

MODEL Research Study for
Establishing Sign Language Skill Level Expectation for
NAME University Students Majoring in
Education of Deaf and Hard-of-Hearing Students

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Note: This model document is based on two studies, one study having been conducted with Valdosta State University Education of the Deaf and Hard of Hearing and Hard of Hearing and ASL Interpreting students by William Newell, Frank Caccamise, Nancy Scheetz, and Philip Gunter , and the other study having been conducted with National Technical Institute for the Deaf (NTID) Master of Science in Secondary Education students by Frank Caccamise, Gerry Bateman, Donna Gustina, and Geoff Poor.

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MODEL Research Study for Establishing Sign Language Skill Level Expectation for NAME University Students Majoring in Education of Deaf and Hard-of-Hearing Students

Introduction

NAME University (NU) offers a bachelor degree major in Education of Deaf and Hard-of-Hearing Students. This degree is intended to provide students with the foundational knowledge and skills needed to embark on successful careers working with deaf and hard-of-hearing students. American Sign Language (ASL) skills are important to the success of students in this major. Therefore, the curriculum for this major includes a four course ASL sequence. Descriptions of these four courses are provided in Appendix A.

During the 2002-03 academic year (AY02-03), the Sign Language Proficiency Interview-American Sign Language (SLPI-ASL) was added to the NU ASL Program in order to provide a standard technique for assessing students' ASL skills near the completion of their NU ASL course sequence. Information about the SLPI-ASL, which is a one-to-one interview technique for assessing ASL skills, is provided in Appendix B. Also, based on sign language skill level standard setting principles for programs using the SLPI (Caccamise & Newell, 2007a), the SLPI-ASL Intermediate skill level rating was established as an interim ASL skill level standard for students' successful completion of the fourth course (ASL 104) in their ASL sequence. Further, it was decided that students achieving SLPI-ASL ratings below this interim standard would receive a grade of incomplete for ASL 104 and that these students would have one year to achieve an SLPI-ASL rating of Intermediate or above to complete ASL 104 requirements.

Given the above, it is important to determine if the interim SLPI-ASL skill level standard of Intermediate is appropriate for students who take the NU ASL course sequence.

Purposes of Study

The purposes of this study were to collect the information needed to respond to the following three questions:

1. For students who rate their ASL skills as No Skills, No Functional Skills (NFS), and Basic Skills at time of their NU ASL course sequence entry is the SLPI-ASL Intermediate rating an appropriate skill level standard to expect for successful completion of their NU ASL course sequence?
2. For students who do not achieve the interim SLPI-ASL Intermediate rating standard near the end of their NU ASL course sequence, how many achieve this standard within one year from taking the last course in this sequence (ASL 104)?
3. What is the relationship between students' self-ratings of their ASL skills just prior to taking the SLPI-ASL and their SLPI-ASL ratings?

Methodology

As stated in the introduction to this report, the ASL Program for NU majors in Education of Deaf and Hard-of-Hearing Students includes an ASL four course sequence; that is, ASL 101, ASL 102, ASL 103, and ASL 104 (see Appendix A). Students begin ASL instruction during the summer term between their sophomore and junior years, taking both ASL 101 and ASL 102. During their junior year they take ASL 103 fall semester and ASL 104 spring semester.

During AY02-03 through AY06-07, students enrolled in NU ASL courses were provided information about the SLPI-ASL. This information included a general description of the SLPI-ASL, benefits of taking the SLPI-ASL, a description of the SLPI-ASL process for NU students, and suggestions for how to prepare for taking the SLPI-ASL. Students were informed that an SLPI-ASL rating level of Intermediate had been established as an interim standard for successful completion of ASL 104. Also, they were informed that students achieving SLPI-ASL ratings below the Intermediate interim standard would receive a grade of incomplete for ASL 104 and that these students would have one year to achieve an SLPI-ASL rating of Intermediate or above to successfully complete ASL 104 requirements.

