expected to replicate the full range of practical communicative situations. There is a need to explore new methods that can expand students' opportunities to practice ASL in authentic ways in the classroom. Drill-and-practice activities, however creative, are limited by the classroom environment.

Modern technology has the potential to fill the gap and provide a forum in which the signers use ASL. The use of multimedia aides provides an innovative opportunity to introduce and/or reinforce ASL lessons. This technology has the advantage of showing nonverbal and cultural dimensions of the language and provides the opportunity to be exposed to the inflections and natural expressions utilized by fluent signers. Media materials can be made of culturally and historically important events and contemporary stories sharing cultural information demonstrated by contemporary fluent signers. There are such materials now commercially available.

The following multimedia aides may be used:

- videotapes
- illustrations/posters
- transparencies
- slides
- games
- computers

Assessment of Student Progress

Evaluation is essential because it aids the teacher in determining whether and to what extent the learning outcomes have been attained or the desired proficiency levels achieved. It enables the teacher to determine whether additional learning activities must be applied and what form those activities should take to be most effective either for a class as a whole or for individual students.

Recognizing that learning styles and time are both important factors in language acquisition, teachers must make provisions to accommodate them in the evaluation of individual students. Evaluation, whether formal or informal, should be ongoing, but it should not intrude upon the natural flow of the development of communicative skills.

Teachers will want to employ many different kinds of techniques in evaluating student performance of the learning outcomes. These techniques may vary from the actual performance of the learning activities included in the unit to specially designed testing devices that measure cumulatively the degree of proficiency attained in a given unit.

The purpose of this Guide is not to prescribe any particular form of evaluation because there is no single best form. These decisions must be left to the individual community/district and teachers who will develop evaluative procedures based on their programs and the nature of the students they teach.

As a system, though, the assessments should have certain characteristics that support the Compact's goals. They should:

- measure progress toward the full range of goals;
- be as authentic as possible (i.e. representing real performance task and situations);
- measure higher order skills and abilities (e.g. abilities to analyze, synthesize, apply knowledge in new situations, produce, create);
- emphasize depth and power rather than breadth and surface knowledge;
- report progress beyond minimums toward higher levels of proficiency;
- provide multiple ways for students to demonstrate their skills and knowledge, including many different kinds of performances and multiple assessment strategies and measures;
- provide multiple opportunities and occasions for assessment that allow students many opportunities to demonstrate their proficiency and allow teachers to evaluate student growth in a longitudinal, cumulative fashion using several kinds of evidence (e.g. samples of work, observations, performance on tasks);
- be as open as possible, with publicly known standards and criteria; and

- allow for the determination of student accomplishment by exhibition of performance rather than course credits or "seat time."

It must be remembered, once again, that the evaluation should reflect the instructional unit and the communicative function on which it was based. Regardless of how it is done, the evaluation should enable students to show how well they communicate meaning within the given situations and topics rather than concentrating primarily on the intricacies of structure and form. In constructing the evaluation procedures, teachers are encouraged to refer to the proficiency levels described in this Guide.

Teachers should be aware of and implement alternative testing techniques necessary for some students with disabilities as specified on the student's Individualized Education Program (IEP). These testing modifications are provided to ensure fairness in testing situations and to allow students with disabilities an equal opportunity to demonstrate achievement and capabilities.

APPENDIX A

A SELECTION OF AMERICAN SIGN LANGUAGE AND DEAF CULTURE MATERIALS

A. Major Publishers of American Sign Language and Deaf Culture Materials

The following sources provide a wide variety of materials (books, videotapes, etc.) on sign language and Deaf culture:

