

## ASL II Review Project Ch 1 – 4 (New SN)

Students will develop a conversation with a partner. The conversation will include grammatical elements learned in ASL I. You will work with your partner to develop a script.

- Each person in the group should include all of the elements listed below.
- Dialogue **MUST** be typed and given to the teacher at the time of presentation.
- As always, remember conversations **MUST** be school-appropriate (G-rated).

## DAILY GRADES TAKEN:

- Students will partner up and write a script.
- To break up the project into smaller pieces, students will write the English, ASL gloss and identify 5 elements for a total of 4 daily grades.
- The team will draft and turn in 3 questions each regarding the dialogue that the class must answer during the presentation. The three questions will be taken as a daily grade.

Daily grade #1 (English, gloss, identify elements 1 - 5)	Due on =	_____
Daily grade #2 (English, gloss, identify elements 6 - 10)	Due on =	_____
Daily grade #3 (English, gloss, identify elements 11 - 15)	Due on =	_____
Daily grade #4 (English, gloss, identify elements 16 - 20)	Due on =	_____
Daily grade #5 Three (3) questions turned in	Due on =	_____
Signed projects in class:	Due on =	_____

Each person will draft and turn in 3 questions related to their portion of the dialogue. The class will watch the dialogue and answer the questions during the presentation.

- a. Questions may NOT be yes/no questions
- b. Good questions ask for description, try to capture responses.
- c. Sample questions that would be considered good quality questions might be:
  - i. In what type of residence did X live?
  - ii. Describe X's appearance.
  - iii. What was X's marital status?
  - iv. How old is/are the person(s) that I referenced?
  - v. List 1 of the 3 terms that were fingerspelled.

## TEST GRADES TAKEN:

- Signed presentation (100 points)
- Overall presentation (40 points)

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Chapter	Grammar/concepts to be incorporated	Point Values
1:	A. Fingerspell 3 words B. Identify person by their appearance and ask about them with “WHO” questions (1) C. Asking “WHAT” questions (2) D. Ask “WHERE” questions (2)	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1
2:	A. Ask 3 Yes/No questions B. Asking wh-question “HOW MANY” (1) C. Contrastive structure D. Tell about leisure activities E. Identify a person by their body position (sitting, standing, turned around, jumping, etc.) F. Identify a person by their body action (tell what they are doing)	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1
3:	A. Tell where you live (CITY) and give landmark/reference point (mall, Elem school, etc.) B. Use contrastive structure with “WHICH” question (1) C. Ask and tell about how long (give answer with hours & minutes) D. Tell frequency of an activity (always, sometimes, never)	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1
4:	A. Tell about marital status (married, dating, b-friend, engaged, etc.) B. Use negation: (“NO...NOT” <i>or</i> “NO...“NONE”) C. Respond and tell about siblings using ranking D. Ask how old someone is E. Tell how old F. Comment on family members (likes, interests, where live, what they do, etc.)	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1
<b>TOTAL POINTS X/100 (1<sup>ST</sup> TEST GRADE)</b>		

OVERALL PRESENTATION: (40 points, 2<sup>nd</sup> Test Grade)

Was a typed copy of dialogue turned in?	5 4 3 2 1
Was dialogue memorized?	5 4 3 2 1
Were appropriate NMMs used throughout the conversation?	5 4 3 2 1
Was worksheet completed with English, gloss and concepts used identified?	5 4 3 2 1
Was eye contact with partner maintained throughout?	5 4 3 2 1 x2
Was the conversation practiced and natural? Did it have a natural flow w/ logical transitions?	5 4 3 2 1 x2
<b>TOTAL POINTS X/40 (2<sup>ND</sup> TEST GRADE)</b>	

Scores will be determined using the following grading scales:

5 = Exceeds expectations	2 = Below average
4 = Strong	1 = Much improvement needed
3 = Average	0 = Did not communicate

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- f. Sample questions that would be considered good quality questions might be:
  - i. In what type of residence did X live?
  - ii. Describe X's appearance.
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  - v. List 1 of the 3 terms that were fingerspelled.

Write your 3 questions here:

Person A Student's Name: \_\_\_\_\_

1.

2.

3.

Person B Student's Name: \_\_\_\_\_

1.

2.

3.