CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA)

SAMPLE OBSERVATIONS & REPORTS

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SAMPLE CSLA OBSERVATIONS & REPORTS

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—a Generally CSLA Reports are based on two observations.
—bNumbers in parenthesis are ratings for six sign language linguistic features rated by CSLA Observers.
CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) OBSERVATION

Instructor: #1 Observer: NAME Date of Taping: DATE
Course: Nonfiction Reading Lesson Topic: Cause & Effect
Primary Communication Mode(s) Used: Simultaneous Communication

Directions to observer: Examine instructor’s use of the six sign language linguistic features listed below. Please rate each feature by circling one of the numbers in boxes for each item.

1. Signs & Fingerspelling
   Accurately Produced
   Errors
   major, warm, interested

   | Positives | Errors Did Not Interfere with Intelligibility | Errors Interfered Some with Intelligibility | Errors Interfered Significantly with Intelligibility | Generally Not Understandable |
   |           | Always/Almost Always                          |                                      |                                                       |                           |
   | (5)       | 4                                              | 3                                       | 2                                                      | 1                          |

2. Sign Knowledge & Use Convey Message Intent
   Positives
   think for come to mind, hold-in for waiting with baited breath, up-all-night, worthless, know-nothing, bar-mitzvah, run-around/party, look-at hidden area, prove-it, surface, true-biz, run-out-of, move-back-to, overlook, kick-out-of, reader + group for audience
   Errors
   not-yet for not (working), interested for interesting, use for usual, influence/affect for cause and effect (happen or result would be a better choice)

   | Positives | Errors Did Not Interfere with Intelligibility | Errors Interfered Some with Intelligibility | Errors Interfered Significantly with Intelligibility | Generally Not Understandable |
   |           |                                      |                                      |                                                       |                           |
   | (5)       | (4)                                    | 3                                       | 2                                                      | 1                          |

3. Space Used Effectively to Refer to Noun Referents

   Positives
   b. good use of directional verbs to show relationships: watch, connect-to, focus-on
   c. contrastive structure used consistently
   d. events happening before & after referenced
   a. eye gaze & indexing effective

   | Positives | Errors Did Not Interfere with Intelligibility | Errors Interfered Some with Intelligibility | Errors Interfered Significantly with Intelligibility | Generally Not Understandable |
   |           |                                      |                                      |                                                       |                           |
   | (5)       | 4                                       | 3                                       | 2                                                      | 1                          |

   Errors/Omissions
   a. Pronoun referents occasionally omitted: IT, HE, YOU

<table>
<thead>
<tr>
<th>Positives</th>
<th>Always/Aprx Always</th>
<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
<th>Never/Aprx Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. if-then conditional</td>
<td>(5)</td>
<td>(4)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>a. wh??- vs. statements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Errors/Omissions

5. Classifiers Convey Accurate Information about the Physical World

<table>
<thead>
<tr>
<th>Positives</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>(NR*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Not Ratable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Errors/Omissions

6. Discourse Organization is Visually Effective

<table>
<thead>
<tr>
<th>Positives</th>
<th>(5)</th>
<th>(4)</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Used Rh? for highlighting topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Good use of body shifts and pauses to signal transitions/beginnings/endings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Consistent use of specialized signs; FINISH PUT-ASIDE, TOPIC-what?, BACK-TO-POINT not rated (???)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Listing used effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Errors/Omissions

| a. Could make more consistent use of Rh? |

Additional Comments (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation: None
CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) REPORT

Instructor: #1  
Course: Nonfiction Reading  
Lesson Topic: Cause & Effect  
Date of Taping: DATE  
Primary Communication Mode(s) Used: Simultaneous Communication

Ratings for Six Sign Language Linguistic Features Important to Effective Classroom Communication with Deaf Students

Rating Scale for sign language features #1 & #2:

<table>
<thead>
<tr>
<th></th>
<th>Always/Almost Always</th>
<th>Errors Did Not Interfere with Intelligibility</th>
<th>Errors Interfered Some with Intelligibility</th>
<th>Errors Interfered Significantly with Intelligibility</th>
<th>Generally Not Understandable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating: 5</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

1. **Signs and Fingerspelling Produced Accurately & Clearly:** This feature involves use of appropriate production characteristics of signs and fingerspelling. These include handshape, movement, placement/location, and orientation of the hands/arms while producing signs. Also included under sign and fingerspelling production are the appropriate positioning of hands and arms and their movement within the signing space.

Rating: 5

Errors: MAJOR, WARM, INTERESTED

2. **Sign Knowledge and Use Convey Message Intent:** This feature involves breadth of sign vocabulary knowledge and the ability to select and use signs appropriate to intended meanings. It also includes the ability to modify signs as appropriate to communicate more complex meanings; for example, number, size, degree, intensity, manner, distance, and time/duration.

Rating: 4.5

Positives: THINK for comes to mind, HOLD-IN for waiting with baited breath, UP-ALL-NIGHT, WORTHLESS, KNOW-NOTHING, BAR-MITZVAH, RUN-AROUND/PARTY, LOOK-AT hidden area, PROVE-IT, SURFACE, TRUE-BIZ, RUN-OUT-OF, MOVE-BACK-TO, OVERLOOK, KICK-OUT-OF, AUDIENCE-READER

Errors: NOT-YET for NOT (working), INTERESTED for INTERESTING, USE for USUAL, INFLUENCE/AFFECT for “cause and effect” (HAPPEN or RESULT would be better choice).
Rating scale for sign language features #3 to #6:

<table>
<thead>
<tr>
<th>Always/Almost Always</th>
<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
<th>Never/April Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

3. **Space Used Effectively to Refer to Noun Referents:** This feature involves establishing and using referents for nouns in the signing space in order to discuss them and to compare and contrast ideas, people, and places. Skills important for this area are establishing points in space as referents, eye-gaze, producing noun signs so that they are consistent with real world orientation, using directional verbs consistently, and shifting of the body to show contrast/comparison and for assuming roles when reporting indirect discourse (includes role shift).

Rating: 5

Positives: You used directional verbs to show relationships (for example, WATCH, CONNECT-TO, FOCUS-ON), contrastive structure, listing on non-dominant had, eye gaze and indexing, and you appropriately referenced events happening before and after a stated time.

Errors/Omissions: You occasionally omitted pronoun referents: it, he, and you.

4. **Non-Manual Signals Convey & Support Meaning:** This feature involves the use of facial expression, eye gaze, head movement, body shift, and pausing to convey information regarding sentence types; that is, to distinguish statements vs. questions, to distinguish Wh (what, who, etc.) from yes/no questions, and to mark conditional statements, rhetorical questions and topics. It also includes use of non-manual signals to convey information regarding relative size, degree, intensity, manner, distance, and time/duration.

Rating: 4.5

Positives: You used if-then conditional and wh- vs. statements.

5. **Classifiers Convey Accurate Information about the Physical World:** This feature involves the use of specified handshapes to communicate efficiently and effectively about the physical world. These specific handshapes are used to show location and movement of nouns, to describe nouns, to show how objects are handled and used, and to show how the body appears/moves. Classifiers are referred to/written about in the following way: CL:B for table located there.

Rating: Not Ratable

Comment: You did not use classifiers during this class. This is not a negative as there was no occasions during the lesson where use of classifiers would have been appropriate and/or made your communication more effective.
6. **Discourse Organization is Visually Effective:** This feature involves using signs and sign language techniques for organizing the whole, and the sub-narratives/statements within, in extended communication sequences (such as classroom lectures). Specialized signs (for example, NOW, FINISH & OFF-POINT), rhetorical questions, listing on the non-dominant hand for related items and sequence of events, and other signing techniques (for example, non-manual signals such as body shifts & pauses) are used to signal topic introductions, reviews, endings, transitions, and asides. These signs and techniques help to make the entire discourse visually clear and easy to follow.

Rating: 4.5

Positives: You used rhetorical question for highlighting topics and consistently used specialized signs for making transitions; for example, FINISH, PUT-ASIDE, BACK-TO-POINT. Also, you used body shifts and pauses to signal transitions/beginnings/endings and you used listing effectively.

Errors/Omissions: You could make greater use of rhetorical questions.

**Additional Comments** (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation: None

**Priority Sign Language Linguistic Features for Skills Development:** None

**Course/Activities Recommended for Skills Development:** None

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# CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) OBSERVATION

Instructor:    #2    Observer:    NAME    Date of Taping:    DATE
Course:    Academic Writing    Lesson Topic:    Essay Writing
Primary Communication Mode(s) Used:    Simultaneous Communication

Directions to observer: Examine instructor’s use of the six sign language linguistic features listed below. Please rate each feature by circling one of the numbers in boxes for each item.

## 1. Signs & Fingerspelling

<table>
<thead>
<tr>
<th>Errors</th>
<th>Always/ Almost Always</th>
<th>Errors Did Not Interfere with Intelligibility</th>
<th>Errors Interfered Some with Intelligibility</th>
<th>Errors Interfered Significantly with Intelligibility</th>
<th>Generally Not Understandable</th>
</tr>
</thead>
<tbody>
<tr>
<td>lousy, minutes, better, because, at least, reserve, category, kind-of, different, exam, language, anyway, about, expect, focus-on, say, sad, something, not-yet/hasn’t, now, son, emotion, surface, not, most, back-up-to, people, stay, page, assume, sweet, depressed, world, confident, maybe, nothing, energy across, other</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>(2)</td>
<td>1</td>
</tr>
</tbody>
</table>

Tendency to produce all signs in constricted space in front of chin/neck area. Also tend not to complete movement of some signs (e.g., ASSUME).

