



SLO Assessment Cycle for SIGN 1

Elementary American Sign Language (First Quarter) SLO Modified: [03/01/2011]

Kevin Glapion's Team Members:

Outcomes:

Outcome 1: Statement Modified: [11/19/2010]

Student will begin to distinguish basic linguistic principles of American Sign Language and to formulate thoughts and phrases utilizing visual and gestural language skills.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [02/16/2011]

Assessment Strategy Used:

Quarter: Spring 2010

Assessors:

Assessment Tools: Exams

Sections being assessed: .01

Outcome 1: Reflect & Enhance Modified: [02/16/2011]

Number of people involved in Phase III: 3

Changes:

N/A

Methods:

An embedded assessment was used, in which five questions were selected from mid-quarter exams to measure student progress (and pedagogical effectiveness) in relation to the student learning outcomes for SIGN 1. This SLO assessment for SIGN 1 evaluated student's abilities to distinguish linguistic principles at the fifth and eighth week of the quarter. The components chosen to evaluate student's ability to distinguish the linguistic principles of ASL were the following: as a system of communication, in conceptual qualities, and in language characteristics of productivity, arbitrariness, and displacement.

Summary:

The results indicated that the students in the eight week after greater exposure to lesson planning, which emphasized distinguishing the major concepts of English and ASL; developing an awareness of distinctive characteristics of ASL and English; and skill building, which targets distinguishes (through interpretation and SIGN language production) between English/ verbal and ASL communication, students demonstrated marked improvement on the SIGN 1 course exams (during week) on the embedded items. Also, students through required course demonstrations presented greater proficiency in visual and gestural skills.

Enhancement (Part I):

As a result of the student learning assessment, the curriculum for SIGN 1 has been enhanced to provide greater emphasis (through drills, exercise, and interactions) on sentence structure and simple interpretations of ASL concepts in relation to pre-existing English knowledge. In that the assessment results indicate students experience challenges conceptualizing and converting ASL to English, more exercises and varied learning experiences will be implemented into the curriculum, which require students to critically evaluate the English equivalent of ASL concepts. Student will also engage in more exercises specific to enhancing visual and gestural skills.

Enhancement (Part II):

A video course system (such as the Bravo Beginning ASL Video Course- \$599.00) would give students greater exposure to ASL concepts and language characteristics with practice exercises, which are progressively more challenging. Language characteristics, such as productivity, arbitrariness, and displacement involves a being able to distinguish nuance and subtle aspects of language and communication- all of which are improved with drills and repetitive and diverse exposure provided by sophisticated video course system to supplement the curriculum, as suggested above.

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

[Number of Outcomes for SIGN 1: 1]