CLERC CENTER
AT GALLAUDET

ASL-English Sandwiching Checklist for High School

This checklist represents grade-level expectations. Student readiness may vary based on language exposure, access, and prior learning experiences. When needed, select a checklist from an earlier grade band to ensure instruction meets students where they are while continuing to move them forward.

Advanced Bilingual Analysis & Independence Focus
At this stage, sandwiching becomes strategic and often student-led.

Teacher Planning

- ◯ I identified when sandwiching is necessary (complex syntax, rhetorical devices, technical vocabulary).
- ◯ I planned opportunities for students to lead the bridging.
- ◯ I embedded sandwiching within authentic academic tasks (analysis, debate, writing).

During Instruction

- ◯ I modeled when needed, but invited students to generate language parallels.
- ◯ I facilitated discussion about register and audience.
- ◯ I asked students to evaluate translation accuracy.
- ◯ I reduced scaffolds when students demonstrated independence.

Student Understanding

- ◯ Students can independently move between ASL and English with conceptual accuracy.
- ◯ Students can analyze translation choices.
- ◯ Students can justify why one structure is stronger for a given purpose.
- ◯ Students demonstrate independence without over-reliance on teacher sandwiching.

Quick Checks

- “Is this translation conceptually accurate or English-influenced ASL?”
- “How would you restructure this paragraph in ASL?”
- Comparative analysis task

Goal at this Level:
Students function as bilingual thinkers, not dependent receivers.

NOTES