



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Fall 2018

EDSE 597 DL1: Applications for ASL/School Settings

CRN: 84658, 1 - 6 – Credits

<b>Instructor:</b> Aja Puopolo	<b>Meeting Dates:</b> 8/27/2018 – 12/19/2018
<b>Phone:</b> 703-993-3601	<b>Meeting Day(s):</b> Monday/Wednesday
<b>E-Mail:</b> apuopolo@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 6:20 pm
<b>Office Hours:</b> by appt	<b>Meeting Location:</b> Ffx, KH 14. Lab KH 102
<b>Office Location:</b> SUB 1M 2500	<b>Other Phone:</b> NA

\*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Recommended Prerequisite(s):** Admission to program in Graduate School of Education

**Co-requisite(s):** None

### **Course Description**

Provides advanced study on selected topic or emerging issue in Special Education. Offered by Graduate School of Education. May be repeated within the degree for a maximum 9 credits.

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

### **Course Delivery Method**

Face to face

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities

## 6. Electronic supplements and activities via Blackboard

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12.

### **Required Textbooks**

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing naturally: Units 1-6 student set*. San Diego, CA: Dawn Sign Press.

### **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Required Resources**

Newell, W., Sanders, C., Holcomb, B., Holcomb, S., Caccamise, F., Peterson, R. (2010). *ASL at Work: Student Text*. San Diego, CA: Dawn Sign Press.

Laptop, tablet, or iPad for in-class assignments.

Whiteboard markers.

For this course, the class will use the ASL lab to work on assignments from the *ASL at Work* textbooks. Students *will not need* to purchase the books. Books are located in the lab. Students attend lab sessions during open hours to complete the assignments.

Sign up and register GoReact, \$20 fee

<https://goreact.com/>

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 597, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments and/or Examinations**

#### **Performance-based Assessment (Tk20 submission required)**

NONE

#### **College Wide Common Assessment (TK20 submission required)**

NONE

#### **Performance-based Common Assignments (No Tk20 submission required)**

NONE

#### **Other Assignments**

**Syllabus Test** (5pts): Students will review the syllabus and answer questions based on the content. Test will be available on Blackboard. Test allows multiple attempts.

**Post:** Blackboard (Bb)

**In-class Receptive Tests** (10pts each, the 3<sup>rd</sup> which is the final test): There will be three receptive tests during the semester. Students will be assessed on their ability to understand what is being signed to them.

**Post:** In-class assignment, bring laptop/tablet/IPad

**Expressive Tests** (10pts each): There will be two expressive video tests during the semester. Students will be assessed on their ability to express themselves in ASL. Students will sign a simple story using the vocabulary and grammar structures learned in class

Test 1: Your Autobiography, page 90. Students will create a video describing their autobiography.

Test 2: Your Narrative, page 149. Students will create a video describing their narrative.

**Post:** GoReact

**Final Exam Video Sign Presentation** (10 pts, See Assessment Rubric below): Students will prepare a video (outside of class) using the vocabulary and grammatical structures learned throughout the semester (based on the units and lessons in class) to express a narrative. The video should be *approximately* 5 minutes. It will be due 1 week prior to the final receptive test. A written script in Word document must be provided and submitted on Blackboard. The presentation must be cohesive and make sense (it does not have to be true).

Narrative: This will entail all elements from Expressive 1 and 2 tests (pg. 90 and 149). Students will add new elements from pg. 213-214 (this will serve as a model to help personalize the student’s version). The more detailed information, the better! Do not overuse fingerspelling.

**Post:** Video in GoReact, Script in Bb

**Written Final Exam** (20 pts): Comprehensive short answer, multiple choice, and T/F questions based on information presented in class and in the required text.

**Post:** In-class Bb assignment

**Deaf Community Events** (20 pts) Students are required to attend Deaf community events (*Grad students must attend 4 events*). Students can find events using the websites below.