Approximately three weeks prior to the end of each AY spring semester, ASL 104 students completed an ASL questionnaire that included items to obtain self-ratings of their ASL skills both at time of NU ASL course sequence entry and just prior to taking the SLPI-ASL (see Appendix C, items #8 & #9). Students were then administered the SLPI-ASL using standard interviewing and rating procedures described in Caccamise and Newell (2007b and 2007c). Students received a report of results memorandum that included their SLPI-ASL ratings with copies of the SLPI Rating Scale attached (see Appendix D and Appendix B, Attachment 3). Results memorandums informed students about the opportunity to schedule SLPI-ASL Follow-Up Meetings and explained that at these meetings they would have the opportunity to review their SLPI-ASL videos, to discuss their ASL skills, and to discuss suggestions for improving their sign language communication skills. Results memorandums also included a request that students give permission to use their SLPI-ASL videos for training, demonstration, and research (see Appendixes D and E).

Results and Discussion

As stated earlier, the purposes of this study were to collect information needed to respond to three questions. In this section study results are reported and discussed in accordance with these questions.

Question 1.

For students who rate their ASL skills as No Skills, No Functional Skills (NFS), and Basic Skills at time of their NU ASL course sequence entry, is the SLPI-ASL Intermediate rating an appropriate skill level standard to expect for successful completion of their NU ASL course sequence?

From AY02-03 through AY06-07, 58 NU students majoring in Education of Deaf and Hard-of-Hearing Students had ASL skills self-ratings of No Skills, NFS, and Basic Skills at their time of NU ASL course sequence entry. For these 58 students Table 1 on the next page shows that near the end of their NU ASL course sequence 48 (82.8%) achieved above or at the interim SLPI-ASL Intermediate skill level standard and 10 (17.2%) achieved below this interim standard.

Table 1. Number (N) and percentage (%) of AY02-03 through AY06-07 students with ASL skills self-ratings of No Skills, No Functional Skills (NFS), and Basic Skills at NU ASL course sequence entry achieving each SLPI-ASL rating skill level near the end of their NU ASL course sequence).

Academic Year (AY)	SLPI-ASL Rating Skill Levels Near the End of Students' NU ASL Course Sequence										Totals	
	Advanced		Intermediate Plus		Intermediate		Survival Plus		Survival			
	N	%	N	%	N	%	N	%	N	%	N	%
AY06-07	0	0	5	47.7	6	50.0	1	8.3	0	0	12	20.7
AY05-06	0	0	4	30.8	7	53.8	2	15.4	0	0	13	22.4
AY04-05	0	0	4	33.3	6	50.0	2	26.7	0	0	12	20.7
AY03-04	0	0	3	27.3	5	45.4	3	27.3	0	0	11	19.0
AY02-03	0	0	3	30.0	5	50.0	2	20.0	0	0	10	17.2
Total	0	0	19	32.8	29	50.0	10	17.2	0	0	58	100.0

For these 58 students Table 2 below shows that if the standard was raised to Intermediate Plus 39 (67.2%) students would not have achieved the standard, that if the standard was raised to Advanced all 58 students would not have achieved the standard, and that if the standard was lowered to Survival Plus, all 58 students would have achieved the standard.

Table 2. Number (N) and Percentage (%) of AY02-03 through AY06-07 NU students with ASL skills self-ratings of No Skills, No Functional Skills (NFS), and Basic Skills at NU ASL course sequence entry Above, At, and Below SLPI-ASL rating skill levels near the end of their NU ASL course sequence (N = 58).

