

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Languages Other Than English, American Sign Language

Prepared by the State Board of Education (SBOE) TEKS Review Committees

First Draft, August 2013

These draft proposed revisions reflect the recommended changes to the languages other than English (LOTE) Texas Essential Knowledge and Skills (TEKS) for American Sign Language (ASL) that have been made by the SBOE-appointed TEKS review committees. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

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§114.xx. American Sign Language Levels I and II—Novice Progress Checkpoint (One Credit Per Level).

	TEKS with edits	Committee Comments
(a)	General requirements.	
(1)	Levels I and II—Novice progress checkpoint can be offered in elementary, middle, or high school. <u>There is no prerequisite required for this course.</u> At the high school level, students are awarded one unit of credit per level for successful completion of the level.	The committee is creating a level 2 separate from level 1. The committee chose to delete “novice checkpoint” because depending on the skill a student may quickly be advanced in ASL (such as with fingerspelling). The committee wanted to clarify there is no required course before this one.
(2)	Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:	
(A)	understand <u>American Sign Language (ASL)</u> short signed phrases <u>receptively</u> when attending and respond expressively with learned material;	“ASL” more appropriately modifies these words; “receptively” more accurately modifies the students’ skills.
(B)	<u>sign</u> produce learned <u>words</u> signs , <u>concepts</u> , phrases, and sentences;	“Sign” is a more appropriate verb than “produce”; “words” conveys that ASL is a “real language” like other languages taught in LOTE; and “concepts” are often communicated, in addition to “words” in ASL.
(C)	detect main ideas in familiar material that is signed;	This requirement pertains to reading; ASL is not a written language.
(C) (D)	be able to transcribe American Sign Language (ASL) into <u>basic English</u> gloss <u>form</u> ;	ASL has already been written out; basic gloss form is more specific than “English” (the committee prefers to avoid comparisons to English).
(D) (E)	recognize the importance of communication and how it <u>applies</u> relates to the American Deaf culture; and	“Applies” is a better verb.
(E) (F)	recognize the importance of <u>acquiring</u> accuracy of expression by knowing the components of ASL including grammar .	The student needs to recognize the importance of accuracy, not just of acquiring accuracy.
(3)	Students of ASL use expressive and receptive skills <u>for to reinforce</u> comprehension.	This change will emphasize comprehension over reinforcement of comprehension.

(b)	Introduction.	
(1)	<p><u>The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u></p> <p>Acquiring ASL incorporates expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.</p>	The LOTE committees chose to all have the same intro paragraph across all languages.
(2)	<p><u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. There are three modes of communication: interpersonal, interpretive and presentational.</u></p> <p>Students of ASL gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.</p>	The LOTE committees chose to all have the same 2nd paragraph across all languages. This one has minor changes to reflect that ASL is a signed rather than spoken/written language.
(A)	<p><u>In the interpersonal mode of communication, students will engage in direct signed communication with others without voice. Examples of this “two-way” communication include but are not limited to signing face-to-face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</u></p>	
(B)	<p><u>In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of “one-way” receptive comprehension include but are not limited to ASL vlogs, other signed presentations and signed DVD conversations.</u></p>	

(C)	<p><u>In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this “one-to-many” mode of communication include but not limited to an expressively signed presentation to a group or recorded in some way where there is no receptive listener there to respond.</u></p>	
(3)	<p><u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u></p>	<p>The LOTE committees chose to all have the same 3rd paragraph across all languages.</p>
(4)	<p><u>While other languages possess a spoken and/or written element, American Sign Language (ASL) incorporates manual components with no verbal and/or written form. ASL is a fully-developed natural language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are controlled by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.</u></p>	<p>The LOTE committees chose that all TEKS levels would have an individualized 4th paragraph to reflect the individual content of the related TEKS.</p>
(5)	<p><u>ASL is a visual language, which means the modes of communication involve different skills. ASL students Exit Proficiency Levels are re-labeled as follows: 1) In ASL information is received visually and not in an auditory manner. Therefore, the Interpretive Listening target becomes Interpretive Receptive; 2) ASL is not a written language which can be read, therefore Interpretive Reading target becomes Interpretive Receptive Fingerspelling; 3) One-on-one Interpersonal targets include Receptive, Expressive and Expressive Fingerspelling; 4) One-to-many Presentational Speaking is expressed through signs and the target becomes Presentational Expressive; 5) In ASL, Presentational Writing is two separate targets, Presentational Expressive Fingerspelling; and 6) and Presentational Expressive Glossing or writing ASL on paper. Since ASL is not a written language, glossing is a written system devised in order to transcribe signs, non-manual markers, such as facial expressions and body movements.</u></p> <p><u>ASL I</u></p> <p><u>Interpersonal Receptive</u></p> <ul style="list-style-type: none"> • <u>Novice Mid</u> <p><u>Interpersonal Expressive</u></p> <ul style="list-style-type: none"> • <u>Novice Mid</u> <p><u>Interpersonal Expressive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Intermediate Low</u> 	<p>The committee chose to add a 5th paragraph to show exit proficiency levels for ASL. This reflects similar standards found in other states.</p>