Deaf Coffee Chat (Severna Park - 1st Saturday each month):

<http://happy.deafcoffee.com/category/maryland/>

ASL Dinner (MD/DC):

<http://asldinner.webs.com/>

or join (VA/DC):

<https://www.facebook.com/groups/138165812880504/>

ASL Bridge:

<https://www.meetup.com/ASLBridge/>

City Life ASL:

<https://www.meetup.com/CityLifeASL/>

Silent Suppers (Severn):

<https://www.meetup.com/Silent-Suppers/>

Gallaudet University:

<https://my.gallaudet.edu/calendar>

ASL Trivia (must be 21+ to participate):

<https://www.facebook.com/ASLTriviaDC/>

Another option is to Google the following – Silent Dinner in (city, VA), Silent Supper in (city, VA), or Deaf Event in (city, VA).

The purpose of this activity is for students to practice their signing skills and to engage with the Deaf community. Captioned movies *do not* count toward a Deaf Community Event activity. It is the student's responsibility to find a Deaf event to attend. If students are unsure if the event is acceptable, please seek approval from instructor.

After the event, students will write a paper detailing their experience. The paper must be a *maximum* of one page, and double-spaced for each event. Include a picture of yourself at the event, and a comprehensive and concise answer to each question below.

1. Name of the Deaf Community Event
2. When the event occurred
3. The purpose of the event
4. Describe the people who attended.
5. What observations were made?
6. Describe the feelings evoked.
7. Thoughts and feeling toward this event (before and after)

8. What was learned from this experience?
9. Describe any differences between a hearing event and a Deaf event.
10. Other keen observations, thoughts or unanswered questions

**Post:** Attach a Word doc in Bb with all events included in one submission

**Homework and Self-Assessments** (65 pts): During each unit, it is expected that students watch the DVD and complete the activities and reading. Since the class moves quickly, it is recommended that students watch the DVD immediately prior to a unit, and again during a unit.

**Post:** Bb, either upload picture of the completed pages from workbook, or submit questions/answers in a Word doc (submissions must be one attachment, do not submit separate files). Handwritten assignments *must* be eligible. Points will be deducted for ineligible work.

Unit 1:

1:2 pg. 7 “Write the Number”

1:3 pg. 13 “Circle the Letter 2”

1:8 pg. 27 “Minidialogue 1-6”

Unit 2:

2:2 pg. 59 “Write the Number”

2:4 pg. 63 “Language Background”

2:6 pg. 69 “Who Enjoys What?”

2:9 pg. 80 “Names and Tidbits”

Unit 3:

3:5 pg. 120 “Minidialogue 1-3”

3:8 pg. 129 “How Many of What?”

3:10 pg. 134 “Expressing Needs”

Unit 4:

4:5 pg. 191 “Minidialogues”

4:7 pg. 198 “How Old?”

4:13 pg. 207 “David’s Keys”

**Final Paper** (30 pts.) Graduate students are required to submit a brief reflection paper describing the benefits of ASL and the application to their academic setting/program.

Requirements for the final paper:

3-5 pages

Double spaced

APA style and format

Reference at two sources (can include text book)

Prompt: What have you gained from this experience that can be applied to your own academic setting? While answering this question, you may want to consider the following questions, keeping in mind how ASL relates to or enhances your academic program

- What did you like about your experience?
- In what ways can taking this class benefit you as a professional?
- Reflect upon the Deaf community/Signing community met or worked with through the course. How have these relationships impacted you? What did you learn from your

interactions that can be applied to your program? How is this relatable to your chosen major?

- What events or acquired knowledge has this experience led you to think about that you weren't expecting, and how does it compare to other academic courses in your program?
- Do you feel that your view of the Deaf community or ASL has changed because of your participation in the class? If yes, how? If no, why do you feel a change didn't occur?
- After completing ASLI, what is the likelihood that you will continue to pursue opportunities to apply this knowledge or skills in your academic program? Please include reasons to your response.

**Post:** Hard copy submitted in class or emailed to [apuopolo@gmu.edu](mailto:apuopolo@gmu.edu)

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**ASL Lab:** (55 pts.) Students will be required to attend the ASL Lab on a weekly basis. See schedule for lab assignments.

**Post:** Video in GoReact, Word doc/Pic in Bb. Either upload picture of the completed page from workbook or submit questions/answers in a Word doc (submissions must be one attachment, not several files). Handwritten assignments *must* be eligible. Points will be deducted for ineligible work.

