PUBLISHER:			
SUBJECT:		SPECIFIC GRADE:	
COURSE:		TITLE	
COPYRIGHT:			
SE ISBN:		TE ISBN:	

NON-NEGOTIBLE EVALUATION CRITERIA

2017-2023
Group V – World Language – American Sign Language – Level I
Grades 7-12

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			1. **INTER-ETHNIC** The **instructional** materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).	
			2. **EQUAL OPPORTUNITY** The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).	
			3. **FORMAT** This resource is available as an option for adoption in an interactive electronic format.	
			4. **BIAS** The instructional material is free of political bias.	

GENERAL EVALUATION CRITERIA

2017-2023
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The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means "examples of" and i.e. means that "each of" those items must be addressed**. Eighty percent of the general and eight percent of the specific criteria must be met with I (in-depth) or A (adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, **A**=Adequate, **M**=Minimal, **N**=Nonexistent	**I**		**A**		**M**		**N**
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:							
Next Generation Skills:								
Thinking and Problem-Solving Skills *Content: The World Language instructional materials provide:*								
	1. ample opportunities to collaborate on task-based learning activities.							
	2. ample opportunity for students to use higher order thinking skills, i.e. Bloom's taxonomy skills.							
Information and Communication Skills *For student mastery of content standards and objectives, the instructional materials include multiple strategies that provide students with ample opportunities to:*								
	3. express and support an opinion.							
	4. publish original materials in the target language in a variety of formats including multimedia, print, etc.							
	5. exchange opinions with increasingly longer discourse.							
Personal and Workplace Productivity Skills *For student mastery of content standards and objectives, the instructional materials provide students with ample opportunities to:*								
	6. use interpersonal skills to work cooperatively to accomplish a task.							

	7. develop and initiate a plan of action to complete a task or project.							
	8. practice time- and project-management skills.							
	9. reflect upon and evaluate the results of a task or project.							
	10. assume various roles and responsibilities when working independently or as a group.							
	11. read and write in real-world situations using the target language and contemporary digital resources such as texting, making online lists, blogs, public notices, web quests, etc.							

Developmentally Appropriate Instructional Resources and Strategies
For student mastery of content standards and objectives, the instructional materials:

	12. include multiple strategies for differentiation, intervention and enrichment to support all learners.							
	13. support college and career readiness.							
	14. provide opportunities to build spontaneous capacity at the appropriate level.							
	15. provide opportunities to participate in self-directed learning and practice.							

Life Skills
For student mastery of content standards and objectives, the instructional materials provide students with opportunities:

	16. for community and global awareness.							

Assessment
The World Language Instructional Materials provide:

	17. ongoing diagnostic formative and summative assessments.							
	18. a variety of proficiency-based assessments, such as performance tasks, multimedia scenarios, portfolio evaluations and open-ended questions.							
	19. rubrics, throughout each unit, to help students to self-assess their proficiency in the target language.							

Organization, Presentation and Format
The World Language instructional materials:

	20. are organized in logical sequence to optimize instructional effectiveness to achieve communicative proficiency.								
	21. provide educators the necessary proficiency-based pedagogy and management techniques to guide learning experiences.								
	22. are written with minimal use of English.								
	23. include opportunities for differentiated activities.								
	24. integrate culture in language learning instead of culture being introduced in isolated factoids.								
	25. provide various interactive multimedia resources for student use.								

SPECIFIC EVALUATION CRITERIA

2017-2023
Group V – World Language – American Sign Language – Level I
Grades 7-12

American Sign Language Level I objectives primarily focus on the acquisition and development of communication skills. Students will likely enter this course from various signing backgrounds. Students who are deaf, have a deaf parent, or have a close association with members of the Deaf community may enter the course with some proficiency in signing. Other students, particularly those with little association with deaf individuals, may enter with no prior knowledge or skills in ASL. Therefore, knowledge and skill acquisition may differ greatly between these two groups. The objectives and performance descriptors for ASL Level I have been developed to address those students who bring no prior knowledge or skills to this beginning ASL course. The topic of grammar always arises when educators talk about communication proficiency. Although correct grammar usage plays an important part in effective communication, direct instruction of grammatical rules should be viewed as a means of effecting accurate communication and not an end in itself. ASL Level I also introduces students to aspects of the Deaf culture, encouraging them to compare the components of ASL with those of the English language and American culture(s). Students are also encouraged to establish connections to the Deaf community and to carry their new knowledge and skills beyond the classroom and into the community at large.