## 2. Sign Knowledge & Use Convey Message Intent

<table>
<thead>
<tr>
<th>Errors</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ignore for distract, pretty for somewhat identifiable, remember for remind, question-you for question-me, a lot of/much for many, tell for mention, last for end, full for fill-out, R? for hand-out, drink cocktail for alcohol, send-out for e-mail, not-yet for up-to-now/so-far (“I don’t know yet”), tend + to for tend-to, talk + about for tell-about/narrate, outside for apparent/obvious, drink-alcohol for drink, have (possess) for have-been, itself for yourself/your-own, process/procedure for proceed/go-ahead, day for all-day, 11 for 1, “picture” for “got the picture?”</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>(2)</td>
<td>1</td>
</tr>
</tbody>
</table>

Sentences/phrases signed ‘word for word’: “As far as I’m concerned” for “in my opinion”, “The author does not get into anyone’s head very much.”, “It might well be that the husband…….”

## 3. Space Used Effectively to Refer to Noun Referents

<table>
<thead>
<tr>
<th>Errors/Omissions</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No effective use of referents, directional verbs, or signed pronouns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Use of pronoun “it” often vocalized, but not signed.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Occasionally</th>
<th>Never/April Never</th>
<th>(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. +++++ “if-then”</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>(1)</td>
<td>NR*</td>
</tr>
<tr>
<td>d. ++++++++++++++++++</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>(1)</td>
<td>NR*</td>
</tr>
<tr>
<td>b. +++++ not held</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>(1)</td>
<td>NR*</td>
</tr>
<tr>
<td>a. +++</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>(1)</td>
<td>NR*</td>
</tr>
</tbody>
</table>

5. Classifiers Convey Accurate Information about the Physical World

<table>
<thead>
<tr>
<th>Errors/Omissions</th>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Discussion of husband and wife interaction needs CL:1 and CL: (inverted v)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

6. Discourse Organization is Visually Effective

<table>
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<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. +++++</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>(1)</td>
</tr>
</tbody>
</table>

b. ++++++

c. ++++++ “Written Communication II where we had to summarize the essay…”

Additional Comments (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation:
CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) REPORT

Instructor: #2  
Course: Academic Writing
Lesson Topic: Essay Writing  
Date of Taping: DATE
Primary Communication Mode(s) Used: Simultaneous Communication

Ratings for Six Sign Language Linguistic Features Important for Effective Classroom Communication with Deaf Students

Rating scale for sign language features #1 & #2:

<table>
<thead>
<tr>
<th>Always/Almost Always</th>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Signs and Fingerspelling Produced Accurately & Clearly: This feature involves use of appropriate production characteristics of signs and fingerspelling. These include handshape, movement, placement/location, and orientation of the hands/arms while producing signs. Also included under sign and fingerspelling production are the appropriate positioning of hands and arms and their movement within the signing space.

Rating: 2

Errors: LOUSY, MINUTES, BETTER, BECAUSE, AT LEAST, RESERVE, CATEGORY, KIND-OF, DIFFERENT, EXAM, LANGUAGE, ANYWAY, ABOUT, EXPECT, FOCUS-ON, SAY, SAD, SOMETHING, NOT-YET/HASN’T, NOW, SON, EMOTION, SURFACE, NOT, MOST, BACK-UP-TO, PEOPLE, STAY, PAGE, ASSUME, SWEET, DEPRESSED, WORLD, CONFIDENT, MAYBE, NOTHING, ENERGY, ACROSS, OTHER
You tend to produce all signs in constricted space in front of chin/neck area. You also did not complete the movement of some signs; for example, ASSUME.
2. **Sign Knowledge and Use Convey Message Intent:** This feature involves breadth of sign vocabulary knowledge and the ability to select and use signs appropriate to intended meanings. It also includes the ability to modify signs as appropriate to communicate more complex meanings; for example, number, size, degree, intensity, manner, distance, and time/duration.

Rating: 2

Errors: IGNORE for DISTRACT, REMEMBER for REMIND, QUESTION-YOU for QUESTION-ME, A LOT OF/MUCH for MANY, TELL for MENTION, LAST for END, FULL for FILL-OUT, SEND-OUT for E-MAIL, NOT-YET for UP-TO-NOW (“I don’t know yet”), TEND + TO for TEND-TO, TALK + ABOUT for TELL-ABOUT/NARRATE, OUTSIDE for APPARENT/OBVIOUS, DRINK-ALCOHOL for DRINK, HAVE (possess) for HAVE-BEEN, ITSELF for YOURSELF/YOUR-OWN, PROCEDURE for PROCEED/GO-AHEAD, DAY for ALL-DAY, 11 for 1, PICTURE for “got the picture”.

Your signing tends to be controlled by English pronunciation and spelling (need to give more attention to meaning). For example, the following sentences were signed “word for word”:

“As far as I’m concerned,…….”
“The author does not get into anyone’s head very much.”
“It might well be that the husband…….”
“It’s pretty identifiable…….”

**Rating scale for sign language features #3 to #6:**

<table>
<thead>
<tr>
<th>Always/Almost Always</th>
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</tbody>
</table>

3. **Space Used Effectively to Refer to Noun Referents:** This feature involves establishing and using referents for nouns in the signing space in order to discuss them and to compare and contrast ideas, people, and places. Skills important for this area are establishing points in space as referents, eye-gaze, producing noun signs so that they are consistent with real world orientation, using directional verbs consistently, and shifting of the body to show contrast/comparison and for assuming roles when reporting indirect discourse (includes role shift).

Rating: 1

Errors/Omissions: Almost no use of referents for nouns or pronouns in the signing space in order to discuss them and to compare/contrast ideas. Directional verbs are not used in any organized way. Use of pronoun “it” often vocalized, but not signed/referenced in signing space.
4. **Non-Manual Signals Convey & Support Meaning**: This feature involves the use of facial expression, eye gaze, head movement, body shift, and pausing to convey information regarding sentence types; that is, to distinguish statements vs. questions, to distinguish Wh (what, who, etc.) from yes/no questions, and to mark conditional statements, rhetorical questions and topics. It also includes use of non-manual signals to convey information regarding relative size, degree, intensity, manner, distance, and time/duration.

Rating: 1

Errors/Omissions:
Almost no pausing noted for “if-then” construction. Sentences tend to run together with little pausing or body shift to separate ideas and questioning expression, when used, is not held.

5. **Classifiers Convey Accurate Information about the Physical World**: This feature involves the use of specified handshapes to communicate efficiently and effectively about the physical world. These specific handshapes are used to show location and movement of nouns, to describe nouns, to show how objects are handled and used, and to show how the body appears/moves. Classifiers are referred to/written about in the following way: CL:B for table located there.

Rating: 1

Errors/Omissions: Examples of instances during discussion in which classifiers could have been used:
CL:1 for woman coming out of room and going into kitchen
CL:1 and CL:upside down V for husband’s and wife’s interaction

6. **Discourse Organization is Visually Effective**: This feature involves using signs and sign language techniques for organizing the whole, and the sub-narratives/statements within, in extended communication sequences (such as classroom lectures). Specialized signs (for example, NOW, FINISH & OFF-POINT), rhetorical questions, listing on the non-dominant hand for related items and sequence of events, and other signing techniques (for example, non-manual signals such as body shifts & pauses) are used to signal topic introductions, reviews, endings, transitions, and asides. These signs and techniques help to make the entire discourse visually clear and easy to follow.

Rating: 1

Errors/Omissions: Signing techniques to organize lecture and to indicate topics, subtopics, and transitions are not used; these techniques include body shift, pausing, and specialized signs such as OFF-POINT, FINISH, PUT-ASIDE, RELATE-TO, and Rhetorical Questions.
Example: “Written Communication II where we had to summarize the essay…” No pausing, body shifts, or referencing used.
**Additional Comments (optional):** Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation: None

**Priority Sign Language Linguistic Features for Skills Development**

- Use of space to refer to noun referents
- Signing for meaning
- Effective discourse

**Courses/Activities Recommended for Skills Development**

- Spatial Referencing
- ASL Discourse Analysis: Classroom Communication

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CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) OBSERVATION

Instructor: #3 Observer: NAME Date of Taping: DATE
Course: Word Processing Lesson Topic: Word Processing Applications
Primary Communication Mode(s) Used: Simultaneous Communication

Directions to observer: Examine instructor’s use of the six sign language linguistic features listed below. Please rate each feature by circling one of the numbers in boxes for each item.

1. Signs & Fingerspelling
   Accurately Produced
   Errors
   sometimes, use, information, pages, body preference, powerful, independence, promise, command, paper/document

<table>
<thead>
<tr>
<th>Always/Almost Always</th>
<th>Errors Did Not Interfere with Intelligibility</th>
<th>Errors Interfered Some with Intelligibility</th>
<th>Errors Interfered Significantly with Intelligibility</th>
<th>Generally Not Understandable</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>(4)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Sign Knowledge & Use Convey
   Message Intent
   Errors
   VT (n) for VT (v), procedure for files specific for specifications, inform for information gift-to for give-to, body for “body of text,” direction for explain, say for declaration, write for sign-name, form for frame, little-bit for soon (but followed with few minutes to help clarify)

   5 (4) (3) 2 1

3. Space Used Effectively to Refer to Noun Referents
   Positives
   c. Contrasting (part one, part 2)
      a. indexing for items on screen, ‘orphans’ and ‘windows’, page 1 to page 2
      b. verbs: ‘send back’ to show overlapping show me look at layers
      d. RWO…to separate windows, turn on/off layers, Picture on top of word
   Errors/Omissions
   e. Often THAT “I will demo THAT in a few minutes”
   f. ‘it’ often: “project different because it gives 2 classes; print it out full size; it’s an experiment;
      sometimes…”he said he wanted…” they (om) promised; you HAVE done this before
   b. sometime…notice, put-in, relate-to, place-in
   e. occass: background vs. foreground; top, body and
   a. sometimes…”each layer has different purpose”

<table>
<thead>
<tr>
<th></th>
<th>Always/Almost Always</th>
<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
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<tbody>
<tr>
<td></td>
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<td>1</td>
</tr>
</tbody>
</table>

