



SEATTLE CENTRAL COLLEGE

One of the Seattle Colleges

American Sign Language Articulation Agreement Competency Profile Sheet - ASL 122

Only high school faculty approved by Seattle Central College are permitted to complete this form and assess students for SCC college-level credit

Student Name	Instructor Name
Student Signature	Instructor Signature
Name of High School	Course completion date (mm/dd/yy)

By signing this form you avow that the information provided below is accurate and authentic.

Part 1 - Language Structures - It is expected that a high school student earning SCC credits for ASL 122 will have been introduced to and will have demonstrated appropriate competency for each of the language elements listed below. Highlight each element that your high school student is able to demonstrate both receptively and expressively at an "Intermediate Mid" level on the ACTFL guidelines OR the "ASL 122" scale on the TASC-ASL.

Descriptions of the ACTFL and TASC-ASL competency levels can be found in the Articulation Agreement document in the Competencies section. It is vital to the success of the agreement that you adhere to these guidelines when assessing your students.

Grammatical Components

Signing Naturally, Units 4-5, 6 (Current Edition)

Vocabulary: Units 4-6, Lexicalized Fingerspelling

- Numbers
 - Cardinals 1 – Million
 - Ordinals (1st, 2nd, ...10th...)
 - Rocking Numbers 67-98
 - Numeral Incorporation: Age Numbers

- Fingerspelling
 - Letters A-Z
 - Letter Combinations with J
 - Letters with G and H
 - Lexicalized fingerspelling

- Pronouns
 - 1st, 2nd and 3rd person Pronouns
 - Personal and Possessive
 - Dual Pronouns
 - Multiple Pronouns

- Verbs
 - Plain
 - Indicating Verbs
 - Depicting Verbs (Timber)
 - Agreement Verbs

- Grammar
 - Simple Statements
 - Yes / No Questions
 - Wh-word Questions ("what", what, WHO, WHERE, HOW-MANY, WHICH, HOW, HOW-OLD, WHEN, #DO++, FOR++, MUST fs-DO "what")
 - Rhetorical Questions (DIFFERENT; FOR++)
 - Topicalized Sentences (Identify Person, Objects, Expressing Opinions)
 - Affirming and Negating (head shake, NO, NOT, NONE, FINISH, NOT-YET)
 - Transitions (raised eyebrows, topicalization, NOW, ONE)

- Skills
 - Signer's Perspective
 - ASL Timeline and Time Indicators
 - Spatial Agreement (Referencing)
 - Buoys (Listing)

Functional Components

- Talk About Immediate Family
- Ask and Tell about Marital Status
- Ask and Tell about Children
- Ask and Tell about Desires for the Future
- Express Likes, Wants and Needs
- Ask and Tell about Siblings
- Ask and Tell about Age
- Discuss Similarities and Differences
- Talk About Extended Family
- Describe How Family Members are Related
- Ask and Tell about Relationships
- Discuss Family Variations
- Talk About Changes in Relationships
- Comment on Family Members
- Talk About Everyday Activities
- Talk About Chores
- Ask and Give Opinions
- Ask if Completed Tasks / Chores
- Talk About Errands
- Tell How Often
- Talk About Activities with Others
- Talk About What One Does for a Living
- Retell the Story
- Narrate the Story

- Sequencing Sentences with FINISH
- Sequencing Sentences with Time Indicators

- Surrogates (Role shifting: 1 person, 2 person)
- Tokens (Contrastive Structure including ranking)
- Constructed Action / Dialogue
- Narrative Structure in Storytelling (background, body, conclusion)

Part 2 - Deaf Culture and Community - It is expected that a high school student earning SCC credits for ASL 122 will have continued to learn about the Deaf community and to Deaf culture. ***The books and videos must be new to the student and cannot be repeated from ASL 121.*** Students will need to collect at least 105 points (minimum 25 points for reading; minimum 40 points for viewing; and minimum 40 points for contacts) as shown below:

Professionally written books and articles related to Deaf that are approved by your articulated-approved ASL teacher (Internet sites are acceptable as long as it is same professionally written; and its one page length is same as one book page length) - 25 points per 100 pages - minimum of 25 points.

Video documentaries, movies, or shows related to Deaf - 10 points per hour - minimum of 40 points.

Live contact or observation of Deaf people (at deaf events; interpreted events do not count, unless the primary speaker is Deaf; guest speakers, classmates, relatives, but NOT the teacher) - 20 points per hour – minimum 40 points.

OPTIONAL: In place of "Live contact or observation of Deaf people" (at deaf events; interpreted events do not count, unless the primary speaker is Deaf; guest speakers, classmates, relatives but NOT The teacher) Video documentaries, movies, or shows related to Deaf - 20 points per hour - minimum of 40 points

Students can document a list of their reading/viewing/observations on this sheet, or they can submit a separate listing and attach it with this form. The instructor must verify the authenticity of the activities.

Highlight the item	Title of Book, Video, or Observation	Points
Book Video Observation		
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Book Video Observation		

Students will need to collect at least 105 points, using the minimum of these points:
 25 points for reading; 40 points for video documentaries, movies, or shows related to Deaf; and 40 points for live contact or observation of Deaf people OR 40 additional points from Video Documentaries, movies or shows related to Deaf.