INSTRUCTION AND ASSESSMENT

CLERC CENTER
AT GALLAUDET

Bilingual Strategy: Sandwiching

ADMINISTRATOR WALKTHROUGH CHECKLIST

Sandwiching is the process of linking a concept across ASL and English by intentionally sequencing ASL → English → ASL (or vice versa) to support word-level understanding. In an ASL/English bilingual context, it involves presenting a concept in ASL, briefly introducing the English word or short phrase, and returning to ASL to reinforce meaning. The focus is on building a clear connection between concept and print while maintaining comprehension, not on translation or language comparison.
This checklist is designed to guide administrator observations and feedback on how instruction supports students in making clear, efficient connections between ASL and English at the word level.

Planning (Evidence of Intentional Design)

- ◯ Teacher identifies key vocabulary where sandwiching supports understanding
- ◯ Vocabulary aligns to content and increases in complexity across grade levels
- ◯ Lesson reflects intentional planning to introduce concepts in ASL first
- ◯ English representation (fingerspelling, print, or visual) is planned and purposeful
- ◯ *(MS/HS)* Academic/discipline-specific vocabulary is prioritized

Implementation (Classroom Look-Fors)

- ◯ Teacher establishes clear meaning in ASL before introducing English
- ◯ English is introduced briefly and intentionally
- ◯ Teacher returns to ASL to reinforce understanding
- ◯ Sandwiching is concise and used strategically (not overused)
- ◯ Instruction remains ASL-centered (not English-dominant)
- ◯ Students maintain comprehension throughout instruction
- ◯ *(MS)* Teacher highlights connections between ASL concepts and English words
- ◯ *(MS/HS)* Teacher prompts students to notice differences between ASL and English
- ◯ *(HS)* Students are given opportunities to independently make language connections

Engagement (Student Evidence)

- ◯ Students demonstrate understanding of the concept in ASL
- ◯ Students connect ASL concepts to English vocabulary
- ◯ Students are actively engaged (not just watching)
- ◯ *(MS)* Students begin using English vocabulary with support
- ◯ *(MS/HS)* Students explain connections between ASL and English
- ◯ *(HS)* Students independently use both ASL and English strategically
- ◯ *(HS)* Students demonstrate awareness of differences between ASL and English

Instructional Integrity (What to Monitor)

- ◯ Sandwiching supports meaning rather than replaces instruction
- ◯ Use of English does not interrupt comprehension or flow
- ◯ Strategy is applied selectively to key vocabulary
- ◯ (MS/HS) Instruction reflects increasing student independence (not over-scaffolded)

Reflection (Coaching Prompts)

- ◯ How did the teacher determine when sandwiching was needed?
- ◯ How does the teacher know students understood the concept?
- ◯ How is sandwiching evolving from teacher-led to student-driven?
- ◯ Where might the teacher release more responsibility to students?

NOTES