

<b>PUBLISHER:</b>			
<b>SUBJECT:</b>		<b>SPECIFIC GRADE:</b>	
<b>COURSE:</b>		<b>TITLE</b>	
<b>COPYRIGHT:</b>			
<b>SE ISBN:</b>		<b>TE ISBN:</b>	

## NON-NEGOTIBLE EVALUATION CRITERIA

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

<b>Equity, Accessibility and Format</b>				
Yes	No	N/A	CRITERIA	NOTES
			<b>1. INTER-ETHNIC</b> The <b>instructional</b> materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).	
			<b>2. EQUAL OPPORTUNITY</b> 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).	
			<b>3. FORMAT</b> This resource is available as an option for adoption in an interactive electronic format.	
			<b>4. BIAS</b> The instructional material is free of political bias.	

## GENERAL EVALUATION CRITERIA

2017-2023

### Group V – World Language – American Sign Language – Level II Grades 7-12

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

	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.						
<b>Developmentally Appropriate Instructional Resources and Strategies</b>							
<i>For student mastery of content standards and objectives, the instructional materials:</i>							
	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.						
<b>Life Skills</b>							
<i>For student mastery of content standards and objectives, the instructional materials provide students with opportunities:</i>							
	16. for community and global awareness.						
<b>Assessment</b>							
<i>The World Language Instructional Materials provide:</i>							
	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.						
<b>Organization, Presentation and Format</b>							
<i>The World Language instructional materials:</i>							

	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 II Grades 7-12**

American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication. ASL Level II continues to introduce students to aspects of the American Deaf culture, encouraging them to analyze the components of ASL and to explore the role of the Deaf culture within the American culture(s). Students are encouraged to participate in the Deaf community, to refine their knowledge and skills, and to share this information within and beyond the school setting to 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 with the content standards and objectives in the ASL Level II course provides students with a vehicle to continue development of knowledge and skills in order to attain proficiency in ASL. 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**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<b>COMMUNICATION</b>								
	1. incorporate appropriate handshapes, palm orientations, location, movement, and non-manual behaviors within the registers in receptive, expressive and interactive communication.  <b>This objective spans the three modalities of receptive, expressive and interactive language use.</b>							
<b>Receptive</b>								
	2. demonstrate understanding of signed communication about activities at school or in the Deaf community.							

	3. differentiate between similar descriptions of people, ideas, objects and emotions.						
	4. summarize the main themes and significant details of topics and presentations.						
	5. carry out multi-step directions, commands and instructions based on familiar topics and vocabulary.						
	6. distinguish the principle characters, main ideas, and themes in selected literary presentations (e.g., storytelling, folklore, poetry, drama).						
<b>Expressive</b>							
	7. gather, prepare and deliver information, short plays/skits, poetry or anecdotes based on familiar topics from a signed or written source.						
	8. explain processes, procedures and locations of multi-step directions, commands and instructions.						
	9. interpret* information expressively from oral or written sources.						
	10. express needs, likes, dislikes with supporting details based on familiar topics.						
	11. seek clarification of signed information to confirm understanding.						
	12. incorporate commonly used gestures, facial expressions and registers.						
<b>Interactive</b>							
	13. discuss opinions and preferences about personal experiences and other familiar topics.						
	14. request and provide information on a variety of familiar topics.						

	15. negotiate meaning of signed information to reach understanding.						
	16. explore and discuss possible solutions to issues related to the school and/or community.						
<b>CULTURE</b>							
	1. analyze and discuss common beliefs and attitudes among members of the Deaf community.						
	2. discuss literary elements of folklore, humor and ABC stories from the Deaf culture.						
	3. describe contributions made by people who influenced the Deaf heritage.						
	4. examine and compare opinions regarding ASL as a language and its influence on other languages.						
	5. explore the membership of the Deaf community and its hierarchy and identify roles of organizations of the Deaf (e.g., Deaf clubs, Deaf organizations, Deaf education programs).						
	6. discuss the significance of ASL, objects, images, products and symbols of the Deaf culture.						
<b>CONNECTIONS</b>							
	1. describe established patterns of behavior in cross-cultural settings.						
	2. discuss topics from other subject areas in ASL.						
	3. analyze and select the appropriate technology available to the Deaf community in cross-cultural settings based on advantages and limitations of the selected technology.						
	4. identify issues from different perspectives of members of the Deaf culture (e.g., using topics found in deaf						

	publications such as: <i>NAD* Broadcaster</i> , <i>WVAD Newsletter*</i> ; “Deaf President Now” movement; state and federal legislation).						
<b>COMPARISONS</b>							
	1. summarize the syntactical and linguistic similarities and differences between ASL and English (e.g., relationship between sign/word order and meaning, question format, verb inflections, time and tense indicators).						
	2. analyze and debate topics pertinent to ASL and the Deaf culture (e.g., cochlear implants, ASL vs. English sign systems, deaf education philosophies).						
	3. utilize critical elements of ASL that must be mastered to convey meaning.						
	4. compare and contrast deaf education and its history with the education of hearing children in America.						
	5. compare and contrast ASL and English figurative language and idioms.						
<b>COMMUNITY</b>							
	1. locate and participate in activities in which the ability to communicate in ASL may be beneficial to schools and communities.						
	2. exchange information with people locally and around the world (e.g., e-mail, deaf pen pals, video relay services, TTY*).						
	3. pursue opportunities to use ASL for enjoyment (e.g., Deaf clubs, signing for public events, displays, debates, interpreting for deaf students).						