	<p><u>Interpretive Receptive</u></p> <ul style="list-style-type: none"> • <u>Novice High</u> <p><u>Interpretive Receptive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Novice High</u> <p><u>Presentational Expressive</u></p> <ul style="list-style-type: none"> • <u>Novice High</u> <p><u>Presentational Expressive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Intermediate Low</u> 	
(c)	Knowledge and skills.	
(1)	Communication. The student communicates in ASL using expressive and receptive communication skills <u>without voice</u> . The student is expected to:	This emphasizes that ASL means no voicing.
(A)	engage in a variety of <u>ASL signed</u> exchanges of learned material to socialize and to provide and obtain information;	The committee preferred the elimination of “sign” as a verb when possible under the Knowledge and Skills section.
(B)	demonstrate <u>an</u> understanding of <u>basic ASL, simple, clearly signed language</u> such as simple stories, <u>every-day high-frequency</u> commands, and brief instructions, when dealing with familiar topics;	The committee preferred ASL because it is more specific than just “sign language.” The committee also preferred “every-day commands” to “high frequency” because it is also more specific.
(C)	<u>convey present</u> information <u>in ASL</u> using familiar words, <u>concepts, classifiers,</u> phrases, and sentences to others <u>without voice</u> ; and	The committee doesn’t like the use of “present,” because it is a more passive description and the committee preferred a more interactive one; the committee also wanted to include “concepts” and classifiers to convey that not all ASL literally translates (word for word) into English.
(D)	demonstrate <u>appropriate usage an awareness</u> of ASL <u>grammar, vocabulary, and phonology/cherology, morphology, and syntax; and</u>	The committee prefers “usage,” over “awareness”; and the committee felt that the changes to the linguistic terms more accurately reflected current standard, professional usage.
(E)	<u>create and express ASL literature, such as handshape stories, that follows traditional cultural features.</u>	The committee wanted to add this as a separate requirement to ensure that students

		learn this skill.
(2)	Cultures. The student gains knowledge and understanding of <u>American Deaf</u> other cultures. The student is expected to:	The committee wanted to make this expectation more ASL specific.
(A)	<u>recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of</u> demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of <u>American Deaf culture; the cultures studied; and</u>	The committee wanted to make this expectation more ASL specific.
(B)	<u>show evidence of appreciation of literature created by the Deaf, including ASL literature, demonstrate</u> an understanding of the products (what people create) and how it applies they are related to the perspectives (how people perceive things) of <u>American Deaf culture; the cultures studied.</u>	The original student expectation had always seemed humorous to ASL teachers because it seemed more suitable for other languages. The committee decided to go in a different direction and emphasize literature created by the Deaf in various forms (English, ASL, other languages).
(C)	<u>show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and</u>	The committee created this expectation because it is an important cultural component.
(D)	<u>demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</u>	The committee created this expectation because it is an important cultural component.
(3)	Connections. The student uses <u>ASL</u> the language to make connections with other subject areas and to acquire information. The student is expected to:	Again, this change emphasizes ASL.
(A)	use resources <u>and technology</u> (that may include technology) in the language and cultures being studied to gain access to information <u>about ASL and Deaf culture; and</u>	21 st century learners should be using technology, not just possibly using it. Again, the committee wanted to emphasize ASL specifically.
(B)	use <u>ASL</u> the language to obtain, reinforce, or expand knowledge of other subject areas.	This change emphasizes ASL specifically.
(4)	Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to <u>ASL and American Deaf culture</u> another . The student is expected to:	This change emphasizes ASL specifically.
(A)	demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;	
(B)	demonstrate an understanding of the <u>nature</u> concept of culture through comparisons of the student's own culture and the American Deaf culture; and	Letter "A" used "nature of language," so this change is consistent with previous recommendations.

(C)	demonstrate an understanding of the influence of <u>how</u> one language and culture <u>can influence</u> on another.	The committee preferred these changes to make it sound more professional.
(5)	Communities. The student participates in <u>the Deaf/ASL community</u> communities at home and around the world by using <u>ASL</u> languages other than English . The student is expected to:	This change emphasizes ASL specifically.
(A)	<u>apply ASL at the novice proficiency level in and out of</u> use the language both within and beyond the school setting through <u>involvement in cultural</u> activities, such as <u>attending Deaf events; participating in cultural events and using technology to communicate; and</u>	This change emphasizes ASL specifically.
(B)	<u>use technology to communicate with the Deaf/ASL community; and</u>	The committee chose to break this out separately to reflect 21 st century learning and to emphasize the use of technology.
(C)(B)	show evidence of becoming a lifelong learner by using <u>ASL at the novice proficiency level</u> the <u>language</u> for personal enrichment and career development.	This change emphasizes ASL specifically.

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§114.xx. American Sign Language, Level II (One Credit Per Level).