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**Video Submission Requirements:** Any video assignment that does not meet the below criteria will result in a zero for the assignment.

1. Students must be in the center of the video where the instructor can see the top of student's head and the bottom of the student's chest area.
2. Make sure that the background is clean (one-colored wall) and free of "visual noise" (books, DVD's, TV running, kitchen items, dog appearing, etc.)
3. Wear only solid-colored shirts and free of logos. Shirt color should contrast skin tone. Avoid red, yellow, and orange shades. Tattoos should be covered, wear long-sleeved shirts.
4. Remove hats and excessive jewelry. Wedding rings and small earrings are acceptable.
5. If sitting, do not swivel.
6. Beds are not appropriate places to create videos.
7. Review videos before submitting. Each video must be good visual quality (no static).

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### **Course Policies and Expectations**

Class attendance and participation is required. In order to learn and develop expressive and receptive skills in ASL, students must be present and on time during instruction and participate in the discussions and small group work that occurs during the class period. In the event of an absence, please see the schedule for material covered in class, and obtain notes from classmates.

Students are allowed two absences without penalty. Each absence thereafter will have a 10% deduction from the total grade as shown below:

First absence – no penalty.

Second absence- no penalty.

Third absence – 10% deduction of the final grade.

Forth Absence – 20% deduction of the final grade.

Fifth absence – 30% deduction of the final grade.

Two (2) late arrivals/early departures will be equivalent to one absence which will be applied to the policy stated above.

**No Voice Policy:** Our class has a **NO VOICE** policy. This class is a signing environment at all times for two reasons: (1) It is not considered inclusive to talk in front of a Deaf person and not make the information accessible. It is imperative that students develop the habit of signing when Deaf people are present. (2) This is an immersion class. Using ASL helps students develop their comprehension skills and their expressive skills quickly and effectively. Talking disrupts this process. If a fellow student asks for help, feel free to help by using signs previously learned or by writing back and forth. Part of the first class will be presented in voice but subsequent classes will be voice-off with **no whispering**. Some exceptions for voice-on will apply and will be explicitly announced.

\*\*\*If voicing becomes a persistent problem, students will be asked to leave the class and will count as an absence for the day. \*\*\*

### **Late Work**

See schedule for due dates. Due dates are posted in the syllabus. All submissions are time-stamped in Bb and GoReact. Late submissions will receive a 10% deduction of the available points for each day thereafter.

### **Other Requirements**

Use of devices in class is strictly prohibited (mobile phones, tablets, laptops, iPads, game systems, etc.) with the exception of in-class assignments (see schedule for these dates).

\*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

## Grading Scale

Syllabus Test	5	A+	97-100
Receptive Tests 1 & 2	20 (10 each)	A	94-97
Expressive Tests 1 & 2	20 (10 each)	A-	90-93
Deaf Community Reflection Paper	20	B+	87-89
Lab Assignments	55	B	84-86
Final Video Sign Presentation	10	B-	81-83
Receptive Test 3	10	C+	79-81
Written Exam	20	C	76-78
Homework	65	C-	74-75
Final Paper	30	F	Below 74
<b>TOTAL POINTS POSSIBLE</b>	<b>255</b>		

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

## Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

	Day	Class Topic	Reading/Assignments
Week 1	27-Aug	Introduction Deaf Culture Awareness Unit 1: Lessons 1 and 12	<ul style="list-style-type: none"> <li>Practice fingerspelling</li> </ul>
	29-Aug	Unit 1: Lessons 1 and 12, Cont.	<ul style="list-style-type: none"> <li>Lab: Check out the ASL Lab, sign in, quickly review the book and assignments</li> </ul>
Week 2	3-Sept	No Class	No Class Review/practice
	5-Sept	Unit 1: Lessons 2, 3, and 6	<ul style="list-style-type: none"> <li>Syllabus Test <b>due by Friday, 7-Sept @ midnight</b></li> <li>Lab: Read pgs. 6-8, Answer questions #1-3 on pg. 18 <b>due by Friday, 7-Sept @ midnight</b></li> </ul>
Week 3	10-Sept	Unit 1: Lessons 2, 3, and 6, Cont.	Review/practice
	12-Sept	Unit 1: Lessons 4, 7, 8, 9 and 10	<ul style="list-style-type: none"> <li>Lab: Read pgs. 10-12, Answer questions #4-8 on pg. 18 <b>due by Friday, 14-Sept @ midnight</b></li> </ul>
Week 4	17-Sept	Unit 1: Lessons 4, 7, 8, 9 and 10, Cont.	Review/practice
	19-Sept	Unit 1: Review	<ul style="list-style-type: none"> <li>Unit 1 Homework <b>due by Friday, 21-Sept @ midnight</b></li> <li>Lab: Review Vocabulary, pgs. 19-21 Comprehension Practice 1.1 &amp; 1.2, Answer questions pgs. 15-16 <b>due by Friday, 21-Sept @ midnight</b></li> </ul>
Week 5	24-Sept	Unit 2: Lessons 1, 2, 3, 4	Review/practice