1. Publication Department, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910 [(301-587-6282) (V/TTY)]
2. Gallaudet University Press, Distribution Office, Kendall Green, Washington, DC 20002-3695 [1-800-451-1073 (V/TTY)]
3. T. J. Publishers, 817 Silver Spring Avenue, Suite 305-D, Silver Spring, Maryland 20910 [301-585-4440 (V): 301-585-5930 (TTY)]
4. Sign Media, Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, Maryland 20866 [301-421-0268 (V/TTY)]
5. Dawn Sign Press, 9080-A Activity Road, San Diego, California 92126 [619-548-5330 (V/TTY)]
6. Linstock Press, 6306 Mintwood Street, Silver Spring, Maryland 20901-3599 [301-585-1939, (V/TTY)]
   a. *Sign Language Studies*: [Journal that publishes studies on sign languages and gestural systems]
   b. Books on sign language research and Deaf culture
7. Sign Enhancers, 1913 Rockland Drive NW, Suite DM-5, Salem, Oregon 97304 [800-76-SIGN-1 (V/TTY)]

B. Other Sources of Information

The following sources provide more general and/or specific information as indicated by their titles and/or described:

1. American Society for Deaf Children (ASDC), 814 Thayer Avenue, Silver Spring, Maryland 20910 [301-585-5400 (V/TTY)]
   Parent organization that supports total communication and places emphasis on information and services for parents; *The Endeavor* is a monthly newsletter mailed to all ASDC members.
2. National Center for Law and the Deaf, Gallaudet University, 800 Florida Avenue NE, Washington, DC 20002-3695 [202-651-5373 (V/TTY)]
   Publications include information important for education, drivers who are deaf, employment, hospitals, interpreting, judicial and law enforcement agencies, and state and local governments.
3. National Information Center on Deafness (NICD), Gallaudet University, Kendall Green, 800 Florida Avenue NE, Washington, D.C. 20002-3695 [202-651-5051 (V); 202-651-5052 (TTY)]
   The NICD, established in 1980 at Gallaudet University, is a clearinghouse for topics dealing with hearing loss and deafness. NICD responds to questions from the general public and deaf/hard-of-hearing people, their families, friends, and professionals who work with them. Through its own efforts and through continued collaboration with agencies and organizations serving hearing impaired people, NICD collects, develops, and disseminates information on all aspects of hearing loss and programs and services offered to persons who are deaf and hard of hearing across the nation.
4. The Gallaudet Research Institute, Gallaudet University, 800 Florida Avenue NE, Washington, DC 20002-3695 [202-651-5714 (V/TTY)]
   a. *Research at Gallaudet*: Quarterly newsletter that provides research-based information on deafness, with a focus on research conducted by Gallaudet University staff
   b. Research-based documents on various topics, including hearing loss in adulthood, assistive devices, sign language in education, and literacy
5. Registry of Interpreters for the Deaf, 8719 Colesville Road, Suite 310, Silver Spring, Maryland 20910-3919[301-608-0050 (V/TTY)]
6. Silent Network, 6363 Sunset Boulevard, Suite 930-B, Hollywood, California 90028 [213-464-SIGN (V/TTY)]
7. American Sign Language Teacher's Association (ASLTA), 817 Thayer Avenue, Silver Spring, Maryland 20910 [V: 301-587-1788; TDD: 301-587-1789; Facsimile: 301-587-1791]
8. Center for Bicultural Studies, Inc., 5506 Kenilworth Avenue, Suite 100, Riverdale, Maryland 20737
9. Friends of SFPL, Video Account, c/o San Francisco Public Library, Civic Center, San Francisco, California 94101
   American Culture: The Deaf Perspective: Videotape series that includes Deaf heritage, folklore, literature, and minorities
10. Division of Public Affairs, National Technical Institute for the Deaf (NTID), Rochester Institute of Technology, One Lomb Memorial Drive, P.O. Box 9887, Rochester, New York 14623-0887 [716-475-6824 (V/TTY)]
    a. Distributes catalogs of educational print materials and captioned educational videotapes relevant to people who are deaf
    b. Distributes general informational brochures about communication, people who are deaf, and NTID
    c. ASL Lecture Series