SLPI-ASL Rating Skill Levels	Achievement Relative to SLPI-ASL Skill Levels Near the End of Their NU ASL Course Sequence					
	Above		At		Below	
	N	%	N	%	N	%
Advanced	0	0	0	0	58	100.0
Intermediate Plus	0	0	19	32.8	39	67.2
Intermediate	19	32.8	29	50.0	10	17.2
Survival Plus	48	82.8	10	17.2	0	0
Survival	58	100.0	0	0	0	0

Table 3 provides a comparison of the 58 AY02-03 through AY06-07 students' ASL skills self-ratings at NU ASL course sequence entry and their SLPI-ASL ratings near completion of this course sequence. This table shows that of 20 students self-rating their ASL skills as Basic Skills at ASL course sequence entry, 18 (90.0%) achieved above or at the interim ASL Intermediate skill level standard near the end of their NU ASL course sequence, that of 26 students with No Functional Skills self-ratings 20 (77.0%) achieved above or at this standard, and that of 12 students with No Skills self-ratings 10 (83.3%) achieved above or at this standard.

Table 3. Comparison of AY02-03 through AY06-07 students' ASL skills self-ratings of No Skills, No Functional Skills, and Basic Skills at NU ASL course sequence entry and their SLPI-ASL ratings near the end of their NU ASL course sequence.

ASL Skills Self-Ratings at NU ASL Course Sequence Entry	SLPI-ASL Rating Skill Levels Near Completion of Their NU ASL Course Sequence										Totals	
	Advanced		Intermediate Plus		Intermediate		Survival Plus		Survival			
	N	%	N	%	N	%	N	%	N	%	N	%
Basic Skills	0	0	5	25.0	13	65.0	2	10.0	0	0	20	34.5
No Functional Skills	0	0	10	38.5	10	38.5	6	23.0	0	0	26	44.8
No Skills	0	0	4	33.3	6	50.0	2	16.7	0	0	12	20.7
Totals	0	0	19	32.8	29	50.0	10	17.2	0	0	58	100.0

Question 2.

For students who do not achieve the interim SLPI-ASL Intermediate rating standard near the end of their NU ASL course sequence, how many achieve this standard within one year from taking the last course in this sequence (ASL 104)?

As shown in Table 1, there were 10 AY02-03 through AY06-07 students who achieved below the interim SLPI-ASL Intermediate skill level standard near the end of their NU ASL course sequence. Table 4 on the next page shows that on SLPI retakes within one year from the end of their NU ASL course sequence, eight (80.0%) of these 10 students achieved above or at the interim SLPI-ASL Intermediate standard.

Table 4. For AY02-03 through AY06-07 students not achieving the interim SLPI-ASL Intermediate rating standard near the end of their NU ASL course sequence, results for their SLPI-ASL retakes within one year from the end of this course sequence.

SLPI-ASL Rating Skill Level Near Completion of Students' NU ASL Course Sequence	SLPI-ASL Rating Skill Levels within One Year from Students' NU ASL Course Sequence										Totals	
	Advanced		Intermediate Plus		Intermediate		Survival Plus		Survival			
	N	%	N	%	N	%	N	%	N	%	N	%
Survival Plus	0	0	4	40.0	4	40.0	2	20.0	0	0	10	100

Question 3.

What is the relationship between students' self-ratings of their ASL skills just prior to taking the SLPI-ASL and their SLPI-ASL ratings?

Table 5 below shows that just prior to taking the SLPI-ASL near the end of their NU ASL course sequence, of the 58 AY02-03 through AY06-07 students, 53 (91.4%) rated their ASL skills as Intermediate and 5 (8.6%) rated their ASL skills as Basic Skills. Of the 53 students with Intermediate self-ratings, 48 (90.6%) achieved above or at the interim SLPI-ASL Intermediate rating standard and 5 (9.4%) achieved below this interim standard. Of the five students with Basic self-ratings, all five achieved below this interim standard.

Table 5. Comparison of AY02-03 through AY06-07 NU students' self-ratings of their ASL skills just prior to taking the SLPI-ASL and their SLPI-ASL ratings near the end of their NU ASL course sequence (N=28).