	26-Sept	Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12	<ul style="list-style-type: none"> <li>Lab: Expressive Practice Prompts pg. 17, #1-5 (Post on GoReact) <b>due by Friday, 28-Sept @ midnight</b></li> </ul>
Week 6	1-Oct	Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12, Cont.	Review/practice
	3-Oct	Unit 2: Lessons 6, 9, 11, and 12	<ul style="list-style-type: none"> <li>Lab: Expressive Practice Prompts pg. 17, #6-10 (Post on GoReact) <b>due by Friday, 5-Oct @ midnight</b></li> </ul>
Week 7	8-Oct	<b>No Class</b>	No Class Review/practice
	9-Oct	Unit 2: Lessons 6, 9, 11, and 12, Cont.	<ul style="list-style-type: none"> <li>Lab: Read pg. 25. Practice Fingerspelling Drills on pgs. 26-27 (<b>no post required</b>)</li> </ul>
	10-Oct	Unit 2: Review	<ul style="list-style-type: none"> <li>Unit 2 Homework <b>due by Friday, 12-Oct @ midnight</b></li> </ul>
Week 8	15-Oct	Unit 2: Review and Test 1	<ul style="list-style-type: none"> <li>Receptive Test 1 (in-class) bring laptop</li> <li>Expressive Test 1 <b>due by Friday, 19-Oct @ midnight</b></li> </ul>
	17-Oct	Unit 3: Lessons 1, 5, 8, and 9	<ul style="list-style-type: none"> <li>Lab: Read pgs. 34-45, Answer questions #1-8 on pg. 52 <b>due by Friday, 19-Oct @ midnight</b></li> </ul>
Week 9	22-Oct	Unit 3: Lessons 1, 5, 8, and 9, Cont.	Review/practice
	24-Oct	Unit 3: Lessons 3, 6, 12, and 13	<ul style="list-style-type: none"> <li>Lab: Review Vocabulary, pgs. 53-56 Comprehension Practice 2.1 &amp; 2.2, Answer questions pgs.49-50 <b>due by Friday, 26-Oct @ midnight</b></li> </ul>
Week 10	29-Oct	Unit 3: Lessons 3, 6, 12, and 13, Cont.	Review/practice
	31-Oct	Unit 3: Lessons 2,3,6,10,13, and 14	<ul style="list-style-type: none"> <li>Lab: Expressive Practice Prompts pg. 51, #1-8 (Post on GoReact) <b>due by Friday, 2-Nov @ midnight</b></li> </ul>
Week 11	5-Nov	Unit 3: Lessons 2,3,6,10,13, and 14, Cont.	Review/practice
	7-Nov	Unit 3: Review	<ul style="list-style-type: none"> <li>Lab: Expressive Practice Prompts pg. 51, #9-16 (Post on GoReact) <b>due by Friday, 9-Nov @ midnight</b></li> </ul>
Week 12	12-Nov	Unit 3: Review and Test 2	<ul style="list-style-type: none"> <li>Receptive Test 2 (in-class) bring laptop</li> </ul>
	14-Nov	Unit 4: Lessons 1, 4, 5, 7, 8, and 9	<ul style="list-style-type: none"> <li>Unit 3 Homework <b>due by Friday, 16-Nov @ midnight</b></li> <li>Expressive Test 2 <b>due by Friday, 16-Nov @ midnight</b></li> </ul>
Week 13	19-Nov	Unit 4: Lessons 1, 4, 5, 7, 8, and 9, Cont.	<ul style="list-style-type: none"> <li>Lab: Read pgs. 62-75, Answer questions #1-11 on pg. 84 <b>due by Friday, 23-Nov @ midnight</b></li> </ul>
	21-Nov	<b>No Class</b>	No Class Review/practice
Week 14	26-Nov	Unit 4: Lessons 11, 13, and 14	Review/practice
	28-Nov	Unit 4: Lessons 11, 13, and 14, Cont.	<ul style="list-style-type: none"> <li>Lab: Review Vocabulary, pgs. 86-93, Comprehension Practice 3.1, 3.2 &amp; 3.3, Answer questions pgs. 79-81 <b>due by Friday, 30-Nov @ midnight</b></li> </ul>
Week 15	3-Dec	Unit 1-4 Review and Catch up	Review/practice
	5-Dec	Unit 1-4 Review and Catch up	<ul style="list-style-type: none"> <li>Unit 4 Homework <b>due by Friday, 7 Dec @ midnight</b></li> <li>Deaf Community Event Reflections <b>due by Friday, 7 Dec @ midnight</b></li> </ul>
Week 16	12-Dec	Final Tests	<ul style="list-style-type: none"> <li>Receptive Test 3 (in-class) bring laptop</li> <li>Written Final (in-class) bring laptop0</li> <li>Final Sign Video Presentation and Script <b>due by Friday, 14-Dec @ midnight</b></li> </ul>