**Positives**

a. FE for yes/no questions
b. . . . . good. Held last sign, good eye contact.

d. Not enough pausing etc. to separate sentences and ideas, e.g., suppose you want to print then you…” occass. nods ‘yes’ for neg. sentences

**Errors/Omissions**

5. Classifiers Convey Accurate Information about the Physical World

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>(4)</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NR*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*Not Ratable</td>
</tr>
</tbody>
</table>

**Positives**

CL:BB for overlapping and piling up documents
CL:GG for margins
CL:1 for size & shape of poster

**Errors/Omissions**

b. CL:1 for movement in front of screen

6. Discourse Organization is Visually Effective

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>(4)</th>
<th>(3)</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

**Positives**

b. Listing – 4 new things
c. some body shift, pausing
d. NOW

**Errors/Omissions**

a. more Rh? “What you’ll be doing is setting up a document”; “the only thing left is to put the picture together”
c. body shifts and pausing sometimes not used to indicate beginning and endings of thoughts and transitions

**Additional Comments** (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation: None
CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) REPORT

Instructor: #3  Course: Word Processing
Lesson Topic: Word Processing Applications  Date of Taping: DATE
Primary Communication Mode(s) Used: Simultaneous Communication

Ratings for Six Sign Language Linguistic Features Important to Effective Classroom Communication with Deaf Students

Rating Scale for sign language features #1 & #2:

<table>
<thead>
<tr>
<th>Always/ Almost Always</th>
<th>Errors Did Not Interfere with Intelligibility</th>
<th>Errors Interfered Some with Intelligibility</th>
<th>Errors Interfered Significantly with Intelligibility</th>
<th>Generally Not Understandable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. **Signs and Fingerspelling Produced Accurately & Clearly**: This feature involves use of appropriate production characteristics of signs and fingerspelling. These include handshape, movement, placement/location, and orientation of the hands/arms while producing signs. Also included under sign and fingerspelling production are the appropriate positioning of hands and arms and their movement within the signing space.

Rating: 4

Errors: SOMETIMES, USE, CREATE, PAGES, BODY, PREFERENCE, PROMISE, POWERFUL, SIZE, INDEPENDENCE, PROMISE, COMMAND, PAPER/DOCUMENT

2. **Sign Knowledge and Use Convey Message Intent**: This feature involves breadth of sign vocabulary knowledge and the ability to select and use signs appropriate to intended meanings. It also includes the ability to modify signs as appropriate to communicate more complex meanings; for example, number, size, degree, intensity, manner, distance, and time/duration.

Rating: 3.5

Errors: VT (n) for VT (v), PROCEDURE for FILES, SPECIFIC for SPECIFICATIONS, INFORM for INFORMATION, GIFT-TO for GIVE-TO, PRINT (noun) for PRINT (verb), BODY for “body of text”, QUOTE for TITLE, DIRECTION for EXPLAIN, SAY for DECLARATION, AMERICA for U.S., WRITE for SIGN-NAME, FORM for FRAME, LITTLE-BIT for SOON (but followed with ‘FEW MINUTES’), TEACH/INSTRUCTIONS/EXPLAIN, fingerspelled ‘due’
3. **Space Used Effectively to Refer to Noun Referents:** This feature involves establishing and using referents for nouns in the signing space in order to discuss them and to compare and contrast ideas, people, and places. Skills important for this area are establishing points in space as referents, eye-gaze, producing noun signs so that they are consistent with real world orientation, using directional verbs consistently, and shifting of the body to show contrast/comparison and for assuming roles when reporting indirect discourse (includes role shift).

Rating: 3.5

Positives: You used (a) indexing and eye gaze to discuss nouns (for example, ‘orphans and widows’ and ‘page one to page two’), (b) directional verbs to show relationships between nouns (for example, you-SHOW-me, SEND-BACK-there to show overlapping, LOOK-AT layers, MOVE-TO layers), (c) body shift and indexing to contrast ‘part one vs. part two’, and (d) real world orientation to show spatial relationships (for example, to ‘separate’ windows, turn on/off layers, to show document width and length and to show ‘picture on top of words’).

Errors/Omissions:

You sometimes did not use indexing and eye gaze to reference nouns discussed; for example “Each _layer_ has different purpose”, and “the layer _tool_ is a way to control….“.

You often, signed THAT on palm instead of connecting to noun referent; for example, “I will demo THAT in a few minutes”.

You often vocalized pronoun ‘it’, but did not use indexing to connect the pronoun to its noun referent; for example, “Project is different because _it_ gives 2 classes”; “print _it_ out full size”, “_it’s_ an experiment”, and “On instructions, _it_ says to…”.

You sometimes did not sign directional verbs to include noun/pronoun referents; for example, NOTICE, PUT-IN, RELATE-TO, PLACE-IN, and CONNECT-TO.

You occasionally did not use ‘real world orientation’ to show spatial relationships; for example, ‘background vs. foreground’, ‘new window on top of old window’ and ‘the top, body and bottom of page’.
4. **Non-Manual Signals Convey & Support Meaning:** This feature involves the use of facial expression, eye gaze, head movement, body shift, and pausing to convey information regarding sentence types; that is, to distinguish statements vs. questions, to distinguish Wh (what, who, etc.) from yes/no questions, and to mark conditional statements, rhetorical questions and topics. It also includes use of non-manual signals to convey information regarding relative size, degree, intensity, manner, distance, and time/duration.

Rating: 4

Positives:

You used appropriate facial expression for yes/no questions.
You held the last sign and maintained eye contact when questioning.

Errors/Omissions:

Your sentences occasionally tend to ‘run together’ with little pausing, body shift, or facial expression to separate ideas; for example, “suppose you want to print them you should…”

You sometimes signed a negative statement while nodding your head “yes”.

5. **Classifiers Convey Accurate Information about the Physical World:** This feature involves the use of specified handshapes to communicate efficiently and effectively about the physical world. These specific handshapes are used to show location and movement of nouns, to describe nouns, to show how objects are handled and used, and to show how the body appears/moves. Classifiers are referred to/written about in the following way: CL:B for table located there.

Rating: 4

Positives:

CL:BB for overlapping and piling up documents
CL:GG for margins
CL:1 for poster size and shape

Errors/Omissions:

CL:1 could have been used for showing movement in front of screen
6. **Discourse Organization is Visually Effective:** This feature involves using signs and sign language techniques for organizing the whole, and the sub-narratives/statements within, in extended communication sequences (such as classroom lectures). Specialized signs (for example, NOW, FINISH & OFF-POINT), rhetorical questions, listing on the non-dominant hand for related items and sequence of events, and other signing techniques (for example, non-manual signals such as body shifts & pauses) are used to signal topic introductions, reviews, endings, transitions, and asides. These signs and techniques help to make the entire discourse visually clear and easy to follow.

Rating: 3.5

Positives:

You used rhetorical questions to introduce/highlight topics and signal transitions (for example, “How do I do that?” and “Guidelines, Where?”), and listing on the non-dominant hand (for example, to discuss ‘four new things’).

You used some body shifts and pauses and the transitional marker sign “NOW” to signal transitions/beginnings/endings.

Errors/Omissions:

You did not use Rhetorical Questions as effectively as possible to organize lecture or indicate topics, subtopics, and transitions; for example, NOW DO-YOU? instead of “What you’ll be doing is setting up a document”.

You sometimes did not use body shift and pausing to indicate beginning and ending of thoughts and transitions.

Additional Comments (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation: None

**Priority Sign Language Linguistic Features for Skills Development**

Use of space
Discourse

**Course/Activities Recommended for Skills Development**

Spatial Referencing

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CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) OBSERVATION

Instructor:  #4  Observer:  NAME  Date of Taping:  DATE
Course:  Analyzing Literature  Lesson Topic:  Literary Analysis
Primary Communication Mode(s) Used:  Simultaneous Communication

Directions to observer: Examine instructor’s use of the six sign language linguistic features listed below. Please rate each feature by circling one of the numbers in boxes for each item.

1. Signs & Fingerspelling
   Accurately Produced
   Errors
   kind of, example, we, issue, hour, Hispanic, grandf., speak, comfortable, fool, use, happen, 2 min., sometimes, us, enough

<table>
<thead>
<tr>
<th>Always/ Almost Always</th>
<th>Errors Did Not Interfere with Intelligibility</th>
<th>Errors Interfered Some with Intelligibility</th>
<th>Errors Interfered Significantly with Intelligibility</th>
<th>Generally Not Understandable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>(3)</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Sign Knowledge & Use Convey Message Intent
   Positives
   true-really, culture++
   Errors
   require for let’s take 2 minutes, go + to for go-to, gather/count for herding sheep, point/specific for point-to (directions), large for a lot, much for many, winter for weather, pointed at 4 fingers for handful, myself for himself, some + one for someone, plant (n) for plant (v), sarcastic for fool, field (curricular) for field (land), that + all for only, back-future for back-past, poem for poet, issues (not pluralized)

<table>
<thead>
<tr>
<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
<th>Never/ Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>(2)</td>
</tr>
</tbody>
</table>

3. Space Used Effectively to Refer to Noun Referents
   Positives
   d. spatial time line for grandf, parents, himself
   e. “What’s this person telling us
   a. grandfather – boy, grandfather – center of world, person left behind his heritage
   Errors/Omissions
   e. “read THIS poem on Monday+++  
   b. relate story to deaf p., look at poem
   a. stories, ethnic groups
   e. “What does THAT mean”, “happy about THAT?”
   a. Grandfather he spoke few words”
   f. El Norte, what’s it mean” “LeRoy___”
   d. “he pointed to 4 directions”
   a. he knows where he is”
   a. confusing when discussing grandf vs. boy
   f. he++++++ who? they

<table>
<thead>
<tr>
<th>Positives</th>
<th>Always/ Almost Always</th>
<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
<th>Never/ Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. “Is he happy about that?”; “Are those 4 words all that is important?” FE for emphasis “really true”</td>
<td>5</td>
<td>4</td>
<td>(3)</td>
<td>(2)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Errors/Omissions**

a. “have book?”

b. “What generation removed mean?”

c. “who, when, what happened?”

d. “Supposed to read have book”

e. “If not understand want use me human dictionary”

5. Classifiers Convey Accurate Information about the Physical World

<table>
<thead>
<tr>
<th>Positives</th>
<th>Always/ Almost Always</th>
<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
<th>Never/ Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL: upside-down V for man stand there</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL: C for brick layer on house</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL: 5 for mud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL: B for floors in house</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Errors/Omissions</th>
<th>Always/ Almost Always</th>
<th>Most of the Time</th>
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<th>Occasionally</th>
<th>Never/ Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL: B for stairs but unclear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Discourse Organization is Visually Effective

<table>
<thead>
<tr>
<th>Errors/Omissions</th>
<th>Always/ Almost Always</th>
<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
<th>Never/ Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. starting class- opening attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. pausing, ++++++++ (run together) “is that what he’s talk about the fact that…”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. listing: stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. “Title” of story (no indication of title)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. sometimes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments (Optional):** Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation.

