INSTRUCTION & ASSESSMENT

CLERC CENTER AT GALLAUDET

ASL–English Cross-Language Bridging Grades 3-5

Quick Formative Assessment Checklist

Student: _____ **Date:** _____

Lesson/Context: _____

What the Student Demonstrates

(Check what you observe in the moment)

Understanding Across Languages

- ◯ Understands that ASL and English express the same idea using different structures
- ◯ Maintains conceptual meaning when moving between ASL and English
- ◯ Does not rely solely on word-for-word matching

ASL → Meaning → English Link

- ◯ Can sign an idea clearly
- ◯ Can explain the meaning of the idea (in ASL)
- ◯ Can identify or select English print that represents the same meaning in a closed set
- ◯ Can choose between multiple possible English options when given

Language Awareness: A Developmental Progression (Emerging → Proficient)

- ◯ Notices that ASL and English are structured differently
- ◯ Attempts to adjust English word order or structure to match meaning
- ◯ Can explain (in ASL) what changed when moving from ASL to English

Level of Support Needed (Check one)

- ◯ Independent bridging
- ◯ Minimal prompts (visuals, pointing, wait time)
- ◯ Guided support (teacher modeling, side-by-side examples)
- ◯ Needs explicit instruction in cross-language connection

Teacher Notes (Optional - brief) _____

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Next Instructional Move

- ◯ Model ASL and English side-by-side
- ◯ Highlight structural differences (not errors)
- ◯ Offer sentence options instead of one “correct” form
- ◯ Revisit concept in ASL before returning to English
- ◯ Build in another guided bridging opportunity