

# ASL SCALE OF DEVELOPMENT

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<b>Progression of Academic and Social Language Development</b>	<p>The student is observant of language being modeled in the environment. She/he can imitate actions and facial expressions.</p> <p>Can use gesture to communicate or can physically demonstrate behaviors (e.g., show the action of falling by pretending to fall.)</p> <p>Can use facial expressions to clarify meaning (e.g., head nods and smiling).</p> <p>Is beginning to maintain eye contact with adults or peers, but is not consistent.</p> <p>Recognizes some signs as representing objects in immediate environment.</p>	<p>The student demonstrates more confidence using ASL but still prefers to converse one-on-one with peers or teacher.</p> <p>Will inquire about meaning of signs or words that are not understood.</p> <p>Can use basic ASL to communicate needs and share feelings. Can use gestures when words are not readily available.</p> <p>Can retell, ask and answer simple questions, and summarize.</p> <p>Eye gaze is longer and more purposeful.</p>	<p>The student is increasingly confident speaking in front of group or participating in class discussions.</p> <p>Can discuss academic ideas such as main points of a story or a science or history project.</p> <p>Able to analyze, explain, describe and define using content-related vocabulary.</p> <p>More use of eye gaze when following conversational turns.</p>	<p>The student is much more comfortable and confident in sharing ideas or information in front of the class.</p> <p>More fluent in following the conversation of two or more people. Can respond to questions with details.</p> <p>Consistently comprehends general meanings, and demonstrates understanding of nuances and implied meanings expressed by body language, facial expressions or words.</p> <p>Starts to engage in ASL sign play by manipulating signs within ASL lexicon rules or other kinds of inventive sign play (e.g., can create slang or jokes).</p>	<p>Can carry a conversation or classroom discussion without difficulty.</p> <p>Code switches to match the ASL skills of other deaf students, teacher, or hearing people.</p> <p>Able to decipher general and implied meaning including idiomatic, figurative language</p> <p>Able to adapt language to formal and casual registers depending on audience and purpose.</p> <p>Has no difficulty with academic language of the classroom. Able to discuss and understand abstract ideas.</p>
<b>Questions</b>	<p>Expresses what she/he wants by shaking his/her head, and sometimes responding to questions and simple commands with "yes" or "no".</p>	<p>Uses appropriate facial expressions with eyebrows when asking wh- or yes/no questions Can respond to simple "wh-" questions (e.g., who, what, where, why).</p>	<p>Asks and responds to more type of questions that include signing (e.g., FOR-FOR?", "HOW?", WHEN?" or "WHICH?" using appropriate facial expressions.</p>	<p>Asks bracketed questions, i.e., starting and ending a question with wh-question.</p>	<p>Able to ask any questions fluently and properly.</p>
<b>Syntax</b>	<p>Uses simple or basic single word signs and use sometimes combination of two to three signs to make a sentence or phrase based on needs or wants. (e.g., MY NAME (fs), HE PLAY, ME HUNGRY EAT).</p>	<p>Start to use ASL sentence structure including different combinations of subject, verb, object and location (e.g., LSOV-home (?), MOM JUICE DRINK).</p>	<p>Begins to use more complex sentence structures such as rhetorical questions and topicalization (e.g., MY FAVORITE SUBJECT? SCIENCE. DRESS RED) but not always in correct word order or facial expression.</p>	<p>Uses conditionals, facial adverbials (if—then statements), rhetorical comment (e.g., WHY? I LIKE IT.), and topicalization with consistent accuracy.</p> <p>Able to uses topic continuation (i.e., holding the topic on one hand and continuing to sign the comment on other hand).</p>	<p>Able to do all the sentence structures mentioned on the left with ease.</p>
<b>Verbs</b>	<p>Uses plain verbs consistently. (e.g., DRINK, TASTE, PLAY, UNDERSTAND).</p> <p>Uses noun-verb pairs (e.g., DOOR/CLOSE-DOOR, AIRPLANE/FLY).</p>	<p>Demonstrates emerging use of subject-verb agreement (e.g., directional: I-BEAT-HIM, CALL-HER, GIVE-ME); geographical: (e.g., FLY-TO, MOVE-THERE); reciprocal: (e.g., KISS, AGREE).</p>	<p>Capable of using spatial subject-verb agreement (e.g., YOU-GIVE-ME, HE-ASKS-HER).</p> <p>Shows verb inflection for temporal aspect (e.g., READ, READ-QUICKLY, READ-A-LONG-TIME).</p>	<p>Continues to show development of intensity (COMFORTABLE, SERIOUS, LONG TIME), manner, (TIPTOE/STOMPS) and temporal aspects in including number and distribution with verbs (e.g., ASK; ASK AGAIN; ASK MANY PEOPLE AT DIFFERENT TIMES; ASK A GROUP OF PEOPLE).</p>	<p>Uses verb with wide register depending on situation.</p>