Sometimes you stood in front of direct light.
Sometimes you signed while turned away from students.
CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) REPORT

Instructor: #4  
Course: Analyzing Literature  
Lesson Topic: Literacy Analysis  
Date of Taping: DATE  
Primary Communication Mode(s) Used: Simultaneous Communication

Ratings for Six Sign Language Linguistic Features Important to Effective Classroom Communication with Deaf Students

Rating Scale for sign language features #1 & #2:

<table>
<thead>
<tr>
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<th>Errors Interfered Significantly with Intelligibility</th>
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<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Signs and Fingerspelling Produced Accurately & Clearly: This feature involves use of appropriate production characteristics of signs and fingerspelling. These include handshape, movement, placement/location, and orientation of the hands/arms while producing signs. Also included under sign and fingerspelling production are the appropriate positioning of hands and arms and their movement within the signing space.

Rating: 3

Errors: KIND-OF, HOUR, GRANDFATHER, FOOL/FOOLISH, NOTHING, COMFORTABLE, PLACE, LOST, LEFT, HISPANIC, RE-READ, NORMAL, PLANTING, SOMETIMES, LOSE, MEXICO, GRANDSON, US, WE

2. Sign Knowledge and Use Convey Message Intent: This feature involves breadth of sign vocabulary knowledge and the ability to select and use signs appropriate to intended meanings. It also includes the ability to modify signs as appropriate to communicate more complex meanings; for example, number, size, degree, intensity, manner, distance, and time/duration.

Rating: 2.5

Positives: MAINSTREAM, NAZIS, TRUE –really, CULTURE ++ (plural)

Errors: REQUIRE for “let’s take 2 minutes”, GO + TO for GO-TO, GATHER/COLLECT for herding sheep, POINT/SPECIFIC for POINT-TO (directions), LARGE for A-LOT, MUCH for MANY, WINTER for WEATHER, pointed at 4 fingers for “handful”, MYSELF for HIMSELF, SOME + ONE for SOMEONE, fingerspelled VIETNAM, SOME + THING for SOMETHING, MIXED-UP for CROSS-HERITAGE, PLANT (n) for PLANT (v), FIELD (curricular) for FIELD (land), THAT + ALL for ONLY, BACK-future for BACK-past, POEM for POET, ISSUES (not pluralized), FULL ++ for fill out paper
3. **Space Used Effectively to Refer to Noun Referents:** This feature involves establishing and using referents for nouns in the signing space in order to discuss them and to compare and contrast ideas, people, and places. Skills important for this area are establishing points in space as referents, eye-gaze, producing noun signs so that they are consistent with real world orientation, using directional verbs consistently, and shifting of the body to show contrast/comparison and for assuming roles when reporting indirect discourse (includes role shift).

Rating: 2

Positives:
You used indexing and eye gaze to reference some nouns; for example, “He (boy, left) has more knowledge than grandfather (right), to show the US melting pot, and grandfather at ‘center of world’.”

You used the spatial time line to show grandfather, parents, and young man and to show that the young man ‘left behind’ his heritage.

You used body shift and indexing to contrast Jewish vs. German heritage.

Errors/Omissions:
You often did not use indexing and eye gaze to reference nouns; for example, “Grandfather, he spoke only few words “, “Author of poem, what’s his name?” “He has more knowledge than grandfather,” “Some of first stories related to deaf people”, “maybe he’s part African American, part Indian,” and ethnic groups. In general, references to grandfather and the young man were confusing.

You sometimes did not use directional verbs to show relationships between nouns; for example, RELATE story to deaf people, LOOK-AT poem.

You often signed THAT and THIS on palm instead of connecting to noun referent; for example, “THAT concept of 2 generations removed”, “Those 4 words, THAT’s all that’s important?” “Read THIS poem on Monday”, “Who is author of THIS poem?”, “Happy about THAT?”, and “THIS is the important place”.

You often vocalized pronouns (he, you, us, it), but did not use indexing to connect the pronoun to its noun referent; for example, “He gives us” , “But is he happy?” “He feels like a fool”, “He knows where he is”, and “El Norte, what’s it mean,” and “Leroy it….”

You did not use ‘real world orientation’ to show spatial relationships: for example, when grandfather pointed to the 4 directions.

You sometimes did not use the spatial time line to effectively show how events/concepts are related to each other; for example, “He tries to find way back to center of the world where grandfather stood” and “What has he left behind?”

---

**Rating scale for sign language features #3 to #6:**

<table>
<thead>
<tr>
<th>Always/Almost Always</th>
<th>Most of the Time</th>
<th>About Half The Time</th>
<th>Occasionally</th>
<th>Never/Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
4. **Non-Manual Signals Convey & Support Meaning:** This feature involves the use of facial expression, eye gaze, head movements, body shift, and pausing to convey information regarding sentence types; that is, to distinguish statements vs. questions, to distinguish Wh (what, who, etc.) from yes/no questions, and to mark conditional statements, rhetorical questions and topics. It also includes use of non-manual signals to convey information regarding relative size, degree, intensity, manner, distance, and time/duration.

Rating: 2.5

Positives:

You used appropriate facial expression for yes/no questions; for example, “Is he happy about that? and “Are those four words all that is important?”

You used facial expression to express TRUE—really.

Errors/Omissions:

You often did not use appropriate facial expression for WH questions; for example, “What generation removed means?” “Who, when, what happened?”

You sometimes did not use appropriate facial expression, pausing and body shift for making conditional statements; for example, “If not understand want use me human dictionary.”

Your sentences sometimes tend to ‘run together’ with little pausing, body shift, or facial expressions to separate ideas; for example, “You supposed to read have book.”

You occasionally do not hold the last sign and maintain eye contact when questioning.

5. **Classifiers Convey Accurate Information about the Physical World:** This feature involves the use of specified handshapes to communicate efficiently and effectively about the physical world. These specific handshapes are used to show location and movement of nouns, to describe nouns, to show how objects are handled and used, and to show how the body appears/moves. Classifiers are referred to/written about in the following way: CL:B for table located there.

Rating: 4

Positives:

CL:VV for two people standing outside
CL:C for bricklayer on house
CL:B for floors in house
CL:5 for mud

Errors/Omissions:

CLB: for stairs (but unclear)
6. **Discourse Organization is Visually Effective:** This feature involves using signs and sign language techniques for organizing the whole, and the sub-narratives/statements within, in extended communication sequences (such as classroom lectures). Specialized signs (for example, NOW, FINISH & OFF-POINT), rhetorical questions, listing on the non-dominant hand for related items and sequence of events, and other signing techniques (for example, non-manual signals such as body shifts & pauses) are used to signal topic introductions, reviews, endings, transitions, and asides. These signs and techniques help to make the entire discourse visually clear and easy to follow.

Rating: 2

Positives:

You sometimes used facial expression to indicate beginning and ending of thoughts and to indicate transitions.

Errors/Omissions:

You did not use listing on the non-dominant hand to discuss nouns; for example, for stories, for different types of literature, and for techniques for literary analysis.

You often did not use body shifts and pauses to indicate transitions/beginnings/endings of thoughts; for example, “Is that what he’s talking about the fact that…..”

You did not use specialized signs for marking transitions (for example, FINISH, PUT-ASIDE, UP-TIL-NOW) which could have made communication more effective; for example, when starting class to get attention and begin lesson and there was no indication of the ‘title’ of the story/poem.

You sometimes speak without signing, for example, “I have tried to include” was signed “TRY INCLUDE”.

**Additional Comments** (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation.

Sometimes you stood in front of direct light; this may interfere with students’ reception of your signing and/or speechreading.

Sometimes you signed while turned away from students.
Priority Sign Language Linguistic Features for Skills Development

Use of space
Discourse organization

Course/Activities Recommended for Skills Development

Spatial Referencing
ASL Discourse Analysis: Classroom Communication

CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) OBSERVATION

Instructor: #5  Observer: NAME  Date of Taping: DATE
Course: Digital Imaging  Lesson Topic: Photoshop
Primary Communication Mode(s) Used: Simultaneous Communication

Directions to observer: Examine instructor’s use of the six sign language linguistic features listed below. Please rate each feature by circling one of the numbers in boxes for each item.

