



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2021

EDSE 315 DL1: American Sign Language (ASL) IV

CRN: 17832, 3 – Credits

<b>Instructor: Roxanne Dummett</b>	<b>Meeting Dates: 1/25/21 – 5/10/21</b>
<b>Phone: N/A</b>	<b>Meeting Day(s): Tuesday/Thursday</b>
<b>E-Mail: rdummett@gmu.edu</b>	<b>Meeting Time(s): 10:30 am – 11:45 am</b>
<b>Office Hours: Zoom Meeting Appointment</b>	<b>Meeting Location: N/A; Online</b>
<b>Office Location: Online</b>	<b>Other Phone: N/A</b>

**Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

**Prerequisite(s):**

EDSE 219 or equivalent course with a minimum grade of “C” or EDSE 219 "XS".

**Co-requisite(s):**

None

**Course Description**

Focuses on strengthening expressive and receptive communication in American Sign Language (ASL) through the development of narrative and storytelling skills. Explores the importance of these skills within the Deaf Community. Explores issues of multiculturalism, linguistic code-switching, and language dominance, particularly in relationship to Deaf education.

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

**Course Delivery Method**

Online

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 24<sup>th</sup>.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

### **Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
  - The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
  - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

### **Expectations**

- **Course Week:**  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**  
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes**

Upon completion of this course, students will be able to:

1. Develop intermediate level proficiency ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1, DH6K1, C1.1, C1.2, C1.3, C4.1).
2. Narrate “Unforgettable Moments” (C1.2, C1.3).
3. Explain driving and everyday rules (C1.2, C 1.3).
4. Narrate “Accidents” (C1.2, C1.3).
5. Demonstrate language skills for expressing ideas and concepts (C1.3)
6. Demonstrate skills for illustrating reasons and functions (C1.3)
7. Analyze use of grammar and syntax of ASL and English (C4.1).
8. Increase knowledge of cultural competency relative to the deaf community and
9. Demonstrate awareness of language and social issues alive in the Deaf community today (DH1K2, DH1S2, C2.1, C3.1).

## **Professional Standards**

Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) skill standards and the American Sign Language Teachers Association (ASLTA) competencies. Code for CEC Standards: DH = Deaf and Hard of Hearing; Code for ASLTA Standards: C1 = Communication, C2 = Culture, C3 = Connections, C4 = Comparisons, C5 = Communities.

## **Required Texts**

Mikos, K., Smith, C., & Lentz, E. M., (2003). *Signing naturally: Level 3 student set*. San Diego, CA: Dawn Sign Press

## **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

## **Required Resources**

**Sign up and register GoReact.**

<https://goreact.com/>

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

## **VIA Performance-Based Assessment Submission Requirement**

There is no required performance-based assessment for this course.

## **Assignments and/or Examinations**

### **Assignments:**

Students will complete Written and Video Assignments. The class schedule below shows the due dates of each unit. Students will check **Blackboard** for more details about the assignments.

**Written Assignments:** Students will submit typed answers or photos of their work in the textbook and paste them in a Microsoft Word document. Students will post their work using only **PDF** or **Microsoft Word** documents; any other file format submitted result in a **zero**.

**Post:** Blackboard

**Video Assignments:** Students will create video assignments. The student's ASL production will be evaluated. Signs should be clear and formed correctly, signed in a fluent manner and accompanied by appropriate facial grammar and spatial references, eye gazes, topicalization, appropriate pauses for both individual signs and ASL sentences. Rubrics are posted in GoReact.

**Post:** GoReact

**Note:** For GoReact, Feedback via colorful markers will be provided for weekly assignments. Instructor feedback will be provided. Rubrics are posted in GoReact.

**Note:** Plagiarism is defined as using another individual's ideas or words without attribution or credit. It also includes using one's own prior work that has been submitted for credit or published in another venue as a new submission without citation. Using the ideas of others without proper attribution or citation is unethical and a violation of the Honor Code. Subcategories of plagiarism include:

Self-plagiarism: Intentionally or unintentionally using portions of one's old work for new assignments without attribution

Students are responsible for ensuring the work they are submitting is their own work. This includes checking to make sure that any information that was not their own creation is properly attributed to the original source, as well as working within the guidelines provided by the professor of the class regarding submitted work.

