South Australian

Auslan Mapping Checklist

A checklist for expressive skills in Auslan

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Contents

South Australian Auslan Mapping Checklist

S.A. AUSLAN MAPPING CHECKLIST - Contents

Introduction

This checklist is the result of a project undertaken by Hearing Impairment Services (West) between 1999 and 2001. It documents the basic language forms and functions that learners may exhibit as they are developing skills in Auslan. A pre-analysis screen naming each feature can be found on page 14.

The checklist can be used to support teachers to undertake language analysis, based on detailed observation and the collection of language samples. This provides a longitudinal descriptive 'map' of individual student progress and a guide for decisions about language curriculum programming. It can also serve to provide a framework for teachers to develop a common metalanguage for discussions about Auslan.

Acknowledgments

South Australian Auslan Mapping Checklist

User's Guide

S.A. AUSLAN MAPPING CHECKLIST - User's Guide

Basic considerations for the collection of samples:

- A Deaf user of Auslan is preferred, to elicit as close to authentic language as possible.
- When possible, recording a variety of contexts and conversational partners is optimal. A maximum total of 15 minutes of video for analysis should be sufficient. Shorter samples may be adequate depending on the age of the child, the context(s) and the language behaviour elicited.
- The camera must be mounted on a tripod or resting on a stable surface.
- Equipment must be checked before use.
- Aim for a ratio of 70:30 participation. The target student should be doing 70% of the talking.
- Samples should be analysed as soon as practicable after collection.
- All samples are to be recorded on video with all participants visible (refer below).

Basic considerations for choosing the environment:

The environment should have:
- a plain uncluttered background
- a plain uncluttered foreground
- strong and even lighting
- a separate room that is familiar to the child / student
- a working area free from interruptions / distractions.

Positioning for recording:

Two people   One person
45 degree angle to camera   Square to camera

[Include signing space down to thigh level]
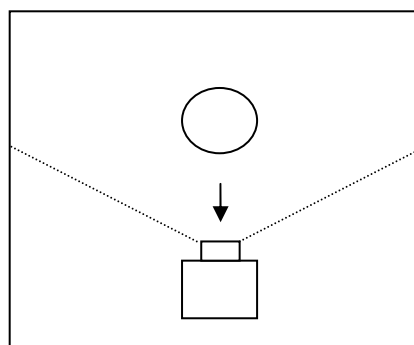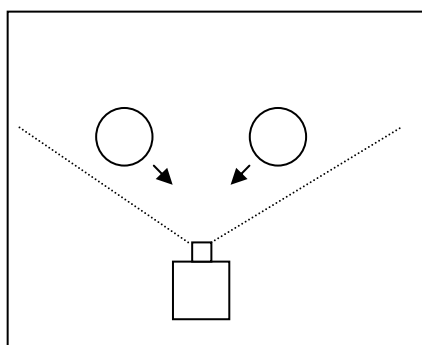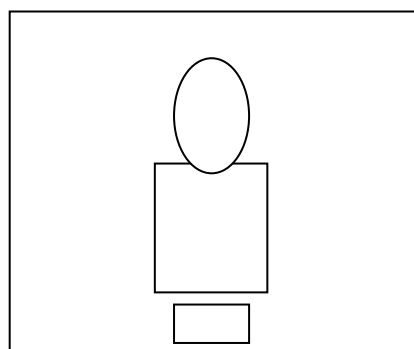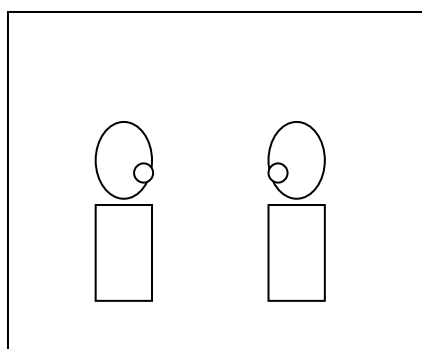
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Basic considerations for analysis:

Analysis describes language behaviour that is **actually seen** at a particular moment in time, in a particular context.

Record the strategies the child is using based on the evidence as it appears in the sample.

Analysis should be conducted separately by a hearing teacher who is a proficient user of Auslan and a Deaf user of Auslan. The two examiners should then collaborate closely before any findings and recommendations are reported.