	TEKS with edits	Committee Comments
(a)	<u>General requirements.</u>	
(1)	<u>Level II can be offered in elementary, middle, or high school. American Sign Language Level I is a required prerequisite for this course. At the high school level, students are awarded one unit of credit per level for successful completion of the level.</u>	The committee decided to split levels 1 and 2. This level is similar to 1 but with some changes to reflect a higher level. The committee wanted to clarify that ASL I needs to be taken before ASL II.
(2)	<u>Using age-appropriate activities, students develop the ability to perform the tasks of the novice-to-intermediate language learner. The novice-to-intermediate language learner, when dealing with familiar topics, should:</u>	The committee added “novice-to-intermediate” to reflect a higher level.
(A)	<u>understand American Sign Language (ASL) phrases receptively and respond expressively with learned material;</u>	
(B)	<u>sign learned words, concepts, phrases, and sentences;</u>	
(C)	<u>be able to transcribe ASL into gloss form;</u>	The committee deleted “basic” to reflect a higher level.
(D)	<u>recognize the importance of communication and how it applies to the American Deaf culture; and</u>	
(E)	<u>recognize the importance of accuracy of expression by knowing the components of ASL;</u>	
(3)	<u>use expressive and receptive skills for comprehension.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	The LOTE committees chose to all have the same intro paragraph across all languages.
(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. There are three modes of communication: interpersonal, interpretive and presentational.</u>	LOTE committees chose to have the same 2nd paragraph across all languages. This one has minor changes to reflect that ASL is a signed rather than spoken/written language.

(A)	<u>In the interpersonal mode of communication, students will engage in direct signed communication with others without voice. Examples of this “two-way” communication include but are not limited to signing face-to-face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</u>	
(B)	<u>In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of “one-way” receptive comprehension include but are not limited to ASL vlogs, other signed presentations and signed DVD conversations.</u>	
(C)	<u>In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this “one-to-many” mode of communication include but not limited to an expressively signed presentation to a group or recorded in some way where there is no receptive listener there to respond.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study, enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	The LOTE committees chose to all have the same 3rd paragraph across all languages.
(4)	<u>While other languages possess a spoken and/or written element, American Sign Language (ASL) incorporates manual components with no verbal and/or written form. ASL is a fully-developed natural language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are controlled by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.</u>	The LOTE committees chose that all TEKS levels would have an individualized 4 th paragraph to reflect the individual content of the related TEKS.
(5)	<u>ASL is a visual language, which means the modes of communication involve different skills. ASL students Exit Proficiency Levels are re-labeled as follows: 1) In ASL information is received visually and not in an auditory manner. Therefore, the Interpretive Listening target becomes Interpretive Receptive, 2) ASL is not a written language which can be read, therefore Interpretive Reading target becomes Interpretive Receptive Fingerspelling, 3) One-on-one Interpersonal targets include Receptive, Expressive and Expressive Fingerspelling, 4) One-to-many Presentational Speaking is expressed through signs and the</u>	The committee chose to add a 5 th paragraph to show exit proficiency levels for ASL. This reflects similar standards found in other states.

	<p><u>target becomes Presentational Expressive, 5) In ASL, Presentational Writing is two separate targets, Presentational Expressive Fingerspelling, and 6) and Presentational Expressive Glossing or writing ASL on paper. Since ASL is not a written language, Glossing is a written system devised in order to transcribe signs, non-manual markers, such as facial expressions and body movements.</u></p> <p><u>ASL II</u></p> <p><u>Interpersonal Receptive</u></p> <ul style="list-style-type: none"> • <u>Novice Mid</u> <p><u>Interpersonal Expressive</u></p> <ul style="list-style-type: none"> • <u>Intermediate Low</u> <p><u>Interpersonal Expressive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Intermediate High</u> <p><u>Interpretive Receptive</u></p> <ul style="list-style-type: none"> • <u>Intermediate Low</u> <p><u>Interpretive Receptive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Intermediate Low</u> <p><u>Presentational Expressive</u></p> <ul style="list-style-type: none"> • <u>Intermediate Mid</u> <p><u>Presentational Expressive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Intermediate High</u> 	
<u>(c)</u>	<u>Knowledge and skills.</u>	
<u>(1)</u>	<u>Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:</u>	
<u>(A)</u>	<u>engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information;</u>	
<u>(B)</u>	<u>demonstrate an understanding of ASL, such as stories, every-day commands, and instructions, when dealing with familiar topics;</u>	The committee deleted words such as “basic” and “brief” to reflect a higher level.
<u>(C)</u>	<u>convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice;</u>	
<u>(D)</u>	<u>demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics; and</u>	The committee added semantics and pragmatics to reflect a higher level.

(E)	<u>create and express ASL literature, including handshape stories, that follows traditional cultural features.</u>	The committee decided to use “including” rather than “such as” so that teachers must teach handshape stories at this level, as opposed to a recommendation only at level 1.
(2)	<u>Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:</u>	
(A)	<u>recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture;</u>	
(B)	<u>show evidence of appreciation of literature created by the Deaf, including ASL literature, and how it applies to the perspectives of American Deaf culture;</u>	
(C)	<u>show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and</u>	
(D)	<u>demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</u>	
(3)	<u>Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:</u>	
(A)	<u>use resources and technology to gain access to information about ASL and Deaf culture; and</u>	
(B)	<u>use ASL to obtain, reinforce, or expand knowledge of other subject areas.</u>	
(4)	<u>Comparisons. The student develops or expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:</u>	The committee added “or expands” here to reflect a higher level.
(A)	<u>demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</u>	
(B)	<u>demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and</u>	
(C)	<u>demonstrate an understanding of how one language and culture can influence on another.</u>	
(5)	<u>Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:</u>	

(A)	<u>apply ASL at the novice-to-intermediate proficiency level in and out of the school setting through involvement in cultural activities, such as attending Deaf events;</u>	
(B)	<u>use technology to communicate with the Deaf/ASL community; and</u>	
(C)	<u>show evidence of becoming a lifelong learner by using ASL at the novice-to-intermediate proficiency level for personal enrichment and career development.</u>	

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§114.xx28. American Sign Language Levels III and IV—Intermediate Progress Checkpoint (One Credit Per Level).