ASL Skills Self-Ratings Just Prior to Taking the SLPI-ASL	SLPI-ASL Rating Skill Levels Near the End of Their NU ASL Course Sequence										Totals	
	Advanced		Intermediate Plus		Intermediate		Survival Plus		Survival			
	N	%	N	%	N	%	N	%	N	%	N	%
Advanced	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate	0	0	19	35.8	29	54.8	5	9.4	0	0	53	91.4
Basic Skills	0	0	0	0	0	0	5	100.0	0	0	5	8.6
No Functional Skills	0	0	0	0	0	0	0	0	0	0	0	0
No Skills	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	19	32.8	29	50.0	10	17.2	0	0	58	100

Table 6 shows that of the 10 students achieving below the interim Intermediate standard near the end of their NU ASL course sequence, just prior to retaking the SLPI-ASL within one year of this course sequence eight (80.0%) self-rated their ASL skills as Intermediate and two (20.0%) self-rated her/his ASL skills as Basic. Table 6 shows that the eight students with Intermediate self-ratings achieved above or at the Intermediate interim standard and the two students with Basic self-ratings achieved below this interim standard.

Table 6. Comparison of AY02-03-through-AY06-07 NU students' ratings of their ASL skills just prior to retaking the SLPI-ASL and their SLPI-ASL ratings on SLPI-ASL retake within one year from the end of their NU ASL four course sequence.

Students' ASL Skills Self-Ratings Just Prior to Retaking SLPI-ASL	SLPI-ASL Rating Skill Levels Achieved on Retaking the SLPI-ASL within One Year from the End of Students' NU ASL Four Course Sequence										Totals	
	Advanced		Intermediate Plus		Intermediate		Survival Plus		Survival			
	N	%	N	%	N	%	N	%	N	%	N	%
Intermediate	0	0	4	40.0	4	40.0	0	0	0	0	4	80.0
Basic Skills	0	0	0	0	0	0	2	100.0	0	0	1	20.0
No Functional Skills	0	0	0	0	0	0	0	0	0	0	0	0
No Skills	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	4	40.0	4	40.0	2	20.0	0	0	10	100.0

Summary and Recommendation

Results of this study show that near the end of their NU ASL Program four course sequence, 48 (82.8%) of 58 students who self-rated their ASL skills at course sequence entry as no skills, no functional skills, and basic skills achieved above or at the interim SLPI-ASL Intermediate rating skill level standard. Also, results show that if the standard was raised to Intermediate Plus 39 (67.2%) students would not have achieved the standard, that if the standard was raised to Advanced all 58 students would not have achieved the standard, and that if the standard was lowered to Survival Plus all 58 students would have achieved the standard.

Further, of the 10 students achieving below the interim Intermediate standard near the end of their NU ASL Program four course sequence, within one year of completing this sequence eight (80.0%) achieved above or at the interim Intermediate standard on their SLPI-ASL retakes. Therefore, of 58 students, 56 (96.6%) achieved above or at the interim SLPI-ASL Intermediate rating ASL skill level standard within one year of the end of their NU ASL Program four course sequence.

Also, a comparison of students' ASL skills self-ratings just prior to taking the SLPI and SLPI results shows that greater than 90% of students who self-rated their skills as Intermediate achieve Intermediate Plus and Intermediate Ratings and 100% of students who self-rated their skills as Basic achieved the Survival Plus Rating.

Given the results of this study, it is recommended that for NU students majoring in Education of Deaf and Hard-of-Hearing Students the SLPI-ASL Intermediate skill level rating be established as the permanent ASL skill level standard for successful completion of the fourth course (ASL 104) in their NU four course ASL sequence.

References/Readings

Note: The references below are included in the Training Materials section of the SLPI website: www.ntid.rit.edu/slpi.

