CLERC CENTER
AT GALLAUDET

ASL–English Sandwiching Checklist

Purpose: This checklist supports intentional use of ASL–English sandwiching as a bilingual instructional strategy. It helps teachers plan, implement, and assess instruction that builds language—not just translation.

1. Planning the Sandwich (Before the Lesson)

- ◯ I identified the target concept / vocabulary / structure (not just a word).
- ◯ I decided why sandwiching is needed here (new concept, abstract idea, complex syntax, academic language).
- ◯ I planned the language order intentionally (ASL → English → ASL or English → ASL → English).
- ◯ I identified key ASL features to highlight (classifier use, role shift, spatial mapping, non-manual markers).
- ◯ I identified the English feature students need to notice (word choice, sentence structure, morphology, punctuation).
- ◯ I planned a brief pause between languages so students can process—not just watch.
- ◯ I ensured visuals, print, or manipulatives align with both language representations.

2. Implementing the Sandwich (During Instruction)

- ◯ I clearly modeled the idea in one full language first (not SimCom).
- ◯ I named the language shift explicitly
- ◯ "Let's look at this idea in ASL."
- ◯ "Now let's see how English shows the same idea."
- ◯ I maintained full linguistic integrity in both languages.
- ◯ I avoided over-sandwiching (I did not repeat unnecessarily once meaning was clear).
- ◯ I checked to make sure all students have visual access before switching languages.
- ◯ I connected the two languages explicitly
- ◯ "Notice how ASL shows ___, and English shows that with ___."
- ◯ I invited students to compare, not just receive.

3. Checking Student Understanding (Formative Assessment)

- ◯ Students can explain the concept in ASL without relying on English print.
- ◯ Students can recognize or produce the English form connected to the ASL concept.
- ◯ Students can match
  - ◯ ASL idea → English sentence
  - ◯ English sentence → ASL explanation
- ◯ Students can identify what stayed the same and what changed across languages.
- ◯ Students can apply the concept in a new example (not the one modeled).

4. Reflection & Adjustment (After the Lesson)

- ◯ Sandwiching supported meaning, not just translation.
- ◯ Students relied less on guessing and more on language knowledge.
- ◯ I noted students who needed
  - ◯ More ASL concept development
  - ◯ More explicit instruction in helping students see the English structure versus the ASL concept they already understand
- ◯ I adjusted future lessons to reduce support as independence increased.

NOTES