1. Signs & Fingerspelling
   Accurately Produced

<table>
<thead>
<tr>
<th>Errors</th>
<th>Always/Almost Always</th>
<th>Errors Did Not Interfere with Intelligibility</th>
<th>Errors Interfered Some with Intelligibility</th>
<th>Errors Interfered Significantly with Intelligibility</th>
<th>Generally Not Understandable</th>
</tr>
</thead>
<tbody>
<tr>
<td>win, survival, level, intermediate, early, camera, magic, cause, chemical, record, sensitive, see, neutral, instead-of, win (winning award), part (color part), at-least, talk-about, idea, early, awkward, go, have++, look-like, today, pay-attention, empty, watch, goal, intelligent, talk-about, coupled, not-yet, record, concept, remember, wonderful, anyway, enough, win, only</td>
<td>5</td>
<td>4</td>
<td>(3)</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Production often looks hurried, with tendency to inappropriately repeat some sign movements

Elbows tend to be held close to the body, restricting use of the signing space

2. Sign Knowledge & Use Convey
   Message Intent

<table>
<thead>
<tr>
<th>Positives</th>
</tr>
</thead>
<tbody>
<tr>
<td>award, competition, emulsion, run-out-of, enlarger, process, scanner, familiar, fundamental, tends-to-negative, theory, complicated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen for sound, not + not-yet for not-yet, thunder for noise, couple (n) for coupled (v); not-yet for not, film (movie) for unexposed/undeveloped film, inform for information, 2h grab for capture (with camera), name for call, show-up for appear on paper, hearing for sound, role for image record, VT (n) for videotaping (v), ask question for request, bet for guess, gift for give (energy)</td>
</tr>
</tbody>
</table>

   5  4  (3)  2  1
3. Space Used Effectively to Refer to Noun Referents

<table>
<thead>
<tr>
<th>Always/A</th>
<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
<th>Never/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>(2)</td>
</tr>
<tr>
<td>About</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Positives

a. camera models, color picture there, scanner there, both those situations, shows sequencing of a process (Videotape, feedback, score), equipment, picture show up there (on paper)

b. transfer to (camera to computer), hit (light hits paper), change (in that range), linked (3 layers to 3 layers), merge (3 layers to 3 layers), Loan camera to you, bring back…, come to class, tape-me, loan-to-you

d. show/describe camera, light to paper, white to dark (range), middle of range

d. show/describe camera, light to paper, white to dark (range), middle of range

d. show/describe camera, light to paper, white to dark (range), middle of range

d. show/describe camera, light to paper, white to dark (range), middle of range

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d. show/describe camera, light to paper, white to dark (range), middle of range

d. show/describe camera, light to paper, white to dark (range), middle of range

Errors/Omissions

e. Do you know the name of that thing I don’t know if that is covered.
   That’s (CCD) what’s inside the scanner.
   What’s that mean, emulsion?

f. How does it look?
   How is it able to do that?
   Then it changes.
   It (scanner) doesn’t have layers.
   Itself; “It (what)? it” – doesn’t know the amount, can’t see, can’t measure, “what” – has sensitivity, has 3 layers, has 2 diff. methods, won’t be good quality, tends to follow.

a. What’s on the film
   What’s on the paper
   Chemical absorbs light energy
   What’s inside the scanner to allow that?
   Each one (layer) has…
   Signed “both” but didn’t sign what both were “Huge difference & a little bit” (not clear – re: scanner and digital),

c. Light vs. dark, types of exposure

d. light going from enlarger, through the neg. and onto the paper absorbing light from emulsion; Small or large amount of light coming through connecting the 3 pairs; middle or neutral tone.

<table>
<thead>
<tr>
<th>Positives</th>
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<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. yes/no questions+++ , wh++++</td>
<td>5</td>
<td>(4)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. holds last sign and maintains eye contact</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Uses nose crinkle technique for agreement feedback

Errors/Omissions

d. sentences tend to run together

5. Classifiers Convey Accurate Information about the Physical World

<table>
<thead>
<tr>
<th>Positive</th>
<th>Always/ Almost Always</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CL:CC for camera model</td>
<td>5</td>
<td>(4)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CL:G for camera screen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL:bent VV for people sitting facing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL:1 for person approaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL:C for camera movement</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL:Modified L for LCD screen behind camera</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL:O →5 for light shining down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL:B for photo sheet and for photo on scanner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL:5 claw for camera overhead</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Errors/Omissions

b. you could use CL:4 or CL:1 for lines on scanner beams (pixels)

Classifiers not always clearly produced.

6. Discourse Organization is Visually Effective

<table>
<thead>
<tr>
<th>Positive</th>
<th>Always/ Almost Always</th>
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<th>About Half the Time</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. today, do?; looks-like what?, how that happens, how? What causes that, what?, Not talk about digital, why?, what happens?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 3 colors merging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. now, finish, then, back-up-to-previous-point</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

You used topic/comment structure: Game Boy, have? Native wish not-yet

Errors/Omissions

b. Listing: three different pairs; should use 3 on non-dominant hand & 2 on dominant hand for the three pairs

b. Could use listing for the steps regarding process of lights and darks caused by chemicals in emulsion
Additional Comments (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation.

You display very good feedback techniques, make sure students finish writing and are looking before continuing, make sure students see each other during discussions, and check for understanding effectively.

Sometimes you inappropriately ask the same question twice.

Sometimes you stand in front of the screen when giving lecture.

Sometimes you did not use instructional techniques that are helpful when new vocabulary is introduced; for example, writing new word on the board and explaining meaning.
Ratings for Six Sign Language Linguistic Features Important to Effective Classroom Communication with Deaf Students

### Rating Scale for sign language features #1 & #2:

<table>
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<tr>
<th>Rating</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always/Angry</td>
<td>Errors Did Not Interfere with Intelligibility</td>
<td>Errors Interfered Some with Intelligibility</td>
<td>Errors Interfered Significantly with Intelligibility</td>
<td>Generally Not Understandable</td>
<td></td>
</tr>
</tbody>
</table>

1. **Signs and Fingerspelling Produced Accurately & Clearly:** This feature involves use of appropriate production characteristics of signs and fingerspelling. These include handshape, movement, placement/location, and orientation of the hands/arms while producing signs. Also included under sign and fingerspelling production are the appropriate positioning of hands and arms and their movement within the signing space.

   Rating: 3

   **Errors:** WIN, SURVIVAL, LEVEL, INTERMEDIATE, EARLY, CAMERA, MAGIC, CAUSE, CHEMICAL, RECORD, POSITIVE, SEE, NEUTRAL, INSTEAD-OF, PART (color part), AT-LEAST, TALK-ABOUT, IDEA, SENSITIVE, WIN, EARLY, AWKWARD, GO, HAVE, LOOK-LIKE, TODAY, PAY-ATTENTION, EMPTY, WATCH, GOAL, INTELLIGENT, CONCEPT, REMEMBER, WONDERFUL, ANYWAY, ENOUGH, WIN, ONLY

   Production often looks hurried, with tendency to inappropriately repeat some sign movements. Elbows tend to be held close to the body, restricting use of the signing space.

2. **Sign Knowledge and Use Convey Message Intent:** This feature involves breadth of sign vocabulary knowledge and the ability to select and use signs appropriate to intended meanings. It also includes the ability to modify signs as appropriate to communicate more complex meanings; for example, number, size, degree, intensity, manner, distance, and time/duration.

   Rating: 3

   **Positives:** AWARD, COMPETITION, RUN-OUT-OF, EMULSION, DARK-increasing, ENLARGER, SCANNER, FUNDAMENTAL, TENDS-TO NGATIVE THEORY

   **Errors:** VT (n) for VT (v), LISTEN for SOUND, NOT + NOT-YET for NOT-YET, THUNDER for NOISE, COUPLE (n) for COUPLED (v), NOT-YET for NOT, “light HITS chemical”, AMOUNT of light, INFORM for INFORMATION, LIGHT-BULB for LIGHT, (light) HITS-A-handshape for ‘light hits paper’, FILM/MOVIE for film in camera, GRAB for capture with camera, NAME for CALL, SHOW-UP for appear on paper, HEARING for SOUND, ROLE for IMAGE RECORD, ASK-QUESTION for REQUEST, BET for GUESS, GIFT for GIVE (energy)
3. **Space Used Effectively to Refer to Noun Referents:** This feature involves establishing and using referents for nouns in the signing space in order to discuss them and to compare and contrast ideas, people, and places. Skills important for this area are establishing points in space as referents, eye-gaze, producing noun signs so that they are consistent with real world orientation, using directional verbs consistently, and shifting of the body to show contrast/comparison and for assuming roles when reporting indirect discourse (includes role shift).

Rating: 2

Positives: You used indexing and eye gaze to reference some nouns; for example, camera models, color picture there, scanner there, both those situations, to show sequencing of a process (videotape, feedback, score), equipment, picture show up there (on paper), this camera, and that’s called 950.

You used directional verbs to show relationships between nouns; for example TRANSFER (camera to computer), HIT (light hits paper), CHANGE (in that range), CONNECT/LINK (3 layers to 3 layers), MERGE (3 layers to 3 layers), LOAN camera, BRING here, and VIDEOTAPE me.

You used ‘real world orientation’ to show spatial relationships: for example, to show/describe camera, light to paper, white to dark (range), and middle of range.

You used body shift and indexing to contrast real vs. fake.

Errors/Omissions: You often did not use indexing and eye gaze to reference nouns; for example, “What’s on the film”, “What’s on the paper”, “Chemical absorbs light energy”, What’s inside the scanner to allow that?, “Each one (layer) has…” both (both of what…not clear), and “Huge difference & a little bit” (not clear – re: scanner and digital).

You often signed THAT on palm instead of connecting to noun referent; for example, Do you know the name of that thing, I don’t know if that is covered, That’s (CCD) what’s inside the scanner, and What’s that mean, emulsion?

You often vocalized the pronoun ‘ it’ but did not use indexing to connect the pronoun to its noun referent; for example, How does it look?, How is it able to do that?, Then it changes. It (scanner) doesn’t have layers, itself; “It (what)? It – doesn’t know the amount, can’t see, can’t measure; “what” – has sensitivity, has 3 layers, has 2 different methods, it won’t be good quality, and it tends to follow.