Discussion between two examiners will determine:

- areas of discrepancy and agreement
- any impact that the language characteristics of the conversational partner had
- interrelationships between the domains
- patterns in errors.

The domain of Pragmatics/Discourse
> Influences on pragmatic variation:
> - maturity of the student
> - vocabulary knowledge
> - grammar competence
> - social skills
> - self image and self esteem
> - extent of experience and world knowledge
> - ability to acquire information incidentally
> - intelligibility of expressive communication
> - interactive style of conversational partner.

The domain of Semantics
> Influences on semantic variation:
> - world knowledge
> - personal experience and environmental influences
> - ability to retain, store and retrieve information (short term and long term memory)
> - ability to reason, deduct, infer, sequence (build 'semantic maps').

The domain of Morphology / Syntax
> Influences on morphological and syntactic variation:
> - exposure to linguistic models
> - exposure to explicit teaching of structures
> - ability to visually discriminate fine detail
> - ability to retain, store and retrieve information.

The domain of Phonology
> Influences on phonological variation:
> - as above
> - mature control of head, trunk, arms, fingers.

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Basic considerations for reporting:

A report describes what, when and how an event happened. It gives information about the person (or people involved) and makes some kind of recommendation for further action and review.

Basic information for reporting on language analysis includes:
- the name, age, year level, hearing status of the learner
- any services provided from allied professionals or outside agencies
- the date on which the language sample was collected
- the context (including the task or activity and the conversational partner or audience)
- a description of what was observed
- the recommended action, intervention, further investigation or implications for future programming based on what was observed
- the personnel responsible for the recommended action
- a timeline for review - when and by whom
- who undertook the analysis.

Consistent reporting requires:
- a shared interpretation of language behaviours and features
- a shared understanding of the language used to describe them.

Common errors[1] to be aware of:
- pre-judging - judgements and reporting based on perceptions of learner ability rather than actual performance
- confusing achievement with effort - rewarding effort with a higher evaluation of ability
- different standards for different learners
- cultural stereotyping and expectations
- gender stereotyping and expectations
- the 'central tendency' error - a reluctance by assessors to give very low or very high evaluations
- the 'severity / leniency' error - the tendency for individual assessors to give all students higher or lower evaluations than other assessors would give them.

The Auslan Mapping Checklist attempts to use language that is familiar to educators who have undertaken training in Auslan.

Educators will need to use professional judgement to choose the language that suits the purpose and audience of the report.

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[1] extract from the 'Shared Language' section of the 'Consistency of Teacher Judgement CD-ROM' (2000)

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Appendices

Notation Conventions[2]

SIGN	Capitalised words indicate English glosses for signs. A gloss is chosen on the basis of its citation form in English and is not necessarily a translation for the sign. It represents the meaning for the unmarked, unmodified, basic form of a sign out of context.
	LOOK
SIGN-SIGN	Multiword glosses connected by hyphens are used when more than one English word is required to record a single sign.
	<u> neg</u> NOT-WANT
'location'	Words in quotation marks represent referents (which may be referred to by pointing but not always) or give information about where and how.
	CHAIR 'there' TAKE-OFF 'shelf' SCL two: JUMP 'over the box'
f/s-'word'	Indicates fingerspelling of the following English word.
	f/s-'Adelaide'
SIGN+SIGN	Compound signs or contracted forms are represented by English glosses joined by an addition symbol.
	THINK+GOOD
SIGN [2h]	Indicate that a two handed version of the sign is used.
	GOOD [2h]
SIGN +++	A sign is repeated.
	AGAIN +++ 'often'
<u> neg</u> SIGN	A line over a sign indicates non manual features or grammatical markers that accompany the sign. (rhetq = rhetorical question, CP = cheek puff, nod = head nod)
	<u> rhetq CP nod</u> ME GET-UP EARLY WHY ME WORK +++ HAVE
subject- SIGN - object	Lower case words before and after the root sign indicate subject and object.
	you–GIVE-TO-her

S.A. AUSLAN MAPPING CHECKLIST - Appendix B

Classifiers[3]