- Caccamise, F., & Newell, W. (2007a). *Principles for Development and Refinement of Sign Language Program Philosophy, Policy, and Procedures Document* (9th ed.). Working Paper, National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY.
[This reference is PAPER 18, pages 79-88, in a document entitled *Responses to Frequently Asked Questions about the Sign Language Proficiency Interview (SLPI)* (29th ed.), F. Caccamise & W. Newell, 2007).
- Caccamise, F., & Newell, W. (2007b). *PROGRAM Sign Language Proficiency Interview (SLPI) Scheduling and Interviewing Procedures* (22nd ed.). Working Paper, National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY.
- Caccamise, F., & Newell, W. (2007c). *PROGRAM Sign Language Proficiency (SLPI) Individual Rating and Sharing of Results Procedures* (4th ed.). Working Paper, National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY.

Appendix A

Descriptions of NAME University American Sign Language (ASL) Courses for Education of Deaf and Hard of Hearing Students

ASL 101: AMERICAN SIGN LANGUAGE I COURSE DESCRIPTION

The first in a series of courses based on American Sign Language concepts and principles. This course presents additional components of ASL, including signs, fingerspelling, mime, body language, and facial expression. Skill focus is on recognition and recall of American Sign Language with emphasis on increasing speed and fluency.

ASL 102: AMERICAN SIGN LANGUAGE II COURSE DESCRIPTION (Prerequisite: ASL 101)

The second in a series of courses based on American Sign Language concepts and principles. This course presents additional components of ASL, including signs, fingerspelling, mime, body language, and facial expression. Skill focus is on recognition and recall of American Sign Language with emphasis on increasing speed and fluency.

ASL 103: AMERICAN SIGN LANGUAGE III COURSE DESCRIPTION (Prerequisite: ASL 102)

The third in a series of courses based on American Sign Language concepts and principles. This course is designed to increase recognition and recall skills in dialogue communication. American Sign Language idioms are also included as well as a deeper understanding of the grammar, syntax, and complexities within the language.

ASL 104: AMERICAN SIGN LANGUAGE IV COURSE DESCRIPTION (Prerequisite: ASL 103)

The fourth in a series of courses based on American Sign Language concepts and principles. This class is an advanced course in American Sign Language for students who have completed previous coursework in ASL. Emphasis is placed on the production of signed conversation and discourse. Continued attention is given to the comprehension of extended narration with embedded fingerspelling. Sociolinguistics with ASL reference to syntax, and role of non-manual markers and idioms are explored as well as the interplay between language and culture within the Deaf community.

Appendix B

A BRIEF DESCRIPTION OF THE SIGN LANGUAGE PROFICIENCY INTERVIEW-AMERICAN SIGN LANGUAGE (SLPI-ASL)^a

Frank Caccamise and William Newell

October 2007

The SLPI, a conversational approach to sign language communication skills assessment, is based on the Oral Proficiency Interview (OPI) (also known as the Language Proficiency Interview/LPI). Like the O/LPI, the SLPI permits interview content to vary according to the background, job responsibilities/schooling and other interests of each person interviewed. Consistent with the O/LPI, the goal of the SLPI is to assess how well people are able to use sign language for their communication needs, and, as appropriate, to assist people in development of their sign language communication skills.

The SLPI involves a one-to-one conversation between an interviewer and interviewee/candidate, with each interview recorded and subsequently rated independently by SLPI raters. [See pages 10 and 11 for SLPI interviewee information and tips.] The basis for ratings is the SLPI Rating Scale (Attachment 4), a standard scale based on highly skilled, knowledgeable native/native-like signers.

The SLPI-ASL assesses American Sign Language (ASL) as it is used among skilled sign language communicators in the United States. This use includes the full range of ASL from pure, linguistic descriptions of ASL to English-like contact signing. This full range is characterized by meaning-based sign language vocabulary selection consistent with standardized signs in current use by skilled language users and a variety of grammatical features that are consistent with effective use of gestural-visual language for communication. These grammatical features include: (a) space, indexing, eye gaze, sign movement directionality, and body shifts to separate ideas and to identify and discuss persons, places, and objects present and not present; (b) classifiers for describing and representing persons, places, and objects and their movements (for example, use of the index finger to represent “a person”); (c) sign-word order which facilitates effective communication in gestural-visual language; and (d) facial expressions and other body movements (non-manual signals) to support and add to information communicated (for example, affirmative and negative head movements). In addition to vocabulary and grammatical features, clarity of sign production, fluency, and comprehension are important to effective communication when using a gestural-visual language, and therefore are considered in SLPI-ASL ratings. Further explanation of what is assessed by the SLPI is provided in the *SLPI Notebook*, Section 5, *Skills Important for Effective Sign Language Communication and SLPI-ASL Rating Levels*. Copies of this paper are available from NAME, ADDRESS.

