

SOME GUIDELINES FOR IDENTIFYING & DISCUSSING ASL GRAMMAR

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Note 1: Order of grammatical features below same order as in #4D of SCPI Raters' Worksheet.

Note 2: For ASL grammar features below, see SCPI Notebook Sections 4A & 4B for additional examples as written on SCPI Raters' Worksheets & in SCPI Raters' Reports and see Section 6 (S6) for explanation and other examples.

Note 3: Note importance of word for in information below.

- 1. Indexing, space, and body shifts, and eye gaze** for comparison/contrast, to locate and refer to people, places, and objects present and not present, and role play; TEACHERS-lt., STUDENTS-rt., SCHOOL THERE-ctr. (S4A, pp. 9, 11, 13, 15, 17, 19, 21, 23; S4B, p. 4, #6B, S6, p. 1, #1, & pp. 3-6).
- 2. Sign verb movement directionality** for location (HOME GO-lt.; see S4, p. 8, D-4) and pronoun incorporation (TELL-me, me-HELP-them; see S4A, pp. 9, 13, 17, 19; S4B, p. 4, #6C; also, see S6, p. 1, #2, & pp. 20-21).
- 3. Facial expression and sign movement modification** for degree, size, manner, and temporal/time aspect; BEAUTIFUL-really, HOUSE-big, WALK-slowly, STUDY-for-a-long-time (S4A, pp. 9, 11, 13; S4B, page 4, #6D; S6, p. 1, #3c-e, & pp. 9-12).
- 4. Repetition of sign verb movement** for repeated action; GO+++, LEARN+++ (S4A, pp. 9, 11, 13, 17, 21; S4B, p. 6, #10E; S6, p. 1, #4.)
- 5. Repetition of sign noun movement and vertical and horizontal sweep** for plurals; BOOK+++, MONDAY-sweep, MORNING-sweep (S4A, pp. 9, 11, 13, 15, 17; S4B, p. 6, #10E; S6, p. 1, #5a & b, pp. 24-25).
- 6. Number incorporation (may include use of timeline):** AGE-5, MONTHS-2, 3-WEEKS-AGO, TWO-of-US (S4A, pp. 9, 11, 13, 17, 19; S6, p. 1, #6, & p. 23).
- 7. Listing on non-dominant hand, FINISH, body shifts, and pauses** for connecting ideas, separating ideas, and sequencing of events (see S4A, pp. 9, 15).
- 8. Sign word order** for rhetorical (rh) question, topic-comment, MUST, CAN, & NOT at end of comments, conditional, and object-subject-verb (O-S-V) (S4A, pp. 9, 11; S6, p. 2, #8, pp. 16, 19-20).
- 9. Classifiers** for (a) description, (b) location and relationship of people, animals, things, and places, (c) actions of people, animals, and objects, and (d) how something is used or functions; CL:GG for shape and thinness; CL:11 for 2 people standing, facing each other; CL:33 for 2 cars racing; CL:S for leading a horse (S4A, pp. 9, 11, 13, 15; S4B, p. 6, #10B; S6, p. 2, #7g, & #11, pp. 29-37).
- 10. Nonmanual signals:** Negative and affirmative head movements, yes-no?, wh-?, puffed cheeks, pursed lips/o-o, mm, pah, cs, th and clenched teeth (S4A, pp. 9, 13, 15, 19, 21; S6, p. 1, #3a, b, e, f, #10a & b, p. 2, pp. 6-8, 11-15, & 17-18.)

**SIGN COMMUNICATION PROFICIENCY INTERVIEW (SCPI) RATER WORKSHEET
(DISCUSSION) GUIDELINES**

CANDIDATE: _____ RATING DATE: _____
 INTERVIEWER: _____ RATER: _____
 RATING: _____ (Considering both Function and Form)

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1. **Functional Range:** Above Intermediate or At Intermediate or Below Intermediate
2. **Functional Descriptors:**
 - _____ conversation shared and natural; in-depth elaboration (Superior/Superior+)
 - _____ generally fluent, shared, conversation; spontaneous elaboration (Advanced)
 - _____ generally responds in 3-to-5 sentences, conversation fairly shared for social and work needs (Intermediate)
 - _____ generally 1-to-3 sentence responses with many questions by interviewer required (Survival)
 - _____ one sign, short phrases, single sentence, memorized like signing (Novice)
 - _____ (may be) some one sign, single phrase responses (No Functional Skills)

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M

3. **Linguistic Factors (Form):**

A. Vocabulary Knowledge	
Is the candidate's sign language vocabulary knowledge very broad, broad, fairly broad, good or fair knowledge of basic sign language vocabulary, knows some basic sign language vocabulary, etc.?	<ul style="list-style-type: none"> Sign selection errors based on meaning Inappropriate/overuse of sign initialization Fingerspelling words with standard signs
If very broad or broad need to include examples of "advanced" sign language vocabulary used by candidate; here list as examples only signs produced correctly.	
B. Production (signs & fingerspelling)	
<p>Note: Production & fluency generally combined in written reports</p> <p>Is production of signing native like, near-native, very clear, clear, fairly clear, generally clear, able to produce some understandable responses, etc.? At what rate (see "fluency" below)? Are signs formed correctly and how clear is fingerspelling?</p>	<ul style="list-style-type: none"> A few, some, several, many sign production errors (handshape, position, orientation, movement errors) Inappropriate signing space (restricted, too high, elbows held too close to body, etc.)
C. Fluency	
Is signing produced at a smooth, normal rate with appropriate pausing? Rate may be normal, near-normal, moderate-to-normal, moderate, slow-to-moderate, slow, etc.	<ul style="list-style-type: none"> Inappropriate pauses/hesitations Choppy, stiff
D. Grammatical Features	
"How controlled" and "how many" sign language grammatical features [Includes sign word order, use of space, classifiers, listing on nondominant hand & non-manual signals (facial expressions, body shifts, etc.)]? - For "how controlled" describe as "native-like use, near-native like use, excellent or very good use, good use, fair use, some use, beginning use, basic use, etc."; for "how many" describe as "many, several, some, a few, etc."	<ul style="list-style-type: none"> Primarily English word order Does not use space well Overuse of AND and THEN Overuse of ON, TO, etc.
E. Comprehension	
At what rate can candidate understand sign language? - excellent, good, fair comprehension at a normal, near-normal, moderate, slow-to-moderate, slow rate, etc.?	-with some repetition and rephrasing

4. **Conversational Strategies:** Appropriately requesting clarification, fingerspelling to clarify signs, breaking eye contact/gaze to maintain floor, correcting own errors, etc. (may be included with "other" under grammatical features).

^aIn general use few for 2-to-3, some for 4-to-6, several for 7-to-9, & many for 10 or more.

^bYou may also use S4A & S4B to help with writing both examples & general descriptors for each **form** category on rater worksheets.