INSTRUCTION AND ASSESSMENT

CLERC CENTER
AT GALLAUDET

Bilingual Strategy: Free Translation

TEACHER CHECKLIST

Free translation is the process of conveying meaning across languages by prioritizing the intent, concept, and clarity of a message rather than matching words or structure directly. In an ASL/English bilingual context, it involves expressing ideas in ways that are natural to each language while maintaining the original meaning, audience, and purpose.
This checklist is designed to guide teachers with intentional instruction that supports students in developing flexibility, accuracy, and increasing independence in translating meaning across ASL and English.

Planning

- ◯ I identify opportunities for students to express ideas across ASL and English
- ◯ I intentionally select content where meaning can be conveyed in multiple ways
- ◯ (MS/HS) I prioritize complex or academic language and ideas

Implementation

- ◯ I ensure students understand the concept before translating
- ◯ I model translating for meaning rather than word-for-word equivalence
- ◯ I highlight how ASL and English express ideas differently
- ◯ I guide students to focus on clarity, intent, and audience
- ◯ I provide opportunities for students to practice translating meaning across languages
- ◯ (MS) I prompt students to explain their translation choices
- ◯ (MS/HS) I support students in refining clarity and accuracy of meaning
- ◯ (HS) I release responsibility for students to independently translate and adapt language

Engagement

- ◯ Students can demonstrate clear understanding of the concept
- ◯ Students can convey meaning accurately across ASL and English
- ◯ (MS) Students can explain their translation choices with support
- ◯ (MS/HS) Students can adjust language based on meaning and context
- ◯ (HS) Students can independently translate and adapt ideas for clarity, audience, and purpose

Reflection

- ◯ Am I prioritizing meaning over word-to-word translation?
- ◯ Have I ensured students understand the concept before asking them to translate?
- ◯ Am I emphasizing clarity and intent rather than focusing on structure alone?
- ◯ Am I adjusting supports to promote student independence as they are ready?

NOTES