As we have discussed consistently in SLPI presentations and published materials, follow-up is critical to successful use of the SLPI. Thus, SLPI interviewees are encouraged to schedule SLPI Follow-Up Meetings. At these meetings interviewees have the opportunity to review their SLPI-ASL videos, to discuss their sign language communication skills, and to discuss suggestions for improving their sign language communication skills. .

^aThe SLPI was referred to as the Sign Communication Proficiency Interview (SCPI) from 1983 to May 2006.

Attachment 1

SIGN LANGUAGE PROFICIENCY INTERVIEW-AMERICAN SIGN LANGUAGE
(SLPI-ASL) INFORMATION FOR INTERVIEWEES

1. We will have a conversation about social and work topics. I will ask you questions, and you may ask me questions.
2. We want to get the best sample of your American Sign Language (ASL) skills.
3. In order to elicit your best ASL skills, I may ask you to “re-sign” (restate) some responses.
4. We will evaluate your ASL skills, including: (a) ASL vocabulary; (b) clarity and control of sign production; (c) use of ASL grammar (for example, use of space, sign directionality, classifiers, time indicators, and sentence and discourse structure); (d) nonmanual behaviors such as facial expressions and body shifts; (e) fluency or smoothness of sign and fingerspelling production; and (f) comprehension (skill in receiving ASL).
5. Please try to maintain a good “signing posture;” that is, please sit upright. This should help you show your best ASL skills.
6. Please answer my questions as completely as possible.

Do you have any questions? Please use ASL.

Note: PLEASE USE YOUR BEST ASL.

Attachment 2

SIGN LANGUAGE PROFICIENCY INTERVIEW (SLPI)
TIPS FOR INTERVIEWEES

1. **RELAX:** Sip a cup of coffee, rub your hands, talk about the weather—anything that will help you to relax and be confident.
2. **RATE OF SIGNING:** Sign at a rate that is comfortable for you. If you know that you make many mistakes when you sign quickly, slow down.
3. **KEEP SIGNING:** Don't stop the conversation by answering simply YES or NO. Be generous. Give details, explain your point, develop your thoughts, and make comparisons. Anything that shows you can discuss a topic in depth will help you perform better. If you are not a "talkative" person by nature, you must make an extra effort to communicate during the interview.
4. **DON'T DOWNGRADE YOURSELF:** Don't apologize for your signing skills. Be positive. Let the interview show your skills.

WHAT TO DO...

1. **IF YOU MAKE A MISTAKE:** If you know you made a mistake, correct it and continue. Correcting a mistake can help your performance.
2. **IF YOU ARE LOST IN A LONG EXPLANATION:** Stop. Think. Say something like, "Let me tell you again—it is complicated." Then try again. Don't worry about what happened. No one expects you to sign without mistakes.
3. **IF YOU BECOME NERVOUS DURING THE INTERVIEW:** The interviewer will know you are nervous and help you. You can stop for a few seconds and get control. Relax. Admit that you are nervous and joke about it. Often this is enough to make you comfortable again.
4. **IF SOMETHING IS INTERFERING WITH YOUR SIGNING:** If the air conditioner bothers you, say so. If you can't see the interviewer clearly, say so. Remember that this is your interview. You should have the best possible interview conditions.