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives, 21st Century Learning Skills and Technology Tools. The integration of the learning skills and technology tools into the content standards and objectives provides students with a comprehensive learning platform in order to achieve mastery of the knowledge and skills of the ASL Level I course. All West Virginia teachers are responsible for classroom instruction that integrates learning skills and technology tools with the content standards and objectives.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

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Communication								
	1. Model handshapes, palm orientations, location, movement, and non-manual behaviors within the registers in receptive, expressive and interactive communication. **This objective spans the three modalities of receptive, expressive and interactive language use.**							

Receptive								
	2. recognize simple words, numbers and phrases in authentic language samples.							
	3. identify people, ideas, objects and emotions.							
	4. comprehend main ideas using basic vocabulary on familiar topics.							
	5. follow short, simple directions, commands and instructions.							
	6. read or listen to and comprehend simple stories, poems, and informational texts.							
Expressive								
	7. present information and/or stories based on simple topics from a signed or written source.							
	8. give short, simple directions, commands and instructions.							
	9. relay information from oral or written sources.							
	10. make simple requests.							
	11. communicate need for clarification of signed or written information on simple topics.							
	12. model use of appropriate gestures, facial expressions and registers							
Interactive								
	13. make short exchanges of basic information about personal needs, courtesies, feelings, likes and dislikes and other familiar topics.							
	14. make and respond to introductions and farewells using appropriate spatial agreement*.							

	15. ask and answer questions on simple topics.							
	16. identify and exchange information on major points of issues related to the school and/or community.							

Culture

	1. identify beliefs, values and customs of the Deaf community.							
	2. recognize themes, ideas and/or perspectives of the Deaf culture (e.g., folklore, Deaf humor, ABC stories).							
	3. demonstrate an awareness of Deaf heritage and identify major historical events and persons from the Deaf culture.							
	4. give examples of the various commonly-held historical beliefs about the Deaf culture (e.g., location and types of educational opportunities, impact of the various methodologies, listening devices).							
	5. identify and discuss the contributions of linguists and pioneers of the language and culture.							
	6. explore the artistic, scientific, and philosophical contributions of ASL users to society (e.g., Alexander Graham Bell, Edward Minor Gallaudet, Laurent Clerc, National Theater of the Deaf, Deaf Way).							
	7. identify and understand the significance of ASL, objects, images, products and symbols of the Deaf culture.							
	8. recognize behaviors that are unique to the Deaf culture (e.g., hugs, eye contact, personal space).							

Connections

	1. observe and use established patterns of behavior for interacting in cross-cultural settings (e.g., greetings and introductions).							

	2. recall concepts learned in other subject areas using ASL.							
	3. identify and use technology for exchange of information in cross-cultural settings (e.g., IM, TTY/TDD*, closed-captioning, text telephone, relay services).							
	4. identify resources related to deafness and the Deaf culture (e.g., print and non-print of ASL).							
	5. identify cross-cultural relevance of common issues (e.g., family dynamics in relation to communication among family members—deaf child/deaf parent compared to deaf child/hearing parent and hearing child/deaf parent).							

Comparisons

	1. recognize similarities and differences between English and the visual/conceptual features of ASL (e.g., gestural*, non-manual behaviors*, spatial agreement*, syntax*, appropriate use of registers*).							
	2. compare the intonation and word order patterns used in ASL with the intonation and word order patterns used in English (e.g., questions, negatives, statements).							
	3. recognize similarities and differences between the American culture(s) and the Deaf culture including perspectives, practices, and contributions (e.g. the importance of affiliations* and status within the community).							

Community

	1. locate resources for the Deaf and recognize the potential of ASL (e.g., ASL clubs and organizations, Deaf education, deaf-related careers).							
	2. present information to people locally and around the world (e.g., Deaf Awareness, Deaf Heritage).							

	3. identify opportunities to use ASL for enjoyment (e.g., finger-spelling games, no-voice allowed class period, cultural/social activities, interpreted performances).							