



SEATTLE CENTRAL COLLEGE

One of the Seattle Colleges

American Sign Language Articulation Agreement Competency Profile Sheet - ASL 123

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 123 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 123" 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 7-9, 12 (Current Edition)

Vocabulary: Units 7-9 Core Vocabulary, Idioms, Modals, Compound

☐ Numbers

- ☐ Numbers 1 – Million
- ☐ Height, Weight
- ☐ Numeral Incorporation: Age and Money Numbers
- ☐ Percentages
- ☐ Dates
- ☐ Addresses and Phone Numbers
- ☐ Numeral Incorporation with Time Morphemes:
HOUR, MINUTE, WEEK, YEAR, MONTH, 1-9 RULE

☐ Fingerspelling

- ☐ Letters A-Z
- ☐ Words with more than 5 Letters
- ☐ Lexicalized fingerspelling
- ☐ Clothing-Related Words

☐ Pronouns

- ☐ 1st, 2nd and 3rd person Pronouns
- ☐ Possessives
- ☐ Dual Pronouns
- ☐ Multiple Pronouns

☐ Verbs

- ☐ Plain and Spatial
- ☐ Indicating Verbs
- ☐ Depicting Verbs (The Candy Bar)
- ☐ Agreement Verbs

☐ Grammar

- ☐ Simple Statements
- ☐ Yes / No Questions
- ☐ Conditionals (FIRST-THUMB, UNDERSTAND++, IF, THEN)
- ☐ Rhetorical Questions (FOR++)
- ☐ Conjunction (THOUGHT-OCCUR, !WRONG!)
- ☐ Topicalized Sentences (Identify Person, Objects, Expressing Opinions, Employment)
- ☐ Facial Expressions ("oo", "mm", "cha", "ee", "puffed", "open mouth")
- ☐ Negation (NOT+FINISH, NOT+MUST, SHOULD+NOT, NONE, NOT+HAVE, "wave no", NOT-YET, NOT-WANT, FORBID, REFUSE, NOT+ALLOW)
- ☐ Wh-word Questions ("what", WHO, HOW-MANY, WHERE, WHICH, HOW, HOW-OLD, WHEN, #DO++, FOR++)
- ☐ Affirming and Negating (head shake, NO, NOT, NONE)
- ☐ Compound Sentences (BUT, #OR, etc.)
- ☐ Sequencing for describing, explaining, incidents
- ☐ Making Requests (NOT-MIND)
- ☐ Transition (ONE WARNING)

☐ Skills

- ☐ Signer's Perspective
- ☐ ASL Timeline and Time Indicators
- ☐ Spatial Agreement (Referencing)
- ☐ Buoys (Listing)
- ☐ Surrogates (Role shifting: 1 person, 2 person)
- ☐ Tokens (Contrastive Structure)
- ☐ Constructed Action / Dialogue
- ☐ Narrative Structure in Storytelling (background, body, conclusion)
- ☐ Semantics (HAVE, MUST, FINISH, NONE, NOT-YET)

Functional Components

- ☐ Identify Present People
- ☐ Ask for Confirmation
- ☐ Confirm and Correct
- ☐ Reactions
- ☐ Tell Where to Put Something
- ☐ Give Commands with Indicating Verbs
- ☐ Give Reason, Make Request
- ☐ Offer Assistance
- ☐ Explain About Family Relationships
- ☐ Ask About and Describe Occupations
- ☐ Ask and Tell How Long
- ☐ Ask About and Express Opinions
- ☐ Describe Personalities
- ☐ Confirm, Qualify and Contradict Opinions
- ☐ Asking for Advice
- ☐ Discussing Neighborhoods
- ☐ Talk About Routines
- ☐ Giving Directions
- ☐ Retell the Story
- ☐ Narrate the Story

Part 2 - Deaf Culture and Community - It is expected that a high school student earning SCC credits for ASL 123 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 or ASL 122.*** 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.		