Attachment 3

SIGN LANGUAGE PROFICIENCY INTERVIEW (SLPI) RATING SCALE^{a, b}

<u>RATINGS</u>	<u>DESCRIPTORS</u> ^c
<u>Superior Plus</u>	Able to have a fully shared and natural conversation, with in-depth elaboration for both social and work topics. All aspects of signing are native-like.
<u>Superior</u>	Able to have a fully shared conversation, with in-depth elaboration for both social and work topics. Very broad sign language vocabulary, near native-like production and fluency, excellent use of sign language grammatical features, and excellent comprehension for normal signing rate.
<u>Advanced Plus</u>	Exhibits some superior level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Advanced</u>	Able to have a generally shared conversation with good, spontaneous elaboration for both social and work topics. Broad sign language vocabulary knowledge and clear, accurate production of signs and fingerspelling at a normal/near-normal rate; occasional misproductions do not detract from conversational flow. Good use of many sign language grammatical features and comprehension good for normal signing rate.
<u>Intermediate Plus</u>	Exhibits some advanced level skills, but not all and not consistently.
<u>Intermediate</u>	Able to discuss with some confidence routine social and work topics within a conversational format with some elaboration; generally 3-to-5 sentences. Good knowledge and control of everyday/basic sign language vocabulary with some sign vocabulary errors. Fairly clear signing at a moderate signing rate with some sign misproductions. Fair use of some sign language grammatical features and fairly good comprehension for a moderate-to-normal signing rate; a few repetitions and rephrasing of questions may be needed.
<u>Survival Plus</u>	Exhibits some intermediate level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Survival</u>	Able to discuss basic social and work topics with responses generally 1-to-3 sentences in length. Some knowledge of basic sign language vocabulary with many sign vocabulary and/or sign production errors. Slow-to-moderate signing rate. Basic use of a few sign language grammatical features. Fair comprehension for signing produced at a slow-to-moderate rate with some repetition and rephrasing.
<u>Novice Plus</u>	Exhibits some survival level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Novice</u>	Able to provide single sign and some short phrase/sentence responses to basic questions signed at a slow-to-moderate rate with frequent repetition and rephrasing. Vocabulary primarily related to everyday work and/or social areas such as basic work-related signs, family members, basic objects, colors, numbers, names of weekdays, and time. Production and fluency characterized by many sign production errors and by a slow rate with frequent inappropriate pauses/hesitations.
<u>No Functional Skills</u>	(May be) Able to provide short single sign and “primarily” fingerspelled responses to some basic questions signed at a slow rate with extensive repetition and rephrasing.

^aAdapted from US Foreign Service Institute & ACTFL LPI Rating Scales by William Newell & Frank Caccamise.

^bThe SLPI-ASL was referred to as the Sign Communication Proficiency Interview (SCPI) from 1983 to May 2006.

^cFor all SLPI-ASL rating descriptors, **first statement (in bold type) always a statement of ASL communicative functioning**, with all remaining statements (regular type) descriptors of ASL form (vocabulary, production, fluency, grammar, and comprehension).

Appendix C

American Sign Language (ASL) Questionnaire for NAME University (NU) Students
Majoring in Education of Deaf and Hard-of-Hearing Students

Frank Caccamise & William Newell
October 2007

This questionnaire is part of our efforts to provide appropriate American Sign Language (ASL) learning experiences for NU students. Information from this questionnaire is confidential, with this confidentiality maintained for any group reports generated. Thank you for completing this questionnaire and returning it to NAME, ADDRESS.

For all “choice” responses, please place an X **before** the correct response.