<b>Classifiers</b>	Demonstrates emerging use of classifiers to describe basic objects (e.g., DCL:C- ball, or DCL:B- box).	Uses instrument classifiers (e.g., PULL-OUT; ZIP-UP; TURN-ON-TV).  Uses more locative classifier to show relationship with other objects (e.g., LCL: 1- pencil, on desk LCL: B).  Starts to use classifier manner of verb (e.g., “3” car move up and down, person “1” walking by).	Uses descriptive classifiers to describe nouns, including color, size, shape, and quality (e.g., hairstyle, body type, size, texture).	Continues to use descriptive classifiers to show intensity for noun-size, shape, texture, and quality (e.g., LIGHT, BRIGHT; ROAD, BUMPY).  Show number and location through plural spatial classifiers (e.g., two people walking, people seated in a circle; line of people; books in row).	Uses classifiers with ease without being conscious about it.
<b>Pronoun</b>	Use of index finger to point at self, people, objects or places in present environment (gestural/ nonlinguistic).	Uses both personal and possessive pronouns with HS “1” or “5” (linguistic).	Uses reflective pronouns with HS- “A” (yourself, myself, himself).	Can analyze and/or compare and contrast two items/person/stories (using appropriate placement in space).	Can describe a situation involving more than two items/person/stories
<b>Formal Expressive Skills (Storytelling or Presentation)</b>	While storytelling or talking, can talk about what is in the immediate environment.  Can point to pictures or talk about events that happened in the here and now.  Copies actions or facial expressions of others.	During storytelling or retelling a story, uses a little or no role shifting and placements of characters. Tends to place characters in the same place. No clear sequence of time.  Can talk about past and things that are not present, but still needs to act it out or use objects to demonstrate past events.	Begins to place points in space for characters. Exhibits role play, but body shifting, eye-gaze and facial expressions aren’t consistent. Also, doesn’t always use the time sequence accurately.  Can talk about past and things that are not present without acting it out (e.g., actually falling to the ground).	Use of role play, role shift, grammatical facial expressions, and eye gaze are more consistent.  Able to talk abstractly about people or things that aren’t present.  Can use referencing more accurately.  More consistently able to sequence objects, give step-by-step instructions or clearly explain the order of events.	Character placement (spatial referencing) and identification are clear. The signer takes on various characters’ perspectives.
<b>Fingerspelled Words</b>	Responds to her/his fingerspelled name and can use name signs and signs of others.	Demonstrates emergent use of fully fingerspelled words including short words, name of person or place.  Uses fingerspelled English words to ask for a sign translation.	Includes fingerspelled words in conversation, but may not always understand fingerspelled words.  Increasingly will fingerspell English words for sign translation.	Understands fingerspelled words and fingerspells fluently.	Fingerspelled words become lexical signs. (i.e. “what” “back” “ok” “early”)
<b>Cultural Behavior</b>	Starts to respond to attention-getting techniques (e.g., tapping on shoulder, waving a hand in his/her field of vision, flashing lights).	Can appropriately get others’ attention and readily responds to attention-getting methods (e.g., tapping on shoulder, stomping on floor, or waving hands).  Begins to seek out and enjoy ASL literary forms (e.g., ASL storytelling and ABC stories).	More appropriate use of attention-getting techniques (e.g., asking someone to tap another person because they are beyond his/her reach).  Begins to express his/her own literary forms (e.g., ASL storytelling or ABC stories).	More sensitive to communication needs of others (e.g., moving so others can see, giving full attention, and making appropriate responses to indicate understanding).  Continues to enjoy and express literary forms.	Can re-cap or summarize for someone if he/she has missed something because they were absent or out of visual field.  Capable of explaining in different ways if not understood at first.