



SEATTLE CENTRAL COLLEGE

One of the Seattle Colleges

American Sign Language Articulation Agreement Competency Profile Sheet - ASL 121

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 121 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 Low" level on the ACTFL guidelines OR the "ASL 121" 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 1-3, 6 (Current Edition)

Vocabulary: Units 1-3, Lexicalized Fingerspelling, Place names

- ☐ Numbers
 - ☐ Cardinals 1 –100, Thousands, Hundreds, Millions
 - ☐ Subtract / Add
 - ☐ Systems Number Movement 67-98
 - ☐ Rule of 9
 - ☐ Numeral Incorporation: Floors, Labels, O'clock, Pronouns
 - ☐ Quantity: MOST, SOME, LITTLE-BIT, #ALL
- ☐ Fingerspelling
 - ☐ Letters A-Z
 - ☐ Manual alphabet, Fist, Up, Double and Moving Letter Z
 - ☐ Letters with P, Q, Y and Letter Combinations PR, PL
 - ☐ Lexicalized fingerspelling
- ☐ Pronouns
 - ☐ Personal (1st, 2nd and 3rd Person)
 - ☐ Possessives
 - ☐ Dual Pronouns
- ☐ Verbs
 - ☐ Noun-Verb pairs
 - ☐ Inflecting Verbs
 - ☐ Depicting Verbs
- ☐ Grammar
 - ☐ Simple sentences
 - ☐ Yes / no questions (also affirm/negate)
 - ☐ Wh-questions ("what", what, WHO, WHERE, HOW-MANY, WHICH, HOW, HOW YOU, MINUS)
 - ☐ Commands
 - ☐ Negation (NO, head shake)
 - ☐ Topicalized Sentences (Identify Person, Objects)
- ☐ Skills
 - ☐ Identify sign parameters: HS, LOC, MOV, PO, & NMS
 - ☐ Dominant / Non-Dominant Hands
 - ☐ Facial markers ("cha", "mm", "oo", "cs", "ah") and Agent Marker
 - ☐ Real world orientation
 - ☐ Signer's Perspective
 - ☐ Spatial Agreement (Referencing)

Functional Components

- ☐ Introducing Oneself
- ☐ Fingerspell Names
- ☐ Exchange Personal Information
- ☐ Give and Follow Instructions and Commands
- ☐ Discuss Leisure Activities
- ☐ Describe Shapes, Living and Not Living Objects
- ☐ Identify Persons, Give Information
- ☐ Discuss Living Arrangements
- ☐ Confirm and Correct
- ☐ Talk about Surroundings
- ☐ Ask and Give Directions
- ☐ Express Need, Ask Where
- ☐ Retell Narratives using ASL
- ☐ Buoys (Listing)
- ☐ Surrogates (Role shifting: 1 person, 2 person)
- ☐ Tokens (Contrastive Structure)
- ☐ Narrative Structure in Storytelling (bkgd, body, conclusion)
- ☐ Transitions (raised eyebrows, topicalization, NOW)

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.

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.

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.

Revised Covid-19 version
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