	TEKS with edits	Committee Comments
(a)	General requirements.	
(1)	Levels III and IV—Intermediate progress checkpoint can be offered in middle or high school. <u>American Sign Language Levels I and II are a required prerequisite for this course.</u> At the high school level, students are awarded one unit of credit per level for successful completion of the level.	The committee is creating a level 4 separate from level 3. The committee chose to delete “intermediate checkpoint” because depending on the skill a student may quickly be advanced in ASL. The committee wanted to clarify that ASL II needs to be taken before ASL III.
(2)	Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should:	
(A)	<u>understand American Sign Language (ASL) receptively and respond expressively with learned material</u> participate in simple face-to-face communication;	“ASL” more appropriately modifies these words; “receptively” more accurately modifies the students’ skills.
(B)	<u>sign learned words, concepts, phrases, and sentences</u> create statements and questions to communicate independently when signing;	Changed to vertically align with levels 1&2.
(C)	<u>be able to transcribe ASL into gloss form;</u> understand main ideas and some details of signed material on familiar topics	Changed to vertically align with levels 1&2.
(D)	understand simple signed statements and questions and transcribe these into written English gloss;	Changed to vertically align with levels 1&2.
(E)	meet limited practical and social communication needs;	Changed to vertically align with levels 1&2.
(D)(F)	<u>apply</u> Use <u>acquired</u> knowledge of <u>Deaf cultural norms</u> the culture to in the development of communication skills; <u>and</u>	Changed to vertically align with levels 1&2.
(E)(G)	<u>apply</u> use knowledge of the components of American Sign Language (ASL), including grammar, to increase accuracy of expression; and	Changed to vertically align with levels 1&2.
(F)(H)	<u>use expressive and receptive skills for comprehension</u> cope successfully in straightforward social and survival situations.	Changed to vertically align with levels 1&2.

<p>(b)</p> <p>(1)</p> <p>(2)</p> <p>(A)</p> <p>(B)</p>	<p>Introduction.</p> <p><u>The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u></p> <p>Acquiring American Sign Language incorporates both expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.</p> <p><u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. There are three modes of communication: interpersonal, interpretive and presentational.</u></p> <p>Students of ASL gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.</p> <p><u>In the interpersonal mode of communication, students will engage in direct signed communication with others without voice. Examples of this “two-way” communication include but are not limited to signing face-to-face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</u></p> <p><u>In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of “one-way” receptive comprehension include but are not limited to ASL vlogs, other signed presentations and signed DVD conversations.</u></p>	<p>The LOTE committees chose to all have the same intro paragraph across all languages.</p> <p>The LOTE committees chose to all have the same 2nd paragraph across all languages. This one has minor changes to reflect that ASL is a signed rather than spoken/written language.</p>
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(C)	<p><u>In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this “one-to-many” mode of communication include but not limited to an expressively signed presentation to a group or recorded in some way where there is no receptive listener there to respond.</u></p>	
(3)	<p><u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study, enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u></p>	<p>The LOTE committees chose to all have the same 3rd paragraph across all languages.</p>
(4)	<p><u>While other languages possess a spoken and/or written element, American Sign Language (ASL) incorporates manual components with no verbal and/or written form. ASL is a fully-developed natural language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are controlled by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.</u></p>	<p>The LOTE committees chose that all TEKS levels would have an individualized 4th paragraph to reflect the individual content of the related TEKS.</p>
(5)	<p><u>ASL is a visual language, which means the modes of communication involve different skills. ASL students Exit Proficiency Levels are re-labeled as follows: 1) In ASL information is received visually and not in an auditory manner. Therefore, the Interpretive Listening target becomes Interpretive Receptive, 2) ASL is not a written language which can be read, therefore Interpretive Reading target becomes Interpretive Receptive Fingerspelling, 3) One-on-one Interpersonal targets include Receptive, Expressive and Expressive Fingerspelling, 4) One-to-many Presentational Speaking is expressed through signs and the target becomes Presentational Expressive, 5) In ASL, Presentational Writing is two separate targets, Presentational Expressive Fingerspelling, and 6) and Presentational Expressive Glossing or writing ASL on paper. Since ASL is not a written language, Glossing is a written system devised in order to transcribe signs, non-manual markers, such as facial expressions and body movements.</u></p> <p><u>ASL III</u></p> <p><u>Interpersonal Receptive</u></p> <ul style="list-style-type: none"> • <u>Intermediate Mid</u> <p><u>Interpersonal Expressive</u></p> <ul style="list-style-type: none"> • <u>Advanced Low</u> <p><u>Interpersonal Expressive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Advanced Low</u> 	<p>The committee chose to add a 5th paragraph to show exit proficiency levels for ASL. This reflects similar standards found in other states.</p>

