



Seattle Central Community College
 American Sign Language Articulation Agreement
Competency Profile Sheet - ASL 101

Only high school faculty approved by Seattle Central Community College are permitted to complete this form and assess students for SCCC college-level credit.

Student Name	Instructor Name
Student Signature	Instructor Signature
Name of High School	Course completion date (mm/dd/yy)

By signing this form you avow that the information provided below is accurate and authentic.

Part 1 - Language Structures - It is expected that a high school student earning SCCC credits for ASL 103 will have been introduced to and will have demonstrated appropriate competency for each of the language elements listed below. Check the box for each element that your high school student is able to demonstrate both receptively and expressively at a "Intermediate Mid" level on the ACTFL guidelines OR the "ASL 102/103" scale on the TASC-ASL.

Descriptions of the ACTFL and TASC-ASL competency levels can be found in the Articulation Agreement document in the Competencies section. It is vital to the success of the agreement that you adhere to these guidelines when assessing your students.

Grammatical Components

- | | |
|---|---|
| <input type="checkbox"/> Core vocabulary for ASL 103 | Sign Inflections - |
| <input type="checkbox"/> Idioms and expressions | <input type="checkbox"/> Prosody: Intensity |
| <input type="checkbox"/> Compound signs | <input type="checkbox"/> Prosody: Character |
| <input type="checkbox"/> Numbers – | <input type="checkbox"/> Aspect: Temporal |
| <input type="checkbox"/> Cardinals 1 – 999 million | <input type="checkbox"/> Aspect: Distributional |
| <input type="checkbox"/> Systems- movement for 67, 68, 69, 76, 78, 79, 86, 87, 89, 96, 97, 98 | |
| Sentence structures - | <input type="checkbox"/> Classifiers - weather / elements |
| <input type="checkbox"/> Relative clauses | <input type="checkbox"/> Role-shifting |
| <input type="checkbox"/> Rhetorical questions | |
| <input type="checkbox"/> Compound sentences and conjunctions | |

Functional Components

- | | |
|--|--|
| <input type="checkbox"/> Describing family and relationships | <input type="checkbox"/> Describing occupations |
| <input type="checkbox"/> Sibling ranking | <input type="checkbox"/> Describing personalities |
| <input type="checkbox"/> Explaining relationships | <input type="checkbox"/> Describing typical routines |