DCL -	Descriptive classifier	Size and Shape Specifiers (SASSes) fall into this category and describe a physical characteristic along with non manual markers. DCL ball: 'freckles' DCL cup: 'thick pipe'
LCL -	Locative classifier	A specific handshape is used to indicate a location in space. LCL cup: 'cup on the table' LCL flat: 'book on the shelf'
SCL -	Semantic classifier	Represents a category of nouns, commonly a vehicle or a person. Handshape is manipulated to show a characteristic of movement. SCL flat: 'car stops suddenly' SCL point: 'person walking towards me'
BCL -	Body classifier	Used for acting the verb and commonly involves body shift. BCL flat: 'slap person on the arm' BCL fist: 'punch me'
ICL -	Instrument classifier	Manipulation of an object. ICL fist: 'hammering' ICL good: 'ring the doorbell'
BPCL -	Bodypart classifier	Different parts of the body are represented by handshape manipulation. BPCL flat: 'slamming down on the brakes' BPCL fist: 'turning head'
PCL -	Plural classifier	Indicate number. PCL spread [2h]: 'people crowding towards me' PCL two: 'two people walk away'
ECL -	Element classifier	Show characteristics of natural elements with non manual markers. ECL point: 'water dripping' ECL spread: 'wind blowing'

Please note:

The names for handshapes described by Johnston (1997) are used here, replacing the ASL handshape names used in American texts.

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[3] Classifiers for ASL as described in 'Signing Naturally' curriculum resource by Lentz, Mikos, Smith. 1988 Dawn Sign Press. Classifier use in Auslan is still the subject of further research.

S.A. AUSLAN MAPPING CHECKLIST - Appendix C

Suggestions for Materials / Activities

TITLE	FORMAT	LEVEL	TARGET DOMAIN	AVAILABILITY
Renfrew Action Picture Test (RAPT)	A series of 10 picture cards with questions in English that need to be translated into Auslan. Some prompts could be used to elicit more detail or longer responses. Simple and quick.	Pre-school, Junior Primary, Middle Primary.	Semantics, syntax, morphology, phonology (Narrative, sequencing, some justification, Non-manual markers)	• Speech pathologists or • Standish Prideaux & Pye 202 Berkeley St. Carlton Vic. 3053 Tel : 1 800 333672
Wordless picture books	No text means that the story is embedded in the pictures only. The 'reader' is able to choose the language that tells the story. Prior practice at telling stories in this way is recommended.	Junior Primary to Lower Secondary (match book to age).	Semantics, syntax, morphology, phonology. Pragmatics (if preparation is recorded). (Narrative, sequencing, some questioning, Non-manual markers)	• School resource centres. • Special Education Coordinators. • SERU. (Choose books that are age as well as semantically appropriate)
Sequence cards	Picture cards that tell a story when placed in order. The child tells the story from the pictures. The number of cards in the sequence can be varied.	Junior Primary to Lower Secondary (match materials to age).	Semantics, syntax, morphology, phonology. Pragmatics (if preparation is recorded). (Narrative, sequencing, some questioning and justification, Non-manual markers)	• School resource centres. • SERU. • Toy libraries.
Barrier Games	The *target* student gives instructions or a description to a partner over a barrier. The partner has to act on what has been described or explained to them. The barrier is removed to see how closely they match.	All ages (match materials to age).	Pragmatics, syntax, morphology, phonology. (giving instructions, checking for understanding, referencing, location, classifier use)	Within classroom resources. Arrange Duplo blocks, kitchen utensils, plastic farm animals, cars, blocks, crayons or colour / draw a picture.
Wordless Cartoons	Students retell what has happened after watching a cartoon - for example, 'Roadrunner and Coyote' (Warner Brothers), 'Sorcerer's Apprentice' (Disney)	All ages (match materials to age).	Semantics, syntax, morphology, phonology. (Sequencing, classifier use, referencing, descriptive language, Non-manual markers)	Video stores or home video recordings.