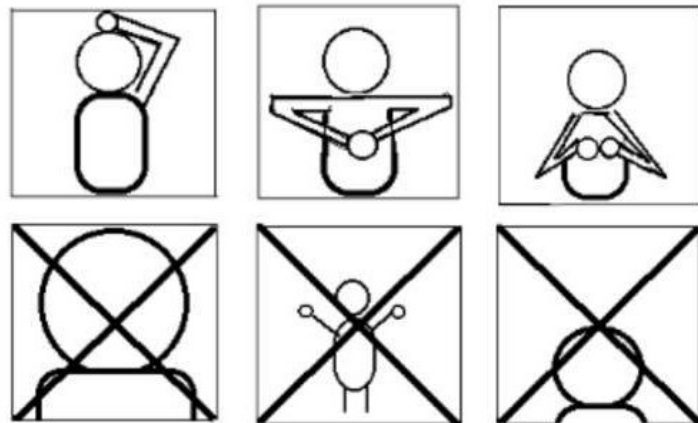
If a student submits a plagiarized video, copying another student's video or a video online, the university policy will be followed:  
<https://catalog.gmu.edu/policies/honor-code-system/>. Will result in a **zero** on the assignment.

**Note:** The textbook was developed in California. There will be a few signs that are used by Deaf Californians but are signed differently in the DC Metro area. Similar to the English language, there are differences due to dialects and accents. In ASL, the differences are due to regional signs or sign variations. If an ASL

sign is used differently in DC, the sign will be shown it on the Vocabulary and Lessons videos.

**Editing ASL videos:** Students are required to edit their ASL videos.

1. Ensure the computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on student's lap, a bed, or any other surface where the device (or you) are likely to move.
2. Make sure the video is centered and visible where the instructor can see the top of the student's head and the bottom of the student's chest area as shown below.



3. If students use their phone, follow the format below:



4. Make sure that the background is clean (one-colored wall) and free of “visual noise” (books, DVD's, TV running, kitchen items, dog appearing, etc.).
5. The color of the student's shirt should contrast their skin tone. Avoid red, yellow, and orange shades. If students have tattoos on their arms, they should wear long-sleeved shirts. Tank tops and string shirts are not allowed.

**\*\*Assignments** – Shirts must meet the above requirements.

**\*\*Tests** – Solid-colored shirts free of logos are required in addition to the above requirements.

6. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
7. If students are sitting, do not swivel.
8. Late video assignments.

**Note:** Any video assignments that does not meet the **any** of the above criteria will result in a **deduction** for the assignment as shown on the rubric. Submit your videos following the above criteria to avoid a deduction.

## Deaf Literature Reflection Paper

Students will write two reflection papers on Deaf literature which can include books, poetry, articles, stories, essays, videos, plays, and De'VIA that reflect a Deaf culture and experience. Students need to choose two works of Deaf literature to write their reactions to their reading or observation of Deaf literature materials of their choosing.

Deaf literature is a collection of texts such as poetry, stories, essays and plays reflecting a Deaf culture and Deaf experience.

De'VIA is an abbreviation for Deaf View/Image Art which is an art movement formed by Deaf artists to express their Deaf experience. You can find plenty of De'VIA art on the internet. If you choose to write a reflection paper on De'VIA, email me first for approval so that I can make sure it meets the criteria for De'VIA.

A reflection paper is not a “book” report where you summarize what you read. It’s about understanding and knowledge that you got from your reading and if it has changed your feelings, thoughts and beliefs on the topic. Your reflection papers should be 300-700 words long, size 12 font, and double-spaced. The website link and citations must be included in the paper. Plagiarism **is not allowed**. Your reflection papers should consist of:

### A. Introduction

1. The name of the author or artist and the date of the work
2. What is the theme of the work?
3. What issue did the author and artist bring up?
4. What’s the author or artist’s key point?
5. What is the Deaf experience or culture portrayed in the work?
6. What’s the author or artist’s opinion on the topic
7. What were your expectations based on the title before reading?

### B. Body Paragraph (one)

1. What are your feelings and reactions during your reading?
2. What grabs your attention?
3. How does this compare to what you have experienced or seen? Or how does it differ from your experience(s)?
4. What understanding or knowledge did you gain from your reading?

