SOME GUIDELINES FOR IDENTIFYING & DISCUSSING ASL GRAMMAR
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Note 1: Order of grammatical features below same order as in #4D of SCPI Raters’ Worksheet.
Note 2: For ASL grammar features below, see SCPI Notebook Sections 4A & 4B for additional examples as written on SCPI Raters’ Worksheets & in SCPI Raters’ Reports and see Section 6 (S6) for explanation and other examples.
Note 3: Note importance of word for in information below.

1. **Indexing, space, and body shifts, and eye gaze** for comparison/contrast, to locate and refer to people, places, and objects present and not present, and role play; TEACHERS-Ilt., STUDENTS-rt., SCHOOL THERE-ctr. (S4A, pp. 9, 11, 13, 15, 17, 19, 21, 23; S4B, p. 4, #6B, S6, p. 1, #1, & pp. 3-6).

2. **Sign verb movement directionality** for location (HOME GO-Ilt.; see S4, p. 8, D-4) and pronoun incorporation (TELL-me, me-HELP-them; see S4A, pp. 9, 13, 17, 19; S4B, p. 4, #6C; also, see S6, p. 1, #2, & pp. 20-21).

3. **Facial expression and sign movement modification** for degree, size, manner, and temporal/time aspect; BEAUTIFUL-really, HOUSE-big, WALK-slowly, STUDY-for-a-long-time (S4A, pp. 9, 11, 13; S4B, page 4, #6D; S6, p. 1, #3c-e, & pp. 9-12).

4. **Repetition of sign verb movement** for repeated action; GO+++; LEARN+++ (S4A, pp. 9, 11, 13, 17, 21; S4B, p. 6, #10E; S6, p. 1, #4.)

5. **Repetition of sign noun movement and vertical and horizontal sweep** for plurals; BOOK+++, MONDAY-sweep, MORNING-sweep (S4A, pp. 9, 11, 13, 15, 17; S4B, p. 6, #10E; S6, p. 1, #5a & b, pp. 24-25).

6. **Number incorporation (may include use of timeline):** AGE-5, MONTHS-2, 3-WEEKS-AGO, TWO-of-US (S4A, pp. 9, 11, 13, 17, 19; S6, p. 1, #6, & p. 23).

7. **Listing on non-dominant hand, FINISH, body shifts, and pauses** for connecting ideas, separating ideas, and sequencing of events (see S4A, pp. 9, 15).

8. **Sign word order** for rhetorical (rh) question, topic-comment, MUST, CAN, & NOT at end of comments, conditional, and object-subject-verb (O-S-V) (S4A, pp. 9, 11; S6, p. 2, #8, pp. 16, 19-20).

9. **Classifiers** for (a) description, (b) location and relationship of people, animals, things, and places, (c) actions of people, animals, and objects, and (d) how something is used or functions; CL:GG for shape and thinness; CL:11 for 2 people standing, facing each other; CL:33 for 2 cars racing; CL:S for leading a horse (S4A, pp. 9, 11, 13, 15; S4B, p. 6, #10B; S6, p. 2, #7g, & #11, pp. 29-37).

10. **Nonmanual signals:** Negative and affirmative head movements, yes-no?, wh-?, puffed cheeks, pursed lips/o-o, mm, pah, cs, th and clenched teeth (S4A, pp. 9, 13, 15, 19, 21; S6, p. 1, #3a, b, e, f, #10a & b, p. 2, pp. 6-8, 11-15, & 17-18.)
SIGN COMMUNICATION PROFICIENCY INTERVIEW (SCPI) RATER WORKSHEET
(DISCUSSION) GUIDELINES

CANDIDATE: __________________________ RATING DATE: __________________
INTERVIEWER: _________________________ RATER: _________________________

1. **Functional Range:** Above Intermediate or At Intermediate or Below Intermediate

2. **Functional Descriptors:**

   - conversation shared and natural; in-depth elaboration (Superior/Superior+)
   - generally fluent, shared, conversation; spontaneous elaboration (Advanced)
   - generally responds in 3-to-5 sentences, conversation fairly shared for social and work needs (Intermediate)
   - generally 1-to-3 sentence responses with many questions by interviewer required (Survival)
   - one sign, short phrases, single sentence, memorized like signing (Novice)
   - (may be) some one sign, single phrase responses (No Functional Skills)

3. **Linguistic Factors (Form):**

   ### A. Vocabulary Knowledge
   Is the candidate’s sign language vocabulary knowledge very broad, broad, fairly broad, good or fair knowledge of basic sign language vocabulary, knows some basic sign language vocabulary, etc.?

   If very broad or broad need to include examples of “advanced” sign language vocabulary used by candidate; here list as examples only signs produced correctly.

   • Sign selection errors based on meaning
   • Inappropriate/overuse of sign initialization
   • Fingerspelling words with standard signs

   **Note:** Production & fluency generally combined in written reports

   Is production of signing native like, near-native, very clear, clear, fairly clear, generally clear, able to produce some understandable responses, etc.? At what rate (see “fluency” below)? Are signs formed correctly and how clear is fingerspelling?

   • A few, some, several, many sign production errors (handshape, position, orientation, movement errors)
   • Inappropriate signing space (restricted, too high, elbows held too close to body, etc.)

   **B. Production (signs & fingerspelling)**

   Is signing produced at a smooth, normal rate with appropriate pausing? Rate may be normal, near-normal, moderate-to-normal, moderate, slow-to-moderate, slow, etc.

   • Inappropriate pauses/hesitations
   • Choppy, stiff

   **C. Fluency**

   Is signing produced at a smooth, normal rate with appropriate pausing? Rate may be normal, near-normal, moderate-to-normal, moderate, slow-to-moderate, slow, etc.

   **D. Grammatical Features**

   “How controlled” and “how many” sign language grammatical features [Includes sign word order, use of space, classifiers, listing on nondominant hand & non-manual signals (facial expressions, body shifts, etc.)]? - For “how controlled” describe as “native-like use, near-native like use, excellent or very good use, good use, fair use, some use, beginning use, basic use, etc”; for “how many” describe as “many, several, some, a few, etc.”

   • Primarily English word order
   • Does not use space well
   • Overuse of AND and THEN
   • Overuse of ON, TO, etc.

   **E. Comprehension**

   At what rate can candidate understand sign language? - excellent, good, fair comprehension at a normal, near-normal, moderate, slow-to-moderate, slow rate, etc.?

   **4. Conversational Strategies:** Appropriately requesting clarification, fingerspelling to clarify signs, breaking eye contact/gaze to maintain floor, correcting own errors, etc. (may be included with “other” under grammatical features).

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In general use few for 2-to-3, some for 4-to-6, several for 7-to-9, & many for 10 or more.

You may also use S4A & S4 B to help with writing both examples & general descriptors for each form category on rater worksheets.