You sometimes did not use ‘real world orientation’ to show spatial relationships; for example, to show light going from enlarger, through the negative and onto the paper absorbing light from emulsion, small or large amount of light coming through connecting the 3 pairs, and middle or neutral tone.

You did not use body shift and indexing to contrast light vs. dark and types of exposure.
4. Non-Manual Signals Convey & Support Meaning: This feature involves the use of facial expression, eye gaze, head movements, body shift, and pausing to convey information regarding sentence types; that is, to distinguish statements vs. questions, to distinguish Wh (what, who, etc.) from yes/no questions, and to mark conditional statements, rhetorical questions and topics. It also includes use of non-manual signals to convey information regarding relative size, degree, intensity, manner, distance, and time/duration.

Rating: 4

Positives:
You used appropriate facial expression for yes/no and Wh questions. Also, you held the last sign and maintained eye contact when asking questions, and you used nose crinkle technique for agreement feedback.

Errors/Omissions
Your sentences tend to ‘run together’ with little pausing, body shift, or facial expressions to separate ideas.

5. Classifiers Convey Accurate Information about the Physical World: This feature involves the use of specified handshapes to communicate efficiently and effectively about the physical world. These specific handshapes are used to show location and movement of nouns, to describe nouns, to show how objects are handled and used, and to show how the body appears/moves. Classifiers are referred to/written about in the following way: CL:B for table located there.

Rating: 4

Positives:
CL:CC for camera model
CL:G for camera screen
CL:bent VV for people sitting facing
CL:1 for person approaching
CL:C for camera movement
CL: Modified L for LCD screen behind camera
CL:O→5 for light shining down
CL:B for photo sheet and for photo on scanner
CL:5 claw for camera overhead

Errors/Omissions:
You could use CL:4 or CL:1 for lines on scanner beams (pixels). Classifiers not always clearly produced.
6. **Discourse Organization is Visually Effective:** This feature involves using signs and sign language techniques for organizing the whole, and the sub-narratives/statements within, in extended communication sequences (such as classroom lectures). Specialized signs (for example, NOW, FINISH & OFF-POINT), rhetorical questions, listing on the non-dominant hand for related items and sequence of events, and other signing techniques (for example, non-manual signals such as body shifts & pauses) are used to signal topic introductions, reviews, endings, transitions, and asides. These signs and techniques help to make the entire discourse visually clear and easy to follow.

Rating: 3

Positives: You used rhetorical questions to organize lecture and signal transitions; for example, Today, do?, Looks-like what?, How that happens, how? What causes that, what?, and Not talk about digital, why?

You used some specialized signs for marking transitions; for example NOW, FINISH, THEN, and BACK-UP-TO PREVIOUS-POINT.

You used listing on the non-dominant hand to discuss nouns; for example, for 3 colors merging.

You used topic/comment structure; for example, Game Boy, have? Native wish, not-yet.

Errors/Omissions:
You sometimes did not use listing on the non-dominant hand to discuss nouns; for example, for three different pairs you should use 3 on the non-dominated hand and 2 on dominant hand and you should use listing on the non-dominant hand for the steps regarding process of lights and darks caused by chemicals in emulsion.

You sometimes did not use body shifts and pauses to indicate transitions/beginnings/endings of thoughts.

**Additional Comments** (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation.

You display very good feedback techniques, make sure students finish writing and are looking before continuing, make sure students see each other during discussions, and check for understanding effectively.

Sometimes you inappropriately ask the same question twice.

Sometimes you stand in front of the screen while lecturing.

Sometimes you did not use instructional techniques that are helpful when new vocabulary is introduced; for example, writing new word on the board and explaining the meaning.
Priority Sign Language Linguistic Features for Skills Development

Use of space to refer to noun referents
Signing for meaning

Course/Activities Recommended for Skills Development

Spatial Referencing
Signing for Meaning

CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) OBSERVATION

Instructor: _______ #6 _______ Observer: _______ NAME _______ Date of Taping: _______ DATE _______

Course: _______ Web Applications _______ Lesson Topic: _______ Word Processing Applications _______

Primary Communication Mode(s) Used: _______ Simultaneous Communication _______

Directions to observer: Examine instructor’s use of the six sign language linguistic features listed below. Please rate each feature by circling one of the numbers in boxes for each item.

1. Signs & Fingerspelling
   Accurately Produced

   Errors
   question-to-you, without, fields, ways, equal, upload, sort-of (“relatively”), show/indicate

   sometimes rush through phrases without fully articulating signs; reason want do that, some things appear, if (I) want (to) set-up, indicate that you want (the) files

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</table>

2. Sign Knowledge & Use Convey
   Message Intent

   Errors
   all-over for all-of-them, on + mon. & wed. for past (last) mon./wed., question-you for question-me, button-on shirt for button-on-screen, interesting + in for interested-in, hands for handles/squares, land/property for properties/characteristics, get + form set-up for “get the form set up”, normal for like normal, choose/select for find, value (like important) for <v-a-l-u-e-s>, hard + drive for hard-drive (computer), test for question, gun++ for bullets (on menu), R at ear for radio

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</table>

3. Space Used Effectively to Refer to Noun
   Referents

   Positives
   a. box and contents
   c. html vs. front page, name vs. value
   d. changing tab order, showing cursor
   e. THAT real location

   Errors/Omissions
   e. “many choices that appear on menu”, “Before I do that, I want to…” , We control that (what?) with size” Value is abbreviated name for what that means,” “Property box that describes all properties associated with that text box”

   f. “We’ll see how it (what?) works in HTML,” “Where to go to find it (refers to something new),” “Let’s leave it for now, we’ll come back to that later.”

   a. “Automatically turns on the TOP one” (radio button)
   g. describing white sections of the board,
   b. match-with, look at (HTML), notice,
   d. “it’s ABOVE the form,” “first step is select form,” “TOP of screen”

<table>
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<tr>
<td>a. +++</td>
</tr>
<tr>
<td>c. ++</td>
</tr>
<tr>
<td>d. especially when showing procedures or asking question; Ex: “Right now it (omitted) says no what does that mean” (no pausing between sentences),” reason want do that, some things appear, if want set-up, indicate that you want the files”</td>
</tr>
<tr>
<td>b. +++ does not indicate that a response is expected (as in sentence above)</td>
</tr>
</tbody>
</table>

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5. Classifiers Convey Accurate Information about the Physical World

<table>
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</thead>
<tbody>
<tr>
<td>CL:GG for box size, for column going down page, for textbox, for headings, and for different point sizes</td>
</tr>
<tr>
<td>CL:BB for width of box</td>
</tr>
<tr>
<td>CL:11 for box size</td>
</tr>
<tr>
<td>CL:F for buttons</td>
</tr>
<tr>
<td>CL:O for buttons</td>
</tr>
</tbody>
</table>

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<tr>
<th>Errors/Omissions</th>
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<tbody>
<tr>
<td>b. CL:4 for lists from menu</td>
</tr>
<tr>
<td>CL:F (smaller to larger) for buttons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
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<th>NR*</th>
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</thead>
</table>

*Not Ratable

6. Discourse Organization is Visually Effective

<table>
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<tbody>
<tr>
<td>b. different choices for radio buttons</td>
</tr>
<tr>
<td>a. BACK-TO-POINT+++ You paused to check for student comprehension.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a. “The reason I wanted to go back was I wanted to explain…” I GO BACK, WHY?, “It’s important that the first step is to select a form” …FIRST STEP, WHAT?</td>
</tr>
<tr>
<td>c. +++++</td>
</tr>
<tr>
<td>d. ++ You did not use appropriate facial expression when checking for comprehension. +++</td>
</tr>
</tbody>
</table>

Additional Comments (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation. None
CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) REPORT

Instructor:  #6  
Course:  Web Applications  
Lesson Topic:  Word Processing Applications  
Date of Taping:  DATE  
Primary Communication Mode(s) Used:  Simultaneous Communication

Ratings for Six Sign Language Linguistic Features Important to Effective Classroom Communication with Deaf Students

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<th>Rating Scale for sign language features #1 &amp; #2:</th>
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</thead>
<tbody>
<tr>
<td>Always/Almost Always</td>
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<tr>
<td>5</td>
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</table>

1. Signs and Fingerspelling Produced Accurately & Clearly: This feature involves use of appropriate production characteristics of signs and fingerspelling. These include handshape, movement, placement/location, and orientation of the hands/arms while producing signs. Also included under sign and fingerspelling production are the appropriate positioning of hands and arms and their movement within the signing space.

Rating: 4

Errors: BACKGROUND, QUESTION-TO-YOU, WITHOUT, FIELDS, WAYS, RADIO?????, EQUAL, UPLOAD. SORT-OF (“relatively”), SHOW (“indicate”)  

You sometimes rush through phrases without fully articulating signs; for example, REASON WANT DO THAT, SOME THINGS APPEAR, IF (I) WANT (T0) SET-UP, and INDICATE THAT YOU WANT (the) FILES.

2. Sign Knowledge and Use Convey Message Intent: This feature involves breadth of sign vocabulary knowledge and the ability to select and use signs appropriate to intended meanings. It also includes the ability to modify signs as appropriate to communicate more complex meanings; for example, number, size, degree, intensity, manner, distance, and time/duration.