C. Sign Language Curriculums

1. Smith, C., K. Mikos, and E. Lentz. (1988). *Signing Naturally, Vista, American Sign Language Series, Teacher's Curriculum Guide, Levels 1-4*: Notional-Functional Syllabus (Print and videotape materials) for sign instruction, Dawn Sign Press, 9080-A Activity Road, San Diego, California 92126 (619-549-5330)

2. Baker, C. and D. Cokely. *American Sign Language series*, T. J. Publishers
   a. Teacher's resource text on grammar and culture
   b. Teacher's resource text on curriculum, methods, and evaluations
   c. Student text
   d. Accompanying videotapes:
      1. American Sign Language: Units 1-9
      2. American Sign Language: Units 10-18
      3. American Sign Language: Units 19-27
      4. American Sign Language: Teacher resource on grammar and culture
      5. American Sign Language: Teacher resource on curriculum, methods and evaluation
3. Humphries, T., C. Padden, and T.J. O'Rourke. *A Basic Course in American Sign Language (ASL)*: T. J. Publishers
   a. *A Basic Course in ASL* – general text by above three authors
   b. Set of three accompanying videotapes
   c. Decapite, F. *A Study Guide to a Basic Course in ASL*
4. Newell, W. (Project Director), Basic Sign Language Communication (BSC/B-1)
   a. *Basic sign communication: Teacher's guides I, II, III* and *Basic Sign Communication: Student materials* – Sign language curriculum for basic PSE skills; includes instructional strategies for sign vocabulary and principles and information about Deaf culture (B-1)
   b. Newell W,. *Basic sign communication vocabulary*, 1983 – Sign vocabulary book of 1,000 basic signs which are part of BSC curriculum (B-1)
   c. Basic sign communication vocabulary videotapes: Includes demonstration of all signs in Basic sign communication vocabulary book (Captioned Films for the Deaf)
5. Barker-Shenk, C., ed. *A Model Curriculum for Teachers of American Sign Language and Teachers of ASL/English Interpreting*, RID Publishers, Silver Spring, Maryland
6. Humphries and Padden, *Learning American Sign Language*, National Association of the Deaf, Silver Spring, Maryland

D. General Sign Language Instructional Textbooks and Dictionaries

1. Fant, L. *Intermediate Sign Language* and *The ASL Phrase Book*
2. Madsen, W. *Conversational Sign Language II* and *Intermediate Conversational Sign Language*
3. O'Rourke, T.J. *A Basic Course in Manual Communication* (1973)
4. O'Rourke, T.J. *A Basic Vocabulary: ASL for Parents and Children*
5. Sternberg, M. *American Sign Language: A Comprehensive Dictionary* (1981)
6. Shroyer, E.H., and S. P. Shroyer, *Signs Across America*