	<p><u>Interpretive Receptive</u></p> <ul style="list-style-type: none"> • <u>Intermediate Mid</u> <p><u>Interpretive Receptive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Intermediate Mid</u> <p><u>Presentational Expressive</u></p> <ul style="list-style-type: none"> • <u>Advanced Low</u> <p><u>Presentational Expressive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Advanced Low</u> 	
(c)	Knowledge and skills.	
(1)	Communication. The student communicates in ASL using expressive and receptive communication skills <u>without voice</u> . The student is expected to:	This emphasizes that ASL means no voicing.
(A)	<u>engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate proficiency level</u> engage in a variety of signed exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;	Changed to vertically align with levels 1 and 2. Added “at an intermediate proficiency level” to reflect a higher level.
(B)	<u>demonstrate an understanding of ASL, such as stories, commands, and instructions, when dealing with familiar and less familiar topics</u> interpret and demonstrate understanding of simple, straightforward, signed language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations;	Changed to vertically align with levels 1 and 2. Added “less familiar topics” to reflect a higher level.
(C)	<u>convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate proficiency level;</u> present information and convey short messages on everyday topics to others; and	Changed to vertically align with levels 1 and 2. Added “at an intermediate proficiency level” to reflect a higher level.
(D)	<u>demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level; and</u> demonstrate an awareness of ASL grammar, vocabulary, and phonology/cherology-	Changed to vertically align with levels 1 and 2. Added “at an intermediate proficiency level” to reflect a higher level.
(E)	<u>create and express ASL literature, including handshape stories, that follows traditional cultural features.</u>	Added to vertically align with levels 1 and 2.

(2)	Cultures. The student gains knowledge and understanding of <u>American Deaf</u> other cultures. The student is expected to:	The committee wanted to make this expectation more ASL specific.
(A)	<u>apply use ASL the language at the intermediate proficiency level to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;</u> demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and	The committee changed this to reflect a higher level. In levels 1 and 2 it says they can demonstrate an understanding “in writing or ASL”. The committee added “apply ASL”, meaning they must use ASL only to demonstrate their understanding.
(B)	<u>apply use ASL the language at the intermediate proficiency level to show evidence of appreciation of literature created by the Deaf, including ASL literature, and how it applies to the perspectives of American Deaf culture;</u> demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.	The original student expectation had always seemed humorous to ASL teachers because it seemed more suitable for other languages. The committee decided to go in a different direction and emphasize literature created by the Deaf in various forms (English, ASL, other languages). In levels 1 and 2 it says they can demonstrate an understanding in general terms. The committee added “apply ASL”, meaning they must use ASL only to demonstrate their understanding.
(C)	<u>apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and</u>	The committee added “apply ASL”, meaning they must use ASL only to demonstrate their understanding.
(D)	<u>demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</u>	Added to vertically align with levels 1 and 2. The committee added “in-depth” to reflect a higher level.
(3)	Connections. The student uses <u>ASL the language</u> to make connections with other subject areas and to acquire information. The student is expected to:	Again, this change emphasizes ASL.
(A)	<u>use resources and technology to gain access to in-depth information about ASL and Deaf culture</u> use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and	Changed to vertically align with levels 1 and 2. The committee added “in-depth” to reflect a higher level.
(B)	<u>apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas</u> use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.	Changed to vertically align with levels 1 and 2. The committee added “at the intermediate proficiency level” to reflect a higher level.

(4)	Comparisons. The student <u>expands</u> develops insight into the nature of language and culture by comparing the student's own language and culture to <u>ASL and American Deaf culture</u> another . The student is expected to:	This change emphasizes ASL specifically. Also aligns it vertically with levels 1 and 2.
(A)	<u>apply ASL</u> use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;	This change emphasizes ASL specifically. The committee added "apply ASL", meaning they must use ASL only to demonstrate their understanding.
(B)	<u>apply ASL</u> use the language at the intermediate proficiency level to demonstrate an understanding of the <u>nature</u> concept of culture through comparisons of the student's own culture and the American Deaf culture; and	This change emphasizes ASL specifically. The committee added "apply ASL", meaning they must use ASL only to demonstrate their understanding.
(C)	<u>apply ASL</u> use the language at the intermediate proficiency level to demonstrate an understanding of the influence of <u>how</u> one language and culture <u>can influence</u> on another.	This change emphasizes ASL specifically. The committee added "apply ASL", meaning they must use ASL only to demonstrate their understanding.
(5)	Communities. The student participates in <u>the Deaf/ASL community</u> communities at home and around the world by using <u>ASL</u> languages other than English . The student is expected to:	This change emphasizes ASL specifically.
(A)	<u>apply ASL</u> use the language at the intermediate proficiency level <u>in and out of</u> both within and beyond the school setting <u>through involvement in cultural</u> through activities, such as <u>attending Deaf events;</u> participating in cultural events and using technology to communicate; and	This change emphasizes ASL specifically.
(B)	<u>use technology to communicate with the Deaf/ASL community; and</u>	The committee chose to break this out separately to reflect 21 st century learning and to emphasize the use of technology.
(C) (B)	show evidence of becoming a lifelong learner by using <u>ASL</u> the language at the intermediate proficiency level for personal enrichment and career development.	This change emphasizes ASL specifically.

§114.xx. American Sign Language Level IV (One Credit Per Level).