Rating: 3

Errors: ALL-OVER for ALL-of–them, ON + MON. & WED. for PAST (last) MON/WED, QUESTION-YOU for QUESTION-ME, BUTTON-ON-SHIRT for BUTTON-ON-SCREEN, INTERESTING + IN for INTERESTED-IN, LAND/PROPERTY for PROPERTIES/CHARACTERISTICS, GET + FORM SET-UP for “get the form set up”, NORMAL for LIKE NORMAL, CHOOSE for FIND, VALUE (like IMPORTANT) for <V-A-L-U-E-S>, HARD + DRIVE for HARD-DRIVE (computer); TEST for QUESTION, GUN+++ for BULLETS (on menu), R at ear for RADIO
3. **Space Used Effectively to Refer to Noun Referents:** This feature involves establishing and using referents for nouns in the signing space in order to discuss them and to compare and contrast ideas, people, and places. Skills important for this area are establishing points in space as referents, eye-gaze, producing noun signs so that they are consistent with real world orientation, using directional verbs consistently, and shifting of the body to show contrast/comparison and for assuming roles when reporting indirect discourse (includes role shift).

Rating: 3

Positives:

You used indexing to reference some nouns; for example, ‘box’ and ‘contents’.

You used real world orientation to show relationships between nouns; for example, changing tab order, showing cursor moving on screen, ‘pull down’ from menu, HTML and VALUE lists juxtaposed, lists same, and mouse indicated by light flashing on screen.

You used some directional verbs to show relationships between nouns; for example SEND-TO and SEND-BACK functions.

You signed THAT to properly indicate real world location for a noun.

You used of contrastive structure; for example, THIS HTML, THIS FRONT PAGE, and DIFFERENCE BETWEEN NAME AND VALUE.

Errors/Omissions:

You sometimes signed THAT and THIS on palm instead of connecting to noun referent; for example, “many choices that appear on menu’, “Before I do that, I want to …”, We control that (what?) with size”, “Value is abbreviated name for what that means,” and “Property box that describes all properties associated with that text box.”

You sometimes vocalized pronouns, but did not use indexing to connect the pronoun to its noun referent; for example, “We’ll see how it (what?) works in HTML”, “where to go to find it” (refers to something new), “Let’s leave it for now,” and “we’ll come back to that later.”

You sometimes did not use indexing and eye gaze to reference nouns; for example, “Automatically turns on the TOP one” (radio button).

You sometimes talk about things projected behind and beside without referencing; for example, describing white sections of the board.

You sometimes did not use directional verbs to show relationships between nouns; for example match-with, look at (HTML), and notice.

You sometimes did not use ‘real world orientation’ to show spatial relationships; for example, “it’s ABOVE the form”, “first step is select form”, and “TOP of screen.”
4. **Non-Manual Signals Convey & Support Meaning:** This feature involves the use of facial expression, eye gaze, head movements, body shift, and pausing to convey information regarding sentence types; that is, to distinguish statements vs. questions, to distinguish Wh (what, who, etc.) from yes/no questions, and to mark conditional statements, rhetorical questions and topics. It also includes use of non-manual signals to convey information regarding relative size, degree, intensity, manner, distance, and time/duration.

Rating: 1.5

Errors/Omissions:

You often did not use appropriate facial expression for yes/no and wh-questions.

You often did not use did not use appropriate facial expression, pausing, & body shift for making conditional statements.

Your sentences tend to ‘run together’ with little pausing, body shift, or facial expression to separate ideas, especially when showing procedures or asking question; for example “Right now it (omitted) says no what does that mean” (no pausing between sentences) and “reason want do that, some things appear, if want set-up, indicate that you want the files.”

You often did not hold the last sign and maintain eye contact when questioning (as in sentence above).

5. **Classifiers Convey Accurate Information about the Physical World:** This feature involves the use of specified handshapes to communicate efficiently and effectively about the physical world. These specific handshapes are used to show location and movement of nouns, to describe nouns, to show how objects are handled and used, and to show how the body appears/moves. Classifiers are referred to/written about in the following way: CL:B for table located there.

Rating: 4

Positives:

CL:GG for box size, for column going down page, for textbox, for headings, and for different point sizes
CL:BB for width of box
CL:11 for box size
CL:F for buttons
CL:O for buttons

Errors/Omissions:

You could have used CL:4 for lists from menu
CL:F (smaller to larger) would be a better classifier for showing the buttons
6. **Discourse Organization is Visually Effective:** This feature involves using signs and sign language techniques for organizing the whole, and the sub-narratives/statements within, in extended communication sequences (such as classroom lectures). Specialized signs (for example, NOW, FINISH & OFF-POINT), rhetorical questions, listing on the non-dominant hand for related items and sequence of events, and other signing techniques (for example, non-manual signals such as body shifts & pauses) are used to signal topic introductions, reviews, endings, transitions, and asides. These signs and techniques help to make the entire discourse visually clear and easy to follow.

Rating: 3

Positives:

You used listing on the non-dominant hand to discuss different choices for radio buttons.

You used the specialized sign BACK-TO-POINT for marking transitions.

You paused to check for student comprehension.

Errors/Omissions:

You sometimes speak without signing: for example, “The reason I wanted to go back was I wanted to explain...” I GO BACK, WHY?, and “It’s important that the first step is to select a form” …FIRST STEP, WHAT?

You often did not use body shifts & pauses to indicate transitions/beginnings/endings.

You often did not use specialized signs for marking transitions.

You sometimes did not use appropriate facial expression when checking for comprehension.

**Additional Comments** (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation: None

**Priority Sign Language Linguistic Features for Skills Development**

Use of Space
Non-Manual Signals

**Course/Activities Recommended for Skills Development**

ASL Spatial Referencing

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Instructor: #7  
Course: Instrumentation  
Lesson Topic: Jobs Available in IST 
Date of Taping: DATE  
Primary Communication Mode(s) Used: Simultaneous Communication

Ratings for Six Sign Language Linguistic Features Important to Effective Classroom Communication with Deaf Students

<table>
<thead>
<tr>
<th>Rating Scale for sign language features #1 &amp; #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Always/ Almost Always</strong></td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

1. **Signs and Fingerspelling Produced Accurately & Clearly:** This feature involves use of appropriate production characteristics of signs and fingerspelling. These include handshape, movement, placement/location, and orientation of the hands/arms while producing signs. Also included under sign and fingerspelling production are the appropriate positioning of hands and arms and their movement within the signing space.

   Rating: 4

   Errors: ROCK, SEA, FAMOUS, DIFFERENT, EARTH, BLOOD, RAIN, HEART-BEAT, SOIL; signs made with index handshape sometimes are produced with little finger extended

2. **Sign Knowledge and Use Convey Message Intent:** This feature involves breadth of sign vocabulary knowledge and the ability to select and use signs appropriate to intended meanings. It also includes the ability to modify signs as appropriate to communicate more complex meanings; for example, number, size, degree, intensity, manner, distance, and time/duration.

   Rating: 4

   Positives: ANALYZE, CHEMISTRY, PHYSICS, ALCOHOL, LOCAL, MILITARY, COMMON, CLONING, VITAMINS, MANY-very, RECENTLY-very

   Errors: TRAIN for THERAPY, DESIGN for DIAGRAM, MEETING for MEET, FAR for ‘a stretch’, WAR for WEAPON, NORMAL for REGULARLY, BEAT-COMPETITION for BEAT/OVERCOME cancer, DIRTY for DIRT/SOIL

   Suggestions: Consider fingerspelling more of the technical vocabulary in order to support students and your signs; for example, PHARMACUTICALS, DYE, CLONING, FORENSICS. Your sign for ‘instrument’ may not be appropriate for use outside the classroom.
3. **Space Used Effectively to Refer to Noun Referents:** This feature involves establishing and using referents for nouns in the signing space in order to discuss them and to compare and contrast ideas, people, and places. Skills important for this area are establishing points in space as referents, eye-gaze, producing noun signs so that they are consistent with real world orientation, using directional verbs consistently, and shifting of the body to show contrast/comparison and for assuming roles when reporting indirect discourse (includes role shift).

Rating: 3.75

**Positives:**

You used indexing and eye gaze to reference nouns; for example, jobs, how pollution moves, environment, lawyers, scientists-there, crime stories, Kodak, friend-he, Iraq-there, lecturer-he, and THAT directed towards item on list of non-dominant hand.

You used directional verbs to show relationships between nouns; for example, RELATE-TO nuclear medicine, REMOVE-FROM there and PLACE-there, QUESTION-me, HELP-them, GO-THERE-AS-GROUP, and TELL-ME examples.

You used body shift and indexing to contrast nouns; for example, big company vs. small company, WMD vs. NTID instruments, deaf scientists vs., jobs in field, chemistry vs. biology, last week vs. this week, and natural vs. man-made.

You used ‘real world orientation’ to show spatial relationships; for example, discussing Venn diagram on board and planets.

**Errors/Omissions:**

You sometimes voiced but did not sign pronoun referents (he, I, you); for example, “___used to work for EPA” and “_____ should write that down”.

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**Rating scale for sign language features #3 to #6:**

<table>
<thead>
<tr>
<th>Always/Almost Always</th>
<th>Most of the Time</th>
<th>About Half the Time</th>
<th>Occasionally</th>
<th>Never/Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
4. **Non-Manual Signals Convey & Support Meaning:** This feature involves the use of facial expression, eye gaze, head movement, body shift, and pausing to convey information regarding sentence types; that is, to distinguish statements vs. questions, to distinguish Wh (what, who, etc.) from yes/no questions, and to mark conditional statements, rhetorical questions and topics. It also includes use of non-manual signals to convey information regarding relative size, degree, intensity, manner, distance, and time/duration.

Rating: 3

Positives:
You sometimes used appropriate facial expression for yes/no and WH questions; for example, ROOM # WHAT?, SATISFIED?, and DISCUSS WHAT?

You sometimes held the last sign and maintained eye contact when questioning.

Errors/Omissions:
You sometimes did not use appropriate facial expression, pausing, and body shift for making conditional statements.

Your sentences sometimes tend to ‘run together’ with little pausing, body shift, and/or facial expression to separate ideas.

5. **Classifiers Convey Accurate Information about the Physical World:** This feature involves the use of specified handshapes to communicate efficiently and effectively about the physical world. These specific handshapes are used to show location and movement of nouns, to describe nouns, to show how objects are handled and used, and to show how the body appears/moves. Classifiers are referred to/written about in the following way: CL:B for table located there.