5. Provide details and your reactions and feelings.
6. What is your observation or interpretation of the work?

C. Conclusion-

1. After the reading, have you changed your way of thinking on the topic? Does it conflict with your previous beliefs and assumptions?
2. Have your conclusions you had before reading changed?
3. Will what you have read change your actions in the future?

If a student submits a plagiarized paper, the university policy will be followed: <https://catalog.gmu.edu/policies/honor-code-system/>. Will result in a **zero** on the assignment.

**Post:** Blackboard

**Zoom meetings:**

The class will meet every two weeks from 10:30-11:45AM. A tab for the Zoom meetings is posted on Blackboard. The meetings will review and consist of group activities based on the previous assignments. It is important students keep up with assignments to be able to participate in-group activities.

**Policies:**

1. Students are expected to appear and participate from the beginning to the end of each Zoom session. Students cannot be on their phone, doing other activities during class time, leaving a blank screen or leaving the computer.
2. Student's preferred name is to be displayed on Zoom. No nicknames (ex. Bad Cat) are permitted.
3. Ensure the computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on student's lap, a bed, or any other surface where the device (student) is likely to move.
4. Using mobile phones for a Zoom session is not permitted as students will not be able to see everyone at once on the phone.
5. The webcam is to be turned on unless instructed otherwise.
6. Students are to dress appropriately for class. The attire should contrast student's skin tone.
7. Remove all distractions which includes mobile phones, electronics, pets, people, and other activities.
8. Seek a plain wall or use a collapsible background screen. Virtual backgrounds are not permitted. The background should contrast your attire and skin tone.
9. Be aware of lighting. Students do not want to appear bright or dark making it difficult for the instructor and classmates to see you.
10. The voice option will be on mute for all meetings (except the first day of classes).

**Note:** Students who do not follow the policies stated above will count as tardy and deducted according to the attendance policy.



### **Kaltura Quizzes:**

EDSE 315 (ASL IV) objectives focus on the receptive use of ASL. **Vocabulary Quizzes:** Students will have a quiz following the class schedule for the dates. The quizzes will be administered via Blackboard (Kaltura Video Quiz). There will be a time limit for quizzes.

**Note:** The quiz will cover all the vocabulary from your weekly assignments. Students are expected to watch the **Vocabulary and Lessons** posted in GoReact on a weekly basis to prepare for the quiz.

### **Final Presentation:**

The final presentation consists of a class presentation about an accident based on Unit 21 materials. A rubric will be provided.

### **Video assignment:**

**Students will maintain video assignment for this class. The student's ASL production will be evaluated. Signs should be clear and be formed correctly, signed in a fluent manner, and accompanied by appropriate facial grammar and spatial references, eye gazes, topicalization, and appropriate pauses for both individual signs and ASL sentences. Rubrics are provided on Blackboard. Video assignment due dates are shown on the class schedule.**

**Videos that do not meet the requirements listed below (Editing ASL works) will result in a zero for the assignment.**

### **Post: On GoReact**

#### **Unit Tests:**

ASL III tests objectives focuses on the receptive and expressive use of ASL. The videos of tests should be clear, accurate and thoughtful with in-depth answers to questions based on workbook materials and additional articles.

**Receptive Tests:** The receptive portion of the test (multiple choice) will be administered via Blackboard (Kaltura Video Quiz). There will be a time limit for tests.

**Expressive Tests:** Students will post the expressive portion (signing) on GoReact. Signs should be clear and formed correctly, signed in a fluent manner and accompanied by appropriate facial grammar and spatial references, eye gazes, topicalization, appropriate pauses for both individual signs and ASL sentences. Rubrics are posted in GoReact.

Students will check the **Class Schedule** and **Blackboard** for more details about the Unit Tests (Receptive and Expressive) due dates.

## **Final Presentation**

**Students will complete a 2-3 minutes presentation on a story of an accident of your choice, real life or fiction. The student workbook instructs you on how to prepare your presentation in Unit 21. The rubric will be provided.**

## **Course Policies and Expectations**

### **Attendance/Participation**

It is expected that students will attend each scheduled class on zoom on time.

Students will be allowed one (1) absence without penalty. Each absence afterwards will result in a 2% deduction from the total grade as shown below:

First Absence – no penalty

Second Absence or more – 2% deduction of the total grade

Two (2) late arrivals on zoom will be equivalent to one (1) absence, which will apply to the policy stated above.