	TEKS with edits	Committee Comments
(a)	<u>General requirements.</u>	
(1)	<u>Level IV can be offered in middle or high school. American Sign Language Levels I, II, and III are a required prerequisite for this course. At the high school level, students are awarded one unit of credit per level for successful completion of the level.</u>	The committee decided to split levels 3 and 4. This level is similar to level 3 but with some changes to reflect a higher level. The committee wanted to clarify that ASL III needs to be taken before ASL IV.
(2)	<u>Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate-to-advanced language learner. The intermediate-to-advanced language learner, when dealing with everyday topics, should:</u>	The committee added “intermediate-to-advanced” to reflect a higher level.
(A)	<u>understand American Sign Language (ASL) phrases receptively and respond expressively with learned material at an intermediate-to-advanced proficiency level;</u>	
(B)	<u>sign learned words, concepts, phrases, and sentences at an intermediate-to-advanced proficiency level;</u>	The committee added “intermediate-to-advanced” to reflect a higher level.
(C)	<u>be able to transcribe ASL into gloss form;</u>	
(D)	<u>apply acquired knowledge of Deaf cultural norms to the development of communication skills;</u>	
(E)	<u>apply knowledge of the components of ASL to increase accuracy of expression; and</u>	
(F)	<u>use expressive and receptive skills for comprehension.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	The LOTE committees chose to all have the same intro paragraph across all languages.
(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. There are three modes of communication: interpersonal, interpretive and presentational.</u>	The LOTE committees chose to all have the same 2nd paragraph across all languages. This one has minor changes to reflect that ASL is a signed rather than spoken/written language.

(A)	<u>In the interpersonal mode of communication, students will engage in direct signed communication with others without voice. Examples of this “two-way” communication include but are not limited to signing face-to-face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</u>	
(B)	<u>In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of “one-way” receptive comprehension include but are not limited to ASL vlogs, other signed presentations and signed DVD conversations.</u>	
(C)	<u>In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this “one-to-many” mode of communication include but not limited to an expressively signed presentation to a group or recorded in some way where there is no receptive listener there to respond.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study, enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	The LOTE committees chose to all have the same 3rd paragraph across all languages.
(4)	<u>While other languages possess a spoken and/or written element, American Sign Language (ASL) incorporates manual components with no verbal and/or written form. ASL is a fully-developed natural language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are controlled by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.</u>	The LOTE committees chose that all TEKS levels would have an individualized 4 th paragraph to reflect the individual content of the related TEKS.
(5)	<u>ASL is a visual language, which means the modes of communication involve different skills. ASL students Exit Proficiency Levels are re-labeled as follows: 1) In ASL information is received visually and not in an auditory manner. Therefore, the Interpretive Listening target becomes Interpretive Receptive, 2) ASL is not a written language which can be read, therefore Interpretive Reading target becomes Interpretive Receptive Fingerspelling, 3) One-on-one Interpersonal targets include Receptive, Expressive and Expressive Fingerspelling, 4) One-to-many Presentational Speaking is expressed through signs and the target becomes Presentational Expressive, 5) In ASL, Presentational Writing is two separate targets, Presentational Expressive Fingerspelling, and 6) and Presentational Expressive Glossing or writing ASL on paper. Since ASL is not a written language, Glossing is a written system devised in order to transcribe signs, non-manual markers, such as facial expressions and body movements.</u>	The committee chose to add a 5 th paragraph to show exit proficiency levels for ASL. This reflects similar standards found in other states.

	<p><u>ASL IV</u></p> <p><u>Interpersonal Receptive</u></p> <ul style="list-style-type: none"> • <u>Intermediate High</u> <p><u>Interpersonal Expressive</u></p> <ul style="list-style-type: none"> • <u>Advanced High</u> <p><u>Interpersonal Expressive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Advanced High</u> <p><u>Interpretive Receptive</u></p> <ul style="list-style-type: none"> • <u>Intermediate High</u> <p><u>Interpretive Receptive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Advanced Low</u> <p><u>Presentational Expressive</u></p> <ul style="list-style-type: none"> • <u>Advanced High</u> <p><u>Presentational Expressive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Advanced High</u> 	
<u>(c)</u>	<u>Knowledge and skills.</u>	
<u>(1)</u>	<u>Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:</u>	This emphasizes that ASL means no voicing.
<u>(A)</u>	<u>engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate-to-advanced proficiency level;</u>	Changed to vertically align with lower levels. Added “at an intermediate-to-advanced proficiency level” to reflect a higher level.
<u>(B)</u>	<u>demonstrate an understanding of ASL, such as stories, commands, and instructions, when dealing with familiar and unfamiliar topics;</u>	The committee added “unfamiliar” topics to reflect a higher level.
<u>(C)</u>	<u>convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level; and</u>	The committee added “intermediate-to-advanced” to reflect a higher level.
<u>(D)</u>	<u>demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level; and</u>	The committee added “intermediate-to-advanced” to reflect a higher level.