Rating: 4

Positives:
CL:FF for circles in diagrams and how they overlap
CL: B for fish
CL: 5 for combining together

Errors/Omissions:
You use appropriate classifiers, however, production not always fluent-clear/controlled.
6. **Discourse Organization is Visually Effective:** This feature involves using signs and sign language techniques for organizing the whole, and the sub-narratives/statements within, in extended communication sequences (such as classroom lectures). Specialized signs (for example, NOW, FINISH & OFF-POINT), rhetorical questions, listing on the non-dominant hand for related items and sequence of events, and other signing techniques (for example, non-manual signals such as body shifts & pauses) are used to signal topic introductions, reviews, endings, transitions, and asides. These signs and techniques help to make the entire discourse visually clear and easy to follow.

Rating: 4

Positives:

You used rhetorical questions to organize lecture, and signal topics, subtopics and transitions; for example, THERE-WHAT-DO? and JOBS-WHAT KIND?

You used listing on the non-dominant hand to discuss related items; for example, experiments related to environment, discuss what we’ve learned so far, and analysis techniques.

You used body shifts and pauses to indicate transitions/ beginnings/endings; for example, last week - now this week, and Chemistry - Biology.

You used specialized signs for marking transitions; for example, FINISH, PUT-ASIDE, BACK-TO-POINT, NOW, OK? , OFF-POINT, BACK-UP-TO, and UP-TIL-NOW.

Errors/Omissions:

You could use Rhetorical Questions more effectively to organize lecture and to signal transitions; for example, “I want to discuss this because…” could be signed I WANT DISCUSS, WHY?

**Additional Comments** (Optional): Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation: None

**Priority Sign Language Linguistic Features for Skills Development**
Inclusion of pronouns together with appropriate use of space for referents
Use of non-manual signals to convey and support meaning
Use of rhetorical question for lecture organization and transitions

**Course/Activities Recommended for Skills Development**
Tutoring

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CLASSROOM SIGN LANGUAGE ASSESSMENT (CSLA) REPORT

Instructor: #8 Course: Hydraulic & Pneumatic Systems
Lesson Topic: Vessel Pressure Analysis Date of Taping: DATE
Primary Communication Mode(s) Used: ASL [used English mouthing and incorporated ASL features]

Ratings for Six Sign Language Linguistic Features Important to Effective Classroom Communication with Deaf Students

Rating Scale for sign language features #1 & #2:

<table>
<thead>
<tr>
<th>Always/Almost Always</th>
<th>Errors Did Not Interfer with Intelligibility</th>
<th>Errors Interfered Some with Intelligibility</th>
<th>Errors Interfered Significantly with Intelligibility</th>
<th>Generally Not Understandable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
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1. Signs and Fingerspelling Produced Accurately & Clearly: This feature involves use of appropriate production characteristics of signs and fingerspelling. These include handshape, movement, placement/location, and orientation of the hands/arms while producing signs. Also included under sign and fingerspelling production are the appropriate positioning of hands and arms and their movement within the signing space.

Rating: 5

Errors: VISCOSITY (incompletely fingerspelled), FORCED

Comment: Fingerspelling used well for technical terms, with appropriate pairing of signs & fingerspelling for technical terms.

2. Sign Knowledge and Use Convey Message Intent: This feature involves breadth of sign vocabulary knowledge and the ability to select and use signs appropriate to intended meanings. It also includes the ability to modify signs as appropriate to communicate more complex meanings; for example, number, size, degree, intensity, manner, distance, and time/duration.

Rating: 5

Positives: TURBULENT, FEEDING, INPUT, OUTPUT, ELECTRIC, MOTOR, FORMULA, EQUAL, ENERGY, FLOW, EQUATION, JUST-BARELY, CALCULATE, SUPER-BRAIN, SIMULATION, EXPERIMENT, FORGET-IT, GO-BACK, DIFFERENT-plural, FRICTION, MUST-emphasis, POWER, ESTABLISH, HEAT, SAME-exactly, FLOW-fast/slow, NARROW-very, PRESSURE-a lot, DECREASE-overtime, ROTATE-fast, SAME-all over, DIFFERENT-frequently, IMPORTANT-very, POUR-slowly, HOT-very, FLOW-turbulent, LONG-very, FAR-very, PERFECT-very, LAST-WEEKEND-recently, and ALWAYS for emphasis

Errors: Used THIN-person for THIN-viscosity, VARIABLE (V), STIMULATION, KEY (object) for KEY/IMPORTANT
3. **Space Used Effectively to Refer to Noun Referents:** This feature involves establishing and using referents for nouns in the signing space in order to discuss them and to compare and contrast ideas, people, and places. Skills important for this area are establishing points in space as referents, eye-gaze, producing noun signs so that they are consistent with real world orientation, using directional verbs consistently, and shifting of the body to show contrast/comparison and for assuming roles when reporting indirect discourse (includes role shift).

Rating: 5

Positives:

Used indexing and eye gaze to reference nouns; for example, if see RESULT when ERROR – go-back-to FIGURE-OUT-number-to-correct NUMBER-final result.

Used directional verbs to show relationships between nouns; for example, PLUG ⌃ ENERGY-feed ⌃ PRESSURE, ENERGY-feed-feed-feed, POINT ⌃ in-circle-for PRESSURE within-the-circle-DIFFERENT-plural, DECREASE ⌃ in-circle-BACK-to-ZERO, LOOK-at-BOOK, and RESPECT-GRAVITY.

Used body shift and indexing to contrast nouns or comparison; for example: FLOW and RATE, 10W-40 and 10W-30, ENGLISH and METRIC, CALCULATE-this and GO-BACK to CALCULATE-that (INPUT and OUTPUT), LAMINAR and TURBULENCE.

Used ‘real world orientation’ to show spatial relationships; for example, PRESSURE-right X RATE-left = answer?, PRESSURE-decrease all around pipe, FEED-into pipe, PUSHES-up and down, CALCULATE-numbers.
4. **Non-Manual Signals Convey & Support Meaning:** This feature involves the use of facial expression, eye gaze, head movement, body shift, and pausing to convey information regarding sentence types; that is, to distinguish statements vs. questions, to distinguish Wh (what, who, etc.) from yes/no questions, and to mark conditional statements, rhetorical questions and topics. It also includes use of non-manual signals to convey information regarding relative size, degree, intensity, manner, distance, and time/duration.

Rating: 5

Positives:

Used appropriate facial expression for yes/no and WH questions; for example: OVER 100%, CAN? And if answer wrong, DO++?

Held the last sign & maintained eye contact when questioning; for example, when a student replied NO, you asked WHY?, waiting for a reply from the student.


Paused to indicate new thought and used body shift when comparing and when changing to new topic.

5. **Classifiers Convey Accurate Information about the Physical World:** This feature involves the use of specified handshapes to communicate efficiently and effectively about the physical world. These specific handshapes are used to show location and movement of nouns, to describe nouns, to show how objects are handled and used, and to show how the body appears/moves. Classifiers are referred to/written about in the following way: CL:B for table located there.

Rating: 5

Positives:

CL:B for balance energy feed
CL:O for feed energy
CL:4 for hydraulic pump flow
CL:44 for liquid flow
CL:S for tube-expansion pump and hydraulic flow
CL:1 for measure spin (meter read) and electric-spin-through (small motor blends turning
CL:Claw for thick
CL:C for meter in pipe rising and forcing
CL:CC, CL:FF, CL:SS for pipes in various positions and various sizes
6. **Discourse Organization is Visually Effective:** This feature involves using signs and sign language techniques for organizing the whole, and the sub-narratives/statements within, in extended communication sequences (such as classroom lectures). Specialized signs (for example, NOW, FINISH & OFF-POINT), rhetorical questions, listing on the non-dominant hand for related items and sequence of events, and other signing techniques (for example, non-manual signals such as body shifts & pauses) are used to signal topic introductions, reviews, endings, transitions, and asides. These signs and techniques help to make the entire discourse visually clear and easy to follow.

Rating: 5

Positives:

Used rhetorical questions to organize lecture, or signal topics, subtopics and transitions; for example: Q – WHAT’S Q?, INFORMATION – ALL INFORMATION SAME?, SAME PRESSURE (if yes) – WHERE?, PRESSURE – PRESSURE SAME – WHERE/, CALCULATED #550, WHY?

Used body shifts & pauses to indicate transitions/beginnings/endings. For example: Conditionals – visually effective (Facial expression and space) – IF YOU SEE _____, USE THIS _____, IF LESS, MEANS LAMINAR. WHEN ENERGY LOST, EFFICIENCY _____, and IF YOU SEE PSI, USE THAT.

Used specialized signs for marking transitions; for example: “NOW THIS NEW CONCEPT… or introduce new”, FINISH, “THIS IS WHAT WE WILL DISCUSS TODAY…”, “LET’S GO-BACK-TO ___(previous concept)__,” NOW-BREAK, THIS AFTERNOON BACK FOR LAB”, NEXT OK, EXPLAIN-LATER, DON’T-WORRY, and HOMEWORK, YOU READ, which could have made communication more effective.

**Additional Comments (Optional):** Additional examples, comments about comprehension skills if clearly observable, & other comments pertinent to instructor’s classroom use of sign language based on observation:

Used appropriate sign language classroom management techniques; for example, signed HOLD/WAIT before going to board or book.
Repeated students’ answers for class.
Paused after writing on board to establish eye contact with students before signing.
One time – mouthed/said “you have to know that they mean” but didn’t sign it.
Got a bit confusing with the pointing to power point display – wonder if students had enough time to read the display before you started signing.

**Priority Sign Language Linguistic Features for Skills Development:** None

**Course/Activities Recommended for Skills Development:** None