## **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

## **GMU Policies and Resources for Students**

### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

<b>Due date</b>	<b>Assignment</b>
Friday, September 7	Syllabus Test
Friday, September 7	Lab page 18 #1-3
Friday, September 14	Lab page 18 #4-8
Friday, September 21	Unit 1 Homework
Friday, September 21	Lab pages 15-16
Friday, September 28	Lab Prompts page 17 #1-5
Friday, October 5	Lab Prompts page 17 #6-10
Friday, October 12	Unit 2 Homework
Monday, October 15	Receptive Test 1, in class
Friday, October 19	Expressive Test 1
Friday, October 19	Lab page 52 #1-8
Friday, October 26	Lab page 49-50
Friday November 2	Lab prompt page 51 #1-8
Friday, November 9	Lab prompt page 51 #9-16
Monday, November 12	Receptive Test 2, in class
Friday, November 16	Unit 3 Homework
Friday, November 16	Expressive Test 2
Friday, November 23	Lab page 84 #1-11
Friday, November 30	Lab pages 79-81
Friday, December 7	Unit 4 Homework
Friday, December 7	Deaf Community Reflection
Wednesday, December 12	Receptive Test 3 (Final), in class
Wednesday, December 12	Final Paper
Wednesday, December 12	Written Final
Friday, December 14	Final Video Presentation

## Appendix

### Assessment Rubric(s)

	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>DOES NOT MEET EXPECTATIONS</b>
<b>Vocabulary:</b> Usage of vocabulary	Accurate, relevant use of wide variety of vocabulary used from all units studied (2)	Generally accurate, relevant use of vocabulary from more than half the units studied (1)	Vocabulary inaccurate and used covers less than half the units studied
<b>Formation:</b> Handshape, Palm Orientation, Movement, Location	Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (2)	Generally accurate, appropriate use; errors made do not compromise meaning (1)	Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident
<b>Space Referents:</b> Motion/Location of Verbs (includes eye gaze, body shifting and choice of signs)	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; interferes with intended meaning; effort and practice not evident
<b>Grammar:</b> Yes/No Questions “Wh—“Questions Location Negation Contrastive Structures (referents, time, intensity, etc.)	A variety of sentence types are used; solid knowledge of grammar is evident (2)	A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought (1)	Use is awkward and confusing; errors compromise meaning; effort and practice not evident
<b>Fluency/Accuracy</b> Smoothness and Fluency of Signs Conceptually Accurate Ideas/Messages	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; sometimes interferes with intended meaning; effort and practice not evident
<b>TOTAL POINTS POSSIBLE = 10</b>	<b>Points earned in parenthesis</b>		<b>No points earned</b>