

Instructional Materials Evaluation Criteria – American Sign Language (ASL)

Title _____ **ISBN#** _____

Established Track Record? YES NO

If yes, please list research source(s):

Meets National Standards? YES NO

Standard I: The student will be able to recognize and demonstrate an introduction and the exchange of personal information.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
01.01-Recognize and demonstrate fingerspelling.			
01.02-Recognize and demonstrate culturally appropriate introductions.			
01.03- Recognize and demonstrate forming and answering questions concerning his/her personal information, (i.e., preferences, wants, likes, dislikes, schooling, deaf or hearing).			

Standard II: The student will be able to recognize and demonstrate a discussion of family relationships.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
02.01-Recognize and demonstrate family relations in a culturally appropriate way (i.e., parents, grandparents, aunts, uncles).			
02.02-Recognize and demonstrate correct use of spatial reference to non-present people.			
02.03-Recognize and demonstrate proper use of personal and possessive pronouns during conversation (i.e., me vs. my; she vs. her; etc.).			

02.04-Recognize and demonstrate proper use of negative responses: NO, NOT, and NONE (including appropriate head movement).			
02.05-Recognize and demonstrate age numbers.			
02.06-Recognize and demonstrate ranking family members.			

Standard III: The student will be able to recognize and demonstrate school surroundings, housing, directions and transportation.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
03.01-Recognize and demonstrate cardinal and ordinal numbers.			
03.02-Recognize and demonstrate school surroundings.			
03.03-Recognize and demonstrate wh-questions as who, what and where.			
03.04-Recognize and demonstrate proper use of non-manual markers for distance showing inflection of degree (near, moderate, far).			
03.05-Recognize and demonstrate proper way of giving directions from his/her perspective and receive directions from the signer's perspective, using appropriate reference points.			
03.06-Recognize and demonstrate confirming and/or correcting information concerning directions.			
03.07-Recognize and demonstrate various modes of transportation.			
03.08-Recognize and demonstrate a variety of housing.			

Standard IV: The student will be able to recognize and demonstrate signed explanations of occupations and places of employment.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
04.01-Recognize and demonstrate a variety of occupations (using the agent marker) and work places.			
04.02-Recognize and demonstrate use loan signs and common fingerspelled abbreviations (fs-PO, #BANK, fs-IBM, #CO, etc.).			

Standard V: The student will be able to recognize and demonstrate outward appearance and personal qualities of others.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
05.01-Recognize and demonstrate the appearance of another person using appropriate classifiers (i.e., height, body type, and hair style).			
05.02-Recognize and demonstrate descriptive classifiers for style and pattern of clothing.			
05.03-Recognize and demonstrate color signs.			
05.04-Recognize and demonstrate personal qualities of another person, using contrastive structure.			
05.05-Recognize and demonstrate expressing and contradicting opinions.			

Standard VI: The student will be able to recognize and demonstrate signed commands and requests.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
06.01-Recognize and demonstrate giving reasons and making requests, using formal/informal registers.			
06.02-Recognize and demonstrate accepting or declining help when another makes a request.			
06.03-Recognize and demonstrate inflected forms of verbs.			
06.04-Recognize and demonstrate money numbers.			

Standard VII: The student will be able to recognize and demonstrate activities, daily routines and schedules.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
07.01-Recognize and demonstrate a variety of activities (i.e., going to school, appointments, sports, parties, etc.)			
07.02-Recognize and demonstrate preferences for activities, including appropriate facial expression.			
07.03-Recognize and demonstrate a wide variety of time signs, including days of the week, time of day and clock numbers.			
07.04-Recognize and demonstrate daily routines or schedules in chronological order, using concepts such as listing, BEFORE-EVENT, AFTER and FINISH.			
07.05-Recognize and demonstrate wh-q/#DO++ usage, and yes/no			

questions when asking about schedules.			
07.06-Recognize and demonstrate giving why his/her plans changed.			

Standard VIII: The student will recognize Deaf Culture and American Sign Language as unique and independent, and will understand the appropriate etiquette involved in Deaf Culture.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.01-Identify basic sentence structures and grammatical markers in American Sign Language.			
08.02-Negotiate a signing environment.			
08.03-Clarify conversation and basic conversational skills.			
08.04-Identify effective cross-cultural communication.			
08.05-Explain the high-context nature of Deaf culture.			
08.06-Differentiate arbitrary and descriptive name signs.			

Standard IX: The student will identify important people, organizations, dates, events and places in Deaf history.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
09.01-Identify the following individuals and their role in Deaf history: Abbe de l'Epee, Laurent Clerc, Thomas Gallaudet, Alice Cogswell, Alexander Graham Bell, George Veditz, William Stokoe, I, King Jordan and Abraham Lincoln.			
09.02-identify the following			

organizations and schools: NAD (National Association of the Deaf), NFSD (National Fraternal Society of the Deaf), NTD (National Theater of the Deaf), NTID (National Technical Institute of the Deaf), and Gallaudet University.			
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09.03-Explain the impact of the following events: Milan Conference, “Deaf President Now” Protest, the establishing of the first school for the Deaf in Hartford, Connecticut, the enacting (in 1976) of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.			
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Standard X: The student will discuss the Deaf perspective of deafness and related terminology.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
10.01-Identify the Deaf perspective of the following terms: Deaf, Hard-of-Hearing, hearing-impaired (disabled/handicapped view), hearing, deaf and dumb, deaf-mute and CODA.			
10.02-Identify the percentage and understand the implication of Deaf children born to hearing parents.			

Standard XI: The student will describe the various technological devices and services used by the Deaf and the ADA’s involvement.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
11.01-Explain hearing aids and cochlear implants and how they are			

viewed/used by the Deaf community.			
11.02-Identify the following services and how the ADA ensured their accessibility: interpreting services, RID (National Registry of Interpreters for the Deaf), public TTYs, closed-captioning and relay services.			
11.03-Explain how the Deaf use TTYs and different types of signaling devices.			
Standard XII: The student will define the different methods of Deaf education.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
12.01-Explain the differences between mainstreaming, residential schools and day schools.			
12.02-Recognize the comparative effectiveness of oral methods, total communication and the signing-only approach.			

Curriculum Coverage					N/A
Content	Accurate information reflecting current knowledge. No content bias.	Some inaccuracies found, however, information reflects current knowledge. No content bias.	Many inaccuracies were found on concepts. Content bias created problems with concepts.	Major inaccuracies found in content or concepts.	
Age Appropriate	A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage. Includes age appropriate cross-curricular references (e.g., literature, software, etc.) Content organized so prerequisite skills and knowledge are developed before more complex skills.	Some activities are adaptable to the appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed. Several activities are not based on appropriate levels.	
Physical Qualities					N/A
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for intended grade level	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs. Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. Clearly represents concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the text.	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	

Technology					N/A
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
Universal Access					N/A
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
Assessment	3	2	1	0	N/A
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	