Zoom meeting dates are shown on the Class Schedule.

### **Late Work**

Any papers, videos, or assignments will not be accepted past due dates.

**Note:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

## **Grading Scale**

Letter Grade	Percent Grade
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	79-80
C	76-78
C-	74-75
D	70-73

F	Below 70
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Grade Distribution	
Assignments/Deaf Literature	20%
Video/written Assignments	15%
Vocabulary Quizzes (Kaltura Quiz)	15%
Unit Tests (Receptive/Expressive)	30%
Final presentation	20%

**\*Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

### Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Assignments:** Thursdays – end of the day (Eastern Standard Time). All details on Blackboard

**Zoom Meetings:** Tuesdays - full class every other week (10:30AM)

**Quizzes-** it will be administrated on Blackboard

**The context of Unit 14 and 16 will be provided and details on Blackboard.**

	Day	Class Topic	Reading/Viewing Assignments
Week 1	26-Jan	Course Introduction <b>Zoom</b>	Syllabus
	28-Jan	Assignments	Syllabus, ASL Parameters Review
Week 2	2-Feb	Assignments	Unit 9-11 Review and ASL parameters quiz
	4-Feb	Unit 14: Temporal Aspect Assignments	Lesson 14
Week 3	9-Feb	Unit 14 Assignments <b>Zoom</b>	Lesson 14

	11 - Feb	Unit 16: Describing and identifying things Assignments	Lesson 16
Week 4	16-Feb	Unit 16 Assignments	Lesson 16
	18-Feb	UNIT 14 and 16 Quizzes	
Week 5	23-Feb	<b>Zoom</b>	
	25-Feb	Unit 18 assignments	Lesson 18
Week 6	2-March	Unit 18 Assignments	Lesson 18
	4-March	Unit 18 Assignments	Lesson 18
Week 7	9-March	<b>Zoom</b>	
	11-March	Unit 18 Assignments	Lesson 18
Week 8	16-March	UNIT 18 Quiz	<b>Deaf Literature reflection paper # 1</b>
	18-March	Unit 20 Assignments	Lessons 20
Week 9	23-March	<b>Zoom</b>	
	25-March	Unit 20 Assignments	Lessons 20
Week 10	30-March		
	1-April	Unit 20 Assignments	Lessons 20
Week 11	6-April	<b>Zoom</b>	
	8- April	<b>Unit 20 Quiz</b>	
Week 12	13-April	Unit 21 Assignments	Lessons 21
	15-April	Unit 21 Assignments	Lessons 21
Week 13	20-April	<b>Zoom</b>	
	22-April	Unit 21 Assignments	Lessons 21 <b>Deaf Literature reflection paper # 2</b>
Week 14	27-April	<b>Unit 21 Quiz</b>	
	29-April	Final presentation <b>Zoom</b>	One-on-One
Week 15	4-May	Final presentation <b>Zoom</b>	One-on-One

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

### Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) ([titleix@gmu.edu](mailto:titleix@gmu.edu)).

- For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) (<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>).
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

## Appendix

### Assessment Rubric(s)

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
<b>Vocabulary:</b> Usage of vocabulary	Accurate, relevant use of wide variety of vocabulary used from all units studied (2)	Generally accurate, relevant use of vocabulary from more than half the units studied (1)	Vocabulary inaccurate and used covers less than half the units studied
<b>Formation:</b> Handshape, Palm Orientation, Movement, Location	Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (2)	Generally accurate, appropriate use; errors made do not compromise meaning (1)	Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident
<b>Space Referents:</b> Motion/Location of Verbs (includes eye gaze, body shifting and choice of signs)	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; interferes with intended meaning; effort and practice not evident
<b>Grammar:</b> Yes/No Questions “Wh—“Questions Location Negation Contrastive Structures (referents, time, intensity, etc.)	A variety of sentence types are used; solid knowledge of grammar is evident (2)	A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought (1)	Use is awkward and confusing; errors compromise meaning; effort and practice not evident
<b>Fluency/Accuracy</b> Smoothness and Fluency of Signs Conceptually Accurate Ideas/Messages	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; sometimes interferes with intended meaning; effort and practice not evident
<b>Total Points Possible</b> = 10	Points earned in parenthesis	Points earned in parenthesis	No points earned