

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
<p><i>Important distinction: The word “Deaf” with capital “D” refers to people who have been pre-lingually deaf (since before they started to learn to talk). For most Deaf people, English is a second language because Deaf people tend to communicate in sign language as their first language. There is a very strong and close Deaf community with its own culture and sense of identity. (The word “deaf” with lower case “d” is used to describe or identify individuals who have a severe hearing problem.)</i></p>			
(1) COMMUNICATION			
<p>The student communicates in ASL using expressive and receptive communication skills without voice. The ASL communication proficiency levels for each skill are:</p>			
INTERPERSONAL RECEPTIVE			
<i>Novice mid Proficiency</i>	<i>Novice mid Proficiency</i>	<i>Intermediate mid Proficiency</i>	<i>Intermediate High Proficiency</i>
INTERPERSONAL EXPRESSIVE			
<i>Novice mid Proficiency</i>	<i>Intermediate low Proficiency</i>	<i>Advanced low Proficiency</i>	<i>Advanced High Proficiency</i>
INTERPRETIVE RECEPTIVE			
<i>Novice high Proficiency</i>	<i>Intermediate low Proficiency</i>	<i>Intermediate low Proficiency</i>	<i>Intermediate High Proficiency</i>
PRESENTATIONAL EXPRESSIVE			
<i>Novice high Proficiency</i>	<i>Intermediate high Proficiency</i>	<i>Advanced low Proficiency</i>	<i>Advanced High Proficiency</i>
STUDENT IS EXPECTED TO:			
<p>ASL I.1(A) Engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information.</p>	<p>ASL II.1(A) Engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information.</p>	<p>ASL III.1(A) Engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate proficiency level.</p>	<p>ASL IV.1(A) 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.</p>
<p>ASL I.1(B) Demonstrate an understanding of basic ASL such as simple stories, everyday commands, and brief instructions when dealing with familiar topics.</p>	<p>ASL II.1(B) Demonstrate an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics.</p>	<p>ASL III.1(B) Demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics.</p>	<p>ASL IV.1(B) Demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics.</p>
<p>ASL I.1(C) Convey information in ASL using familiar words, concepts, classifiers, phrases, and sentences to others without voice.</p>	<p>ASL II.1(C) Convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice.</p>	<p>ASL III.1(C) Convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate proficiency level.</p>	<p>ASL IV.1(C) Convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level.</p>
<p>ASL I.1(D) Demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics.</p>	<p>ASL II.1(D) Demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics.</p>	<p>ASL III.1(D) Demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level.</p>	<p>ASL IV.1(D) Demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level.</p>

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ASL I.1(E) Be exposed to and experience ASL literature such as handshape stories that follows traditional cultural features.	ASL II.1(E) Create and express ASL literature, including handshape stories, that follows traditional cultural features.	ASL III.1(E) Create and express ASL literature, including handshape stories, that follows traditional cultural features.	ASL IV.1(E) Create and express ASL literature, including handshape stories, that follows traditional cultural features.
(2) CULTURES			
The student gains knowledge and understanding of American Deaf culture.			
STUDENT IS EXPECTED TO:			
ASL I.2(A) Recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture.	ASL II.2(A) Recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture.	ASL III.2(A) Apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture.	ASL IV.2(A) Apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;
ASL I.2(B) Show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture.	ASL II.2(B) Show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture.	ASL III.2(B) Apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture.	ASL IV.2(B) Apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;
ASL I.2(C) Show evidence of appreciation of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geographical, political, artistic, and scientific avenues.	ASL II.2(C) 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.	ASL III.2(C) 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.	ASL IV.2(C) 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.
ASL I.2(D) Demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.	ASL II.2(D) Demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.	ASL III.2(D) Demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.	ASL IV.2(D) Demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

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(3) CONNECTIONS			
The student uses ASL to make connections with other subject areas and to acquire information.			
STUDENT IS EXPECTED TO:			
ASL I.3(A) Use resources and digital technology to gain access to information about ASL and Deaf culture.	ASL II.3(A) Use resources and digital technology to gain access to information about ASL and Deaf culture.	ASL III.3(A) Use resources and digital technology to gain access to in-depth information about ASL and Deaf culture.	ASL IV.3(A) use resources and digital technology to gain access to extensive information on ASL and Deaf culture;
ASL I.3(B) use ASL to obtain, reinforce, or expand knowledge of other subject areas.	ASL II.3(B) use ASL to obtain, reinforce, or expand knowledge of other subject areas.	ASL III.3(B) apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.	ASL IV.3(B) apply ASL at the intermediate-to-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 ASL and American Deaf culture.			
STUDENT IS EXPECTED TO:			
ASL I.4(A) Demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL.	ASL II.4(A) Demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL.	ASL III.4(A) Apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL.	ASL IV.4(A) 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.
ASL I.4(B) Demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture.	ASL II.4(B) Demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture.	ASL III.4(B) Apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture.	ASL IV.4(B) 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.
ASL I.4(C) Demonstrate an understanding of how one language and culture can influence another.	ASL II.4(C) Demonstrate an understanding of how one language and culture can influence another.	ASL III.4(C) Apply ASL at the intermediate proficiency level to demonstrate an understanding of how one language and culture can influence another.	ASL IV.4(C) Apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of how one language and culture can influence another.

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(5) COMMUNITIES			
The student participates in the Deaf/ASL community by using ASL. The student is expected to:			
ASL I.5(A) Apply ASL at the novice proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events.	ASL II.5(A) Apply ASL at the novice-to-intermediate proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events.	ASL III.5(A) Apply ASL at the intermediate proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events.	ASL IV.5(A) Apply ASL at the intermediate-to-advanced proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events.
ASL I.5(B) Be aware of methods of technology to communicate with the Deaf/ASL community.	ASL II.5(B) Use technology to communicate with the Deaf/ASL community.	ASL III.5(B) Use technology to communicate with the Deaf/ASL community.	ASL IV.5(B) Use technology to communicate with the Deaf/ASL community.
ASL I.5(C) Show evidence of becoming a lifelong learner by using ASL at the novice proficiency level for personal enrichment and/or career development.	ASL II.5(C) Show evidence of becoming a lifelong learner by using ASL at the novice-to-intermediate proficiency level for personal enrichment and career development.	ASL III.5(C) Show evidence of becoming a lifelong learner by using ASL at the intermediate proficiency level for personal enrichment and career development.	ASL IV.5(C) Show evidence of becoming a lifelong learner by using ASL at the intermediate-to-advanced proficiency level for personal enrichment and career development.

[Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English](#). Subchapter C. High School. Rules §114.34-37

Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