(E)	<u>create and express ASL literature, including handshape stories, that follows traditional cultural features.</u>	
(2)	<u>Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:</u>	
(A)	<u>apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;</u>	
(B)	<u>apply ASL to show evidence of appreciation of literature created by the Deaf, including ASL literature, and how it applies to the perspectives of American Deaf culture;</u>	
(C)	<u>apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and</u>	
(D)	<u>demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</u>	
(3)	<u>Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:</u>	
(A)	<u>use resources and technology to gain access to extensive information on ASL and Deaf culture; and</u>	The committee changed “in-depth” to “extensive” to reflect a higher level.
(B)	<u>apply ASL at the intermediate-to-advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas; and</u>	The committee added “intermediate-to-advanced” to reflect a higher level.
(4)	<u>Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:</u>	
(A)	<u>apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</u>	The committee added “intermediate-to-advanced” to reflect a higher level.
(B)	<u>apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and</u>	The committee added “intermediate-to-advanced” to reflect a higher level.
(C)	<u>apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of how one language and culture can influence another.</u>	The committee added “intermediate-to-advanced” to reflect a higher level.
(5)	<u>Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:</u>	

(A)	<u>apply ASL at the intermediate-to-advanced proficiency level in and out of the school setting through involvement in cultural activities, such as attending Deaf events;</u>	The committee added “intermediate-to-advanced” to reflect a higher level.
(B)	<u>use technology to communicate with the Deaf/ASL community; and</u>	
(C)	<u>show evidence of becoming a lifelong learner by using ASL at the intermediate-to-advanced proficiency for personal enrichment and career development.</u>	The committee added “intermediate-to-advanced” to reflect a higher level.

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§114.xx. American Sign Language, Advanced Independent Study (One Credit Per Level).

	TEKS with edits	Committee Comments
(a)	<u>General requirements.</u>	
(1)	<u>American Sign Language Advanced Independent Study (ASL AIS) can be offered in high school. American Sign Language Levels I, II, III, and IV are a required prerequisite for this course. At the high school level, students are awarded one unit of credit per level for successful completion of the level. This course can be taken up to three times for state credit.</u>	The committee decided to replace levels 5-7 with an independent study course. ASL 5-7 are not currently offered in any school in Texas, but we sometimes have students from out-of-state who are at a higher level. This level is similar to 4 but with some changes to reflect a higher level. The committee wanted to clarify that ASL IV needs to be taken before ASL AIS. This course can be taken up to three times, which makes it a full replacement for levels 5-7.
(2)	<u>Using age-appropriate activities, students expand their ability to perform intermediate-to-advanced tasks and develop their ability to perform the tasks of the advanced language learner. The advanced language learner, when dealing with everyday topics, should:</u>	The committee added “advanced” to reflect a higher level.
(A)	<u>understand American Sign Language (ASL) phrases receptively and respond expressively with learned material at an intermediate-to-advanced proficiency level;</u>	
(B)	<u>sign learned words, concepts, phrases, and sentences at an advanced proficiency level;</u>	The committee added “advanced” to reflect a higher level.
(C)	<u>be able to transcribe ASL into gloss form;</u>	
(D)	<u>apply acquired knowledge of Deaf cultural norms to the development of extensive communication skills;</u>	The committee added “extensive” to reflect a higher level.
(E)	<u>apply knowledge of the components of ASL to increase accuracy of expression; and</u>	
(F)	<u>Use expressive and receptive skills for comprehension.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	The LOTE committees chose to all have the same intro paragraph across all languages.

(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. There are three modes of communication: interpersonal, interpretive and presentational.</u>	The LOTE committees chose to all have the same 2nd paragraph across all languages. This one has minor changes to reflect that ASL is a signed rather than spoken/written language.
(A)	<u>In the interpersonal mode of communication, students will engage in direct signed communication with others without voice. Examples of this “two-way” communication include but are not limited to signing face-to-face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</u>	
(B)	<u>In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of “one-way” receptive comprehension include but are not limited to ASL vlogs, other signed presentations and signed DVD conversations.</u>	
(C)	<u>In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this “one-to-many” mode of communication include but not limited to an expressively signed presentation to a group or recorded in some way where there is no receptive listener there to respond.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study, enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	The LOTE committees chose to all have the same 3rd paragraph across all languages.
(4)	<u>While other languages possess a spoken and/or written element, American Sign Language (ASL) incorporates manual components with no verbal and/or written form. ASL is a fully-developed natural language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are controlled by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.</u>	The LOTE committees chose that all TEKS levels would have an individualized 4 th paragraph to reflect the individual content of the related TEKS.
(5)	<u>ASL is a visual language, which means the modes of communication involve different skills. ASL students Exit Proficiency Levels are re-labeled as follows: 1) In ASL information is received visually and not in an auditory manner. Therefore, the Interpretive Listening target becomes Interpretive Receptive, 2) ASL is not a written language which can be read, therefore Interpretive Reading target becomes Interpretive Receptive Fingerspelling, 3) One-on-one Interpersonal targets include Receptive, Expressive and Expressive Fingerspelling, 4) One-to-many Presentational Speaking is expressed through signs and the target becomes Presentational Expressive, 5) In ASL, Presentational Writing is two separate targets, Presentational Expressive Fingerspelling, and 6) and Presentational Expressive Glossing or writing ASL on</u>	The committee chose to add a 5 th paragraph to show exit proficiency levels for ASL. This reflects similar standards found in other states.

