



## SLO Assessment Cycle for SIGN 3

*Elementary American Sign Language (Third Quarter)* SLO Modified: [10/26/2010]

### Kevin Glapion's Team Members:

1. [Tiffany Uhri](#) (x) SIGN
2. [David Rawson](#) (x) SIGN

**Additional Team members not on list/notes about team:**

**Additional Notes:**

### Outcomes:

**Outcome 1: Statement** Modified: [10/26/2010]

Students will identify and discover essential features of Deaf culture in the context of learning American Sign Language.

### Assessment Cycle Records:

**Outcome 1: Assessment Planning** Modified: [10/26/2010]

**Assessment Strategy Used:**

Quarter: Spring 2010

Assessors: David Rawson

Assessment Tools: Interviews • Observations

Sections being assessed: .01

**Outcome 1: Reflect & Enhance** Modified: [11/18/2010]

**Number of people involved in Phase III: 3**

**Changes:**

**Methods:**

The SLO assessment for SIGN 3 sought to explore student's knowledge in identifying and discovering essential features of Deaf Culture in the context of learning American Sign Language. The measurement of this SLO was conceptualized to assess their knowledge in the following areas: tracing historical development of ASL in relationship to Deaf identity (including contemporary status of deaf activism and bilingual-bi-cultural philosophy); contrasting essential cultural elements of Deaf and hearing world views and analyze these as they impact cultural strain.

Specifically, this SLO assessment observed and rated a sample of students from the SIGN 3 course enrollment in the spring 2010; students were rated on their knowledge of ASL and Deaf culture at the on start of the term and later after exposure to Deaf history, the American Sign Language historical development, and their engagement in Deaf culture. The sample were rated on specific curriculum requirements to participant and engage in Deaf events as well as on item responses on exams measuring Deaf culture competencies.

**Summary:**

The findings of this assessment indicate that when students are exposed to a curriculum with greater emphasis and persistent infusion of Deaf culture, as an important knowledge area, and a core competency of SIGN 3 language development, then student's present greater sensitivity and increased investment in engaging in the Deaf community. This is observed item responses on exams and through the following behaviors: greater enthusiasm about attending Deaf events; signing with greater and more "natural" fluency, and an increase career interest and volunteer efforts in the Deaf community.

**Enhancement (Part I):**

As a result of the findings, the SIGN 3 pedagogy has been enriched to include critical reading assignments focusing on essential aspects of Deaf culture. The curriculum has also been adapted to include more student classroom learning experiences, which integrate Deaf culture as well as greater emphasis on student interactions with the Deaf community.

**Enhancement (Part II):**

An ASL video course program(such as the Bravo Beginning ASL Video

Course- \$599.00), which would allow students to engage in "lab" drills and exercises would provide students not only an "out of class" (independent and self-directed) opportunity to improve their grammar production and receptivity, but also to deepen student's awareness, comfort, and facility in interacting in a Deaf culture environment. A video course system would allow the students to practice in a low intensity as well as in an environment with varied, meaningful exposure. A video course system, such as the Bravo Family system, would also provide scenario- based learning/ interaction, which would be challenging to provide in the "real world."

To enhance student awareness of Deaf Culture and the linguistic differences between English/ verbal communication and ASL, the following additional resources (videos) are needed to supplement the curriculum:

See What I mean: Difference between Deaf and Hearing Cultures, 2nd Edition(2009)- \$59.95

Sound of Fury (2009)- \$20.00

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[ Number of Outcomes for SIGN 3: 1 ]