E. Other Sign Language Instructional Materials

1. *A Handful of Stories*, Publication Department, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910 [(301-587-6282) (V/TTY)]
   Signed stories related to Deaf culture
2. *Another Handful of Stories*: Books and videotapes which are a sequal to *A Handful of Stories*, Publication Department, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910 [(301-587-6282) (V/TTY)]
3. *Wanna See ASL Stories*, Publication Department, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910 [(301-587-6282) (V/TTY)]
   Videotapes of signed stories related to Deaf culture
4. *The Parent Sign Video Series*: Larry Burke, sign media
   Ten instructional videotapes which present frequently used vocabulary and phrases, for families of deaf children.
5. Madsen, W. *Intermediate Conversational Sign Language*
   Fairy Tales in ASL, *Once Upon a Time*, *Sign for Me*, Dawn Sign Press, 9080-A Activity Road, San Diego, California 92126 [619-548-5330 (V/TTY)]
6. *ASL Storytime*: Videotaped stories signed by Deaf adults representing different ethnic groups, Gallaudet University Press, Distribution Office, Kendall Green, Washington, D.C. 20002-3695 [1-800-451-1073 (V/TTY)]
7. Silent Network, 6363 Sunset Boulevard, Suite 930-B, Hollywood, California 90028 [213-464-SIGN (V/TTY)]
   a. *Festival!* – Celebration of visual arts for children
   b. *It's Music to Your Eyes* – Musical variety of "Sign-singing"
   c. *Say It with Sign* – Instructional series of 20 videotapes for development of signing skills and cultural aspects of Deaf people in the United States
   d. *Hear Dog!* – Instructional series on how to train your dog to be an important companion
   e. *Sign Here* and *Silence is Golden...Sometimes* – Insights about humor, confusion, complications, foibles, and fears and delights of "everyday life in a deaf world"
8. Rainbow's End, 401 East 21st Street, Oakland, California 94606 [415-841-0165 (V/TTY)]
   Videotapes related to Deaf culture include interviews, poems, songs, stories and the theatre of the deaf.
9. Sign Media (videotapes), Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, Maryland 20866 [301-421-0268 (V/TTY)]
10. Harris Communications, 6541 City West Parkway, Eden Prairie, Minnesota 55344-3248 [612-946-0921 (V), (612) 946-0922 (TTY), (612) 946-0924 (Fax)]
11. Sign Enhancers (videotapes) 1913 Rockland Drive NW, Suite DM-5, Salem, Oregon 97304 [(800) 76-SIGN-1 (V/TTY)]

F. Deaf Culture and Information About Sign Language

1. Baker, C. and R. Battison. *Sign Language and the Deaf Community*
2. Padden, C. and T. Humphries. *Deaf in America: Voices from a Culture* (1988)
3. Baker-Shenk, C. and C. Padden. *ASL: A Look at Its History, Struc-*

ture, and Community (1978)
4. Benderly, B.L. *Dancing Without Music, Deafness in America*
5. Bragg, B. and E. Bergman. *Tales From a Clubroom*
6. Gallaudet, E.M. *History of the College for the Deaf, 1857-1907*
7. Gannon, J. *Deaf Heritage – A Narrative History of Deaf America*; F. M. Alexander and J.R. Gannon. *Deaf Heritage: Student Text and Workbook.* (1981)
8. Gannon, J. *The Week the World Heard Gallaudet* (1989)
9. Hairston, E. and L. Smith. *Black and Deaf in America*
10. Holcomb, R. *Hazards of Deafness* and *Silence is Golden, Sometimes*
11. Jacobs, L. *A Deaf Adult Speaks Out* (1990)
12. Lane, H. *When the Mind Hears* (1984)
13. Lucas, C. (Ed.), *The Sociolinguistics of the Deaf Community*
14. Panara, R. F., J.E. Panara and K. Mulholland. *Great Deaf Americans*
15. Schein, J. *A Rose for Tomorrow: A Biography of Frederick Schreiber*
16. Van Cleve, J.V. (Ed.), *The Gallaudet Encyclopedia of Deaf People and Deafness* (1987)
17. Walworth, M., D. F. Moores, and T. J. O'Rourke. *A Free Hand: Enfranchising the Education of Deaf Children* (1992)
18. Wilcox, S. (Ed.) *American Deaf Culture: An Anthology* (1989)
19. Winefield, R. *Never the Twain Shall Meet: Bell, Gallaudet, and the Communication Debate* (1987)
20. Woodward, J. *How You Gonna Get to Heaven if You Can't Talk to Jesus: On Depathologizing Deafness*
21. *Deaf Adults: Speeches by Frederick Schreiber, Don Pettingill, and Dr. Boyce Williams*
22. *Have You Heard About the Deaf?* Videotape uses slides, old film clips, and interviews to present cultural accomplishments of people who are deaf. Publication Department, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910 [(301-587-6282) (V/TTY)]
23. *Papers for the First and Second Research Conference on the Social Aspects of Deafness*. These are separate publications available from Gallaudet University Press, Distribution Office, Kendall Green, Washington, D.C. 20002-3695 [1-800-451-1073 (V/TTY)]

G. Journals and Newsletters

1. *The Deaf American* (Journal). National Association of the Deaf, Silver Spring, Maryland 20910
2. *The NAD Broadcaster* (Newsletter/paper). National Association of the Deaf
3. *Silent News*. Silent News, Inc., P.O. Box 23330, Rochester, New York 14692-3330
4. *Deaf Life*. c/o MSM Publications, Ltd., Box 63083, Marketplace Mall, Rochester, New York 14623-6383
5. *Sign Language Studies.* (available from Linstock Press, 6306 Mintwood Street, Silver Spring, Maryland 20901-3599)
6. *The Bicultural Center Newsletter.* (available from the Center for Bicultural Studies, Inc., 5506 Kenilworth Avenue, Suite 100, Riverdale, Maryland 20737).
7. *The World Around You.* Precollege programs (available from Gallandet University Press, Distribution Office, Kendall Green, Washington, D.C. 20002-3695)
8. *Gallaudet Today*.(available from Gallaudet University Press, Distribution Office, Kendall Green, Washington, D.C. 20002-3695)
9. *FOCUS.* (available from NTID, Rochester Institute of Technology, One Lomb Memorial Drive, P.O. Box 9887, Rochester, N.Y. 14623-0887)
10. *American Annals of the Deaf.* Convention of American Instruction of the Deaf (CAID), Silver Spring, Maryland 20910

H. American Sign Language Linguistics

1. Klima, E. S., and U. Bellugi. (1979). *The Signs of Language*. Cambridge, Massachusetts: Harvard University Press
2. Lucas, C. (Ed.) (1991). *Sign Language Research: Theoretical Issues*
3. Stokoe, W. C. (1980). *Sign and Culture: A Reader for Students of American Sign Language*
4. Stokoe, W. C., D. Casterline, and C. Croneberg. (1976). *A Dictionary of ASL on Linguistic Principles*, Second Edition (First Edition, 1965)
5. Stokoe, W. and V. Volterra. (1985). *SLR '83: Sign Language Research*. Proceedings of the III International Symposium on Sign Language Research (available from Linstock Press, 6306 Mintwood Street, Silver Spring, Maryland 20901-3599)
6. Wilbur, R. B. (1987). *ASL Linguistic and Applied Dimensions*
7. Proceedings of *National Symposiums on Sign Language Research and Teaching* (*NSSLRT*). (Available from National Association of the Deaf, Publication Department, 814 Thayer Avenue, Silver Spring, Maryland 20910)
   a. *First NSSLRT*, W. C. Stokoe, Jr. (Ed.) (1977)
   b. *Second NSSLRT*, *American Sign Language in a Bilingual, Bicultural Context*, Caccamise, F. and D. Hicks (Eds.) (1978)
   c. *Third NSSLRT*, *Teaching American Sign Language as a Second/ Foreign Language* Caccamise, F., M. Garretson, and U. Bellugi (Eds.) (1980)
   d. *Fourth NSSLRT*, Padden, Carol A. (Ed.) (1986)
8. Valli and Lucas, *Linguistics of ASL: A Resource Book of ASL Users* (1992)

Adapted from F. Caccamise and W. Newell (1993) *A Selection of Sign Language and Deaf Culture Materials*. National Technical Institute for the Deaf (NTID). Working Paper.

APPENDIX B

LIST OF DEAF ORGANIZATIONS AND RESOURCES

NATIONAL

American Athletic Association of the Deaf
12465 Nugent Drive
Granada Hills, CA 91344

Deaf Athletics Federation of the U.S.
PO Box USA
Gallaudet University
Washington, DC 20002

Deaf Mosaic
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002

Junior National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

National Association for the Deaf/American
Sign Language Teachers Association
814 Thayer Avenue
Silver Spring, MD 20910

National Center for Law and the Deaf
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002

Telecommunications for the Deaf, Inc.
814 Thayer Avenue
Silver Spring, MD 20910

The Bicultural Center
5506 Kenilworth Avenue
Suite 105, Lower Level
Riverdale, MD 20737-3106

The Capitol Center
125 Western Avenue
Boston, MA 02134

The National Theatre of the Deaf
5 West Main Street
Chester, CT 06412

STATEWIDE

American Sign Language Teachers Association (ASLTA)
For the address of the local chapter contact the national office
at 817 Thayer Avenue, Silver Springs, Maryland 20910
[v:301-587-1788; TDD: 301-587-1789; fascimile: 301-587-1791]

Empire State Association of the Deaf
54 Thorndyke Road
Rochester, NY 14617
(716) 644-5285 (TTY)

New York Society for the Deaf
817 Broadway, Seventh Floor
New York, NY 10005

STATE-OPERATED SCHOOLS

New York State School for the Deaf
401 Turin Street
Rome, NY 13340
(716) 337-8400

STATE-SUPPORTED SCHOOLS FOR THE DEAF

Cleary School for the Deaf
301 Smithtown Boulevard
Ronkonkoma, NY 11779
(516) 588-0530

Lexington School for the Deaf
30th Avenue & 75th Street
Jackson Heights, NY 11370
(718) 899-8800

Mill Neck Manor School for the Deaf
Box 12, Frost Mill Road
Mill Neck, NY 11765
(516) 922-4100

New York School for the Deaf
555 Knollwood Road
White Plains, NY 10603
(914) 949-7310

Rochester School for the Deaf
1545 St. Paul Street
Rochester, NY 14621
(716) 544-1240

St. Joseph's School for the Deaf
1000 Hutchinson Parkway
Bronx, NY 10465
(212) 828-9000

St. Francis DeSales School for the Deaf
260 Eastern Parkway
Brooklyn, NY 11225
(718) 636-4573

St. Mary's School for the Deaf
2235 Main Street
Buffalo, NY 14214
(716) 834-7200

Appendix C

American Sign Language Teachers Association (ASLTA) Certification

The American Sign Language Teachers Association (ASLTA) is a national organization of professionals involved with teaching American Sign Language (ASL). ASLTA was originally formed as the Sign Instructors Guidance Network in 1975 as a section of the National Association of the Deaf (NAD). The ASLTA (through its predecessor organization, SIGN), has been certifying teachers of American Sign Language since 1976.

There are three levels of proficiency that ASLTA recognizes. These include: (1) Provisional, (2) Qualified, and (3) Professional.

The ASL teacher with the *Provisional certification* has met the minimum professional standards of knowledge and experience as evaluated by his/her professional peers. Candidates for Provisional certification must meet rigorous standards of fluency in American Sign Language and show evidence of their knowledge of teaching and practical experience. The ASL teacher with *Qualified certification* has met additional professional standards of knowledge, teaching skill, and practice as well as having provided evidence of continued professional development and teaching experience. Finally, the ASL teachers with *Professional certification* have met the highest standards of review and evaluation by their professional peers. They have demonstrated excellence in teaching skills and knowledge as well as provided evidence of their continued professional development and active teaching experience.

For more information contact:

William Newell, Chairperson
ASLTA Evaluation Committee
Communication Research Department
NTID
P.O. Box 9887
Rochester, New York 14623

APPENDIX D

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

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_ _ _ _ _ _ _ _ _ _ _

Field Review of
AMERICAN SIGN LANGUAGE FOR COMMUNICATION
New York State Teacher's Guide
PART I — RESPONDENT INFORMATION

District and Building Name _____

A. Your present position in District or School (Please circle all that apply.)

1. Classroom Teacher: **Pre-K K 1 2 3 4 5 6 Special Class Resource Room**
2. Classroom Teacher (secondary): **MS/JHS SHS** _____
   Subject Area
3. Related Service Provider (Please specify.): _____
4. Foreign Language Supervisor/Coordinator: _____
5. Other Curriculum Specialist: _____
6. Building Principal: _____
7. Other (Please specify.): _____

B. If you are not a member of a school staff, please specify your position: _____

_____

C. Your Experience

1. Number of years in present position: _____
2. Number of years in education field: _____
3. Are you fluent in ASL? ❑ Yes ❑ No

Part II — Evaluation of Draft Guide

The *American Sign Language for Communication* has been prepared to help teachers provide an effective ASL curriculum for pupils. As you complete this questionnaire, please keep in mind (a) your overall reaction to the document and (b) how useful the document might be to your school or school district.

Please give your careful consideration and candid responses to the following questions so that we can ensure that the Guide which is published will help teachers provide quality instruction.

A. Evaluation perspective (check one only):

1. I have read the draft Teacher's Guide. ❑

2. I have read the draft Teacher's Guide and implemented segments of it in my classroom or district. ❑

B. For each question, indicate your answer by circling one number from 1 to 4, according to the extent of your agreement with the item. If you circle a **1** or **2** for any question, please indicate in the space provided your comments and suggestions for improving the Guide. Your written comments amplifying numerical responses are particularly helpful.

	To a Large Extent ←			→ Not at All
1. In general, is the draft Teacher's Guide clearly written?	4	3	2	1
Comments:				
2. Does the general organization of the draft contribute to your understanding of its content?	4	3	2	1
Comments:				
3. Does the document provide sufficient information and direction for developing an ASL curriculum in your school?	4	3	2	1
Comments:				

	To a Large Extent			Not at All
4. Are the goals of ASL learning adequately described?	4	3	2	1
Comments:				
5. Are the four Components of the Learning Outcomes adequately described?	4	3	2	1
Comments:				
6. The following four questions refer to Checkpoint A:				
a. Are the *Functions* for Checkpoint A adequately described?	4	3	2	1
b. Are the *Situations* for Checkpoint A adequately described?	4	3	2	1
c. Are the *Proficiencies* for Checkpoint A adequately described?	4	3	2	1
d. Are the *Topics* for Checkpoint A adequately described?	4	3	2	1
Comments:				

	To a Large Extent			Not at All
7. The following four questions refer to Checkpoint B:				
a. Are the *Functions* for Checkpoint B adequately described?	4	3	2	1
b. Are the *Situations* for Checkpoint B adequately described?	4	3	2	1
c. Are the *Proficiencies* for Checkpoint B adequately described?	4	3	2	1
d. Are the *Topics* for Checkpoint B adequately described?	4	3	2	1

Comments:

8. The following four questions refer to Checkpoint C:				
a. Are the *Functions* for Checkpoint C adequately described?	4	3	2	1
b. Are the *Situations* for Checkpoint C adequately described?	4	3	2	1
c. Are the *Proficiencies* for Checkpoint C adequately described?	4	3	2	1
d. Are the *Topics* for Checkpoint C adequately described?	4	3	2	1

Comments:

9. Are the guidelines for Curriculum Development adequately described?	4	3	2	1

Comments:

	To a Large Extent			Not at All
10. Are the Implications for Instruction adequately described?	4	3	2	1
Comments:				
11. Are the Guidelines for Setting Up an ASL Program adequately described?	4	3	2	1
Comments:				
12. Is the Assessment of Student Outcomes adequately described?	4	3	2	1
Comments:				
13. Are the listings of materials and resources adequate?	4	3	2	1
Comments: (Please indicate any suggested additions to the listings.)				

14. Please indicate the aspects of the Guide that you feel are most useful.

15. What should be added to or deleted from the Guide?

16. Please make any other comments you may have about the Guide. (Please attach additional pages as needed.)

Thank you for helping to produce a useful edition of the ASL Teacher's Guide.

Please return this questionnaire to:
Jacqueline Bumbalo
New York State Education Department
Office for Special Education Services
Room 1610 One Commerce Plaza
Albany, New York 12234

6-044848
93-537

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ALBANY, NEW YORK 12234

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