1. Name:
2. E-Mail Address:
3. Date:
4. Summer Entered NU ASL Program (year):
5. ___Deaf ___Hard-of-Hearing ___Hearing
6. Date-of-Birth (month/year):
7. Age began to learn/acquire ASL:
8. When entering your NU ASL course sequence, how would you have rated your skills in using and understanding American ASL with people who are deaf? (please place an *X* before only *one* rating)
 - ___ No Skills
 - ___ No Functional Skills (May know the Manual Alphabet and some signs and phrases but unable to hold even a simple conversation in ASL)
 - ___ Basic Skills (Basic ability to converse in simplified language within everyday conversational contexts)
 - ___ Intermediate Skills (Able to converse with some elaboration within everyday conversational contexts)
 - ___ Advanced Skills (Able to converse with ease and spontaneity. Able to provide detailed responses with good grammar and structure.)
 - ___ Native or Native-Like Skills (Able to converse across a broad range of topics and contexts with native-like skills)

9. How would you rate your current skills in using and understanding American ASL with people who are deaf? (please place an **X** before only **one** rating)

- No Skills
- No Functional Skills (May know the Manual Alphabet and some signs and phrases but unable to hold even a simple conversation in ASL)
- Basic Skills (Basic ability to converse in simplified language within everyday conversational contexts)
- Intermediate Skills (Able to converse with some elaboration within everyday conversational contexts)
- Advanced Skills (Able to converse with ease and spontaneity. Able to provide detailed responses with good grammar and structure.)
- Native or Native-Like Skills (Able to converse across a broad range of topics and contexts with native-like skills and contexts with native-like skills)

10. Do you have any deaf family members? If yes, explain the languages and modes of communication that are used in your family.

11. Extra-curricular ASL experiences are experiences such as contact with deaf persons at social gatherings or one-to-one conversations, internships where you have observed sign language being used, group activities where sign language interpreting services were provided, or other types of extra-curricular experiences where you have been exposed to sign language.

Since beginning your NU ASL course sequence have you engaged in extracurricular activities in which you have been exposed to or used your ASL skills outside of formal classroom instruction? Yes No

12. If you responded “Yes” to #11, would you judge the impact of your extracurricular ASL exposure/use of your ASL skills as having had significant impact on your ASL skills development? Yes No
13. If you responded “Yes” to #12, what one extra-curricular activity has had the most significant impact on your ASL skills development? Please explain.

Appendix D

SLPI-ASL RESULTS MEMO FOR NAME UNIVERSITY (NU) STUDENTS
MAJORING IN EDUCATION DEAF AND HARD-OF-HEARING STUDENTS

To: NAME

From: NAME

Date: DATE

Subject: Results of DATE SLPI-ASL

Your Sign Language Proficiency Interview-American Sign Language (SLPI-ASL) rating for your DATE SLPI-ASL is RATING. The SLPI Rating Scale attached will help you understand your rating.

If you wish to schedule an SLPI-ASL Follow-Up Meeting, please contact NAME, ADDRESS, PHONE #. At this meeting you will have the opportunity to review your SLPI-ASL video, to discuss your sign language communication skills, and to discuss suggestions for improving your sign language communication skills if appropriate.

Attached is a form requesting permission to use your SLPI-ASL video for training, demonstration, and research. Please consider completing this form and returning it to me. Thank you.

If you do not give permission to use your SLPI-ASL video for training, demonstration, and research, your SLPI-ASL video will be erased two months from the date of this report of results.

Appendix E

NAME UNIVERSITY (NU) PERMISSION TO USE
SIGN LANGUAGE PROFICIENCY INTERVIEW-AMERICAN SIGN LANGUAGE (SLPI-ASL)
VIDEOS FOR TRAINING, DEMONSTRATION, AND RESEARCH

Dear

Persons who may/will be taking the SLPI-ASL often request the opportunity to see examples of signers who achieve each of the SLPI-ASL rating levels. In addition, in order to help ensure we are able to provide quality SLPI-ASL services, in-service training is provided for current SLPI-ASL Team Members and training is sometimes necessary to add additional SLPI-ASL Team Members.

Given the above, we wish to request your permission to use your SLPI-ASL Interview video to assist us in conducting SLPI-ASL training, demonstration, and research.

If you are willing to give us permission, please sign below and return this form to NAME, ADDRESS. Thank you.

My signature below signifies my granting permission to use my DATE SLPI-ASL video for:

_____ training _____ demonstration _____ research

Signature

Date