	<p><u>paper. Since ASL is not a written language, Glossing is a written system devised in order to transcribe signs, non-manual markers, such as facial expressions and body movements.</u></p> <p><u>ASL AIS</u></p> <p><u>Interpersonal Receptive</u></p> <ul style="list-style-type: none"> • <u>Advanced</u> <p><u>Interpersonal Expressive</u></p> <ul style="list-style-type: none"> • <u>Advanced</u> <p><u>Interpersonal Expressive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Advanced</u> <p><u>Interpretive Receptive</u></p> <ul style="list-style-type: none"> • <u>Intermediate</u> <p><u>Interpretive Receptive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Advanced</u> <p><u>Presentational Expressive</u></p> <ul style="list-style-type: none"> • <u>Advanced</u> <p><u>Presentational Expressive Fingerspelling</u></p> <ul style="list-style-type: none"> • <u>Advanced</u> 	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:</u>	This emphasizes that ASL means no voicing.
(A)	<u>engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an advanced proficiency level;</u>	Changed to vertically align with levels 1 and 2. Added “advanced proficiency level” to reflect a higher level.
(B)	<u>demonstrate an in-depth understanding of ASL, such as stories, commands, and instructions, when dealing with familiar and unfamiliar topics;</u>	The committee added “in-depth” to reflect a higher level.
(C)	<u>convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the advanced proficiency level; and</u>	The committee added “advanced” to reflect a higher level.
(D)	<u>demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the advanced proficiency level; and</u>	The committee added “advanced” to reflect a higher level.
(E)	<u>create and express ASL literature, including handshape stories, that follows traditional cultural features.</u>	

(2)	<u>Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:</u>	
(A)	<u>apply ASL to recognize and use Deaf cultural norms to demonstrate an in-depth understanding of the perspectives of American Deaf culture;</u>	The committee added “in-depth” topics to reflect a higher level.
(B)	<u>apply ASL to show evidence of an in-depth appreciation of literature created by the Deaf, including ASL literature, and how it applies to the perspectives of American Deaf culture;</u>	The committee added “in-depth” topics to reflect a higher level.
(C)	<u>apply ASL to show evidence of an in-depth appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and</u>	The committee added “in-depth” topics to reflect a higher level.
(D)	<u>demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</u>	
(3)	<u>Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:</u>	
(A)	<u>use resources and technology to gain access to extensive information about ASL and Deaf culture; and</u>	
(B)	<u>apply ASL at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas; and</u>	The committee added “advanced” to reflect a higher level.
(4)	<u>Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:</u>	
(A)	<u>apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</u>	The committee added “advanced” to reflect a higher level.
(B)	<u>apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and</u>	The committee added “advanced” to reflect a higher level.
(C)	<u>apply ASL at the advanced proficiency level to demonstrate an understanding of how one language and culture can influence another.</u>	The committee added “advanced” to reflect a higher level.
(5)	<u>Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:</u>	
(A)	<u>apply ASL at the advanced proficiency level in and out of the school setting through involvement in cultural activities, such as attending Deaf events;</u>	The committee added “advanced” to reflect a higher level.
(B)	<u>use technology to communicate with the Deaf/ASL community; and</u>	
(C)	<u>show evidence of becoming a lifelong learner by using ASL at the advanced proficiency level for personal enrichment and career development.</u>	The committee added “advanced” to reflect a higher level.

§114.29. American Sign Language Levels V, VI and VII – Advanced Progress Checkpoint (One Credit Per Level).

	TEKS with edits	Committee Comments
(a)	General requirements.	The committee decided to replace levels 5-7 with an independent study course. ASL 5-7 are not currently offered in any school in Texas, but we sometimes have students from out-of-state who are at a higher level
(1)	Levels V, VI, and VII—Advanced progress checkpoint can be offered in high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.——	
(2)	Using age appropriate activities, students master novice tasks, expand their ability to perform intermediate tasks, and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of modern languages, when dealing with events of the concrete world, should:	
(A)	participate fully in casual conversations in culturally appropriate ways;	
(B)	use American Sign Language (ASL) to explain, narrate, and describe in past, present, and future time;	
(C)	understand main ideas and most details of material that is signed on a variety of topics;	
(D)	transcribe ASL into written English gloss;	
(E)	cope successfully in problematic social and survival situations;	
(F)	achieve an acceptable level of accuracy of expression by using knowledge of ASL components, including grammar; and	
(G)	apply knowledge of culture when communicating.	
(b)	Introduction.	
(1)	Acquiring American Sign Language incorporates communication skills such as signing, attending, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.	
(2)	Students of ASL gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own	

	language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.	
(c)	Knowledge and skills.	
(1)	Communication. The student communicates in ASL using expressive and receptive communication skills. The student is expected to:	
(A)	engage in a variety of signed exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions;	
(B)	interpret and demonstrate understanding of ASL on a variety of topics;	
(C)	present information, concepts, and ideas on a variety of topics to others; and	
(D)	use ASL at the advanced proficiency level to demonstrate an understanding of its subsystem (such as grammar, vocabulary, and phonology/cherology).	
(2)	Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:	
(A)	use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and	
(B)	use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.	
(3)	Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:	
(A)	use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and	
(B)	use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.	
(4)	Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:	
(A)	use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;	
(B)	use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the American Deaf culture; and	
(C)	use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.	

(S)	Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:	
(A)	Use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and	
(B)	show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.	

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