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Suggestions for Materials / Activities

TITLE	FORMAT	LEVEL	TARGET DOMAIN	AVAILABILITY
Morning talks, 'sharing time', reporting to the class, reviews.	Any prepared presentation to a group based on the task as determined by the teacher.	5 years and older.	All domains. (text types, as determined by teacher)	Within teacher resources.
Problem solving activities	Any pair work that involves decision making, arguing, justifying, agreeing, drawing conclusions.	5 years and older.	All domains, particularly pragmatics. (text types – exposition, reporting)	Within teacher resources. Technology challenges or five minute fillers are good for this. The recording area needs to be set up beforehand and a time limit set (ie. 'You have 5 minutes to make a bridge out of these plastic straws'.). The students must not ask for help from the teacher or other students. Everyone must stay out of the recording area.
Fingerplay activities and games		0-3 year old.	Phonology. (handshape formation, movement, location, orientation)	• SERU. • Toy libraries. As part of play. Threading, playdough, manipulation of fine objects, ability to copy & visually discriminate differences.
Interviews	One : one with or without audience. Rehearsed or improvised depending upon the age of the students.	Year 3 upwards.	All domains – particularly semantics and syntax. (Questioning, asking for clarification)	Interviewees can be other students, staff, people from the community, other students assuming a role.

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S.A. AUSLAN MAPPING CHECKLIST - Bibliography

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Claremont Project Auslan Checklist	Tas.	Contact: The Director, Services for Deaf and Hearing Impaired Students (03) 6249 2101 P.O Box 26, Claremont, Tasmania, 7011 sarmille@postoffice.tased.edu.au
Griffith University Auslan Proficiency Rating Scale	Qld.	Contact: Prof. Des Power or Breda Carty, Centre for Deafness Studies and Research D.Power@mailbox.gu.edu.au B.Carty@mailbox.gu.edu.au
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South Australian Auslan Mapping Checklist

Pre-analysis Screen

SOUTH AUSTRALIAN AUSLAN MAPPING CHECKLIST

Pre-analysis Screen

The following can be used as a screen to determine the areas in which a student's language requires closer analysis and explicit teaching. It is designed to accompany the main checklist.

To use:

Students are observed over a set period of time by two observers - ideally, one hearing and one Deaf. The two observers insert ticks separately for the areas that appear to be mastered. The 'comment' column can be used for any additional information. Spaces in any of the boxes or disagreement about what a student can do in a particular domain indicates that detailed analysis from a video language sample is required.

Please note:

Observers must be familiar with the terminology used before attempting to complete a screening.

For examples of the language behaviours that fall under each heading, please refer to the main checklist. Each dot point or indicator should be fulfilled for a positive response (a tick) to be recorded.

S.A. AUSLAN CHECKLIST - Pre-Analysis Screen

Child / Student name: **Year level:**

Date: **Age:**

Domain	1	2	Comment
Pragmatic / Discourse			
• Eye contact / eye gaze			
• Gaining attention			
• Turn taking			
• Codeswitching / mixing			
• Contextualisation			
Semantic			
• Checking for understanding			
• Repair strategies			
• Elaboration			
• Repetition			
• Paraphrasing			
• Language interference			
• Range of text types			
Syntactic			
• Role shift			
• Topicalisation			
• Time relationships			
• Questioning			
• Conditional clauses			
• Pronominalisation			
• Verb / noun agreement			
Morphological			
• Nouns			
• Verbs			
• Adjectives			
• Adverbs			
• Pluralisation			
• Negation			
Phonological			
• Handshape			
• Orientation			
• Location			
• Movement			
Other			
• Classifiers			
• Facial expression			
• Non manual markers			
• Realisation of tone / mood			
• Creative use of language			

Observer 1 (D/H):   Observer 2 (D/H):

South Australian Auslan Mapping Checklist

Main Checklist

PRAGMATIC/DISCOURSE DOMAIN

FEATURE	OBSERVED	EVIDENCE / CONTEXT / ANNOTATION (refer Appendix A)
Eye Contact / Eye Gaze • waits for or establishes eye contact before signing • maintains eye contact during signed sequence • stops signing if eye contact is broken • engages in joint referencing • signs within eye gaze of partner • holds gaze to signal partner's turn in conversation		
Gaining Attention • cries / calls out • uses culturally acceptable tapping, touching (ie. upper arm, shoulder, outside thigh) • waves in partner's eye gaze • uses resonant surfaces		
Turn Taking • participates in conversational turns (initiates and terminates turns) • shows attention to partner's signing by maintaining eye gaze, nodding, laughing, facial expression that matches the topic and events • contributes to conversation within the topic • engages in smooth topic changes		
Codeswitching / Mixing • consciously manipulates signing to suit the perceived skills, cultural orientation of partner: *eg. Varies use of mouthing, vocalising English words to support signs, contact sign or signed English structure* • uses 'loan translations': *eg. RUN+MEETING where RUN is signed as the action of running instead of the sign for organising or leading*		

PRAGMATIC / DISCOURSE DOMAIN

FEATURE	OBSERVED	EVIDENCE / CONTEXT / ANNOTATION (refer Appendix A)
Contextualisation • uses context to infer meaning of signs • uses context to determine intent of signing partner • uses established signs in context • uses classifiers in context • uses vernacular (slang or colloquial forms) with familiar people in informal contexts • uses different registers (formal and informal – refer 'Text Types', Semantic Domain) depending upon context		
COMMENTS / IMPLICATIONS FOR PROGRAMMING:		

SEMANTIC DOMAIN

FEATURE	OBSERVED	EVIDENCE / CONTEXT / ANNOTATION (refer Appendix A)
Checking for Understanding • aware of conversational partner's understanding • identifies when utterances of partner don't make sense • asks for clarification if unsure of intended message		
Repair Strategies • recognises own errors • uses strategies to self correct		
Elaboration • offers extra information to aid understanding or to add emphasis: *eg: uses intensifiers, exaggeration,* explanation		
Repetition • repeats the original sequence without alteration (unable to elaborate or paraphrase)		
Paraphrasing • alters the signed sequence to better suit needs of partner: *eg: chooses alternative vocabulary, uses analogy or metaphor, uses nonlinguistic devices such as mime or gesture to assist understanding*		

Text Types
• manipulates and uses the following in a variety of contexts:
  - recount (retelling of events)
  - exposition (persuasion, justification, argument)
  - procedure (giving instructions)
  - narrative (storytelling – personal as well as literary narratives)
  - report (telling facts, comparing, contrasting)
  - discussion (talking about another point of view)		

COMMENTS / IMPLICATIONS FOR PROGRAMMING:

SYNTACTIC DOMAIN

FEATURE	OBSERVED	EVIDENCE / CONTEXT / ANNOTATION (refer Appendix A)

Role Shift
• retells interaction / events between two or more characters by:
  - adopting characteristics of the speaker (s)
  - 'acting' the story (moving to different spaces)
  - shifting eyes to denote speaker
  - slight body shift and head turn to denote speaker (without moving feet to a different space)		

Topicalisation
• *uses topic / comment structure with non manual markers (eyebrows, pause, head nod / shake)* eg:
 	
        t   neg
BOOK, NOT-EXPENSIVE
 	
               t   nod
KNOW YOU f/s 'Susan', SICK
 	
    t
BALL, MINE		

Time Markers
• uses discrete signs to show:
indefinite *eg:*
    PAST, SOON, ALWAYS, OFTEN
definite *eg:*
    YESTERDAY-NIGHT, THIS-WEEK
• uses aspect to show:
frequency *eg:*
    ME SICK+++ (often)
duration *eg:*
    ME SICK (for a long time)		

Questioning
• uses *eg:*
    'wh'
               whq
    MOTHER WHERE
 	
    Yes/No
             y/n
    PLAY FINISH YOU
 	
    Rhetorical
        rhetq   nod
    ME HOME WHY ME SICK
 	
    with correct non-manual markers		

SYNTACTIC DOMAIN

FEATURE	OBSERVED	EVIDENCE / CONTEXT / ANNOTATION (refer Appendix A)

Conditional clauses
• uses *eg:*
 	
    Non-manual marker only
    <u>   cond   nod</u>
ME GOOD-BOY, FATHER CAR GIVE-me
 	
    Conditional FIRST (on the thumb)
    <u>   cond   nod</u>
    FIRST CLEAN-UP, GO-OUT
 	
    Discrete Sign
    <u>   cond   nod</u>
    PRETEND RAIN, OFF (cancel)
 	
    Fingerspells 'if'
    <u>   cond   nod</u>
f/s'If' MELBOURNE WIN, CELEBRATE
 	
    with correct non-manual markers		

Use of Referents
• retells interaction / events between two or more characters / objects by:
   - allocating place in neutral space
   - reference to allocated place by pointing
   - maintaining consistency in location
   - maintaining noun/verb agreement during the signed sequence
 	
eg: HOUSE TREE MAN WALK
Can clearly show the difference between:
 	
The man walked from the house to the tree.
OR
The man walked from the tree to the house.
OR
The man walked past the tree and the house, then went back to the tree.
		COMMENTS / IMPLICATIONS FOR PROGRAMMING:

COMMENTS / IMPLICATIONS FOR PROGRAMMING:

MORPHOLOGICAL DOMAIN

FEATURE	OBSERVED	EVIDENCE / CONTEXT / ANNOTATION (refer Appendix A)

Nouns
• uses single 'stand alone' nouns without modification (naming objects, people)
• modifies nouns to show location in space *eg:*
    WINDOW (in front)
    WINDOW (up high)
    WINDOW (to the left)
• modifies nouns to show arrangement in space *eg:*
    BOOKS(stacked neatly on the table)
    BOOKS(left carelessly on the table)
 	
• uses compound nouns *eg:*
    MOTHER+FATHER (parents)
 	
    THINK+HOLD (believe)		

Adjectives
• uses discrete signs (with correct non-manual markers):
    FLAT, BEAUTIFUL, TALL, CYLINDRICAL, CARELESS, UGLY
• uses non manual markers to show degrees of intensity *eg:*
    GOOD / GREAT
    DIRTY / FILTHY
    COLD / FREEZING
• uses Size and Shape Specifiers (SASSes) *eg:*
    LARGE-FLUFFY-COLLAR		

Verbs
• uses single 'stand alone' verbs without modification: *eg:* RUN, SIT, THINK
• uses:
reduplication
    eg: TELL+++ / GIVE+++
change in primary location
 	
    eg: SMACK 'bottom' / CUT 'head'
 	
inflection
    eg: you- ASK- him / me-GIVE-them
manner
    eg: JUMP 'on a hard floor'
    JUMP 'on a trampoline'		

MORPHOLOGICAL DOMAIN

FEATURE	OBSERVED	EVIDENCE / CONTEXT / ANNOTATION (refer Appendix A)
Adverbs • uses non-manual markers and / or movement to intensify verbs *eg:* _____ *mmm* *DANCE (beautifully)* _____ *th* *WRITE (carelessly)*		
Pluralisation • uses pointing to indicate number with real objects • uses a number sign to indicate how many *eg: DUCK FIVE* • adds adjective *eg: MANY, LOTS, SOME, ALL, FEW* • reduplicates the verb *eg: STAND++ (two people standing)* • reduplicates the noun *eg: HOUSE+++ (three houses)* • uses pointing to indicate absent objects *eg: STAND IX loc 'there' 'there' (two people standing)*		
Negation • uses headshake *eg: LIKE, NOT-LIKE* • uses spread hand *eg: AGREE, DISAGREE* • adds discrete sign *eg: NOT, WON'T, CAN'T, DON'T*		
COMMENTS / IMPLICATIONS FOR PROGRAMMING:		

PHONOLOGICAL DOMAIN

FEATURE	OBSERVED	EVIDENCE / CONTEXT / ANNOTATION(refer AppendixA)

Handshape **(refer appendix C)** [4]
• Simple
   eg: point, spread, flat, fist, good
 	
• Intermediate
   eg: gun, round, write, hook
 	
• Complex
   eg: nine, wish, soon, Perth
 	
• Combination (two different handshapes*)*
   eg: HELICOPTER, RIGHT		

Orientation
 	
• Down
   eg: RAIN, JELLY, SAME, SIT
 	
• Towards / across midline
   eg: PEOPLE, MELBOURNE, BRING
 	
• Up
   eg: WHERE, SPOON, ENOUGH, RARE
 	
• Away from body
   eg: YOUR, HI, YESTERDAY, WHAT
 	
• Facing the body
   eg: BEAUTIFUL, TOMORROW, MAN, LONELY
 	
• Combination
   eg: DIFFERENT, NOT-WANT,
      ___pah
   FINALLY		

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[4] Illustrations and names for handshapes as described in 'Signs of Australia' by Trevor Johnston. 1997

PHONOLOGICAL DOMAIN

FEATURE	OBSERVED	EVIDENCE / CONTEXT / ANNOTATION (refer Appendix A)

Location
 	
• Primary (on the body)
  eg: MOTHER, ME, MORNING, WHEN
 	
• Secondary (in neutral space)
  eg: *YOU, CAR, PLAY, FINISH*
 	
• Combination
  eg: THINK-GOOD, MIND-FINISH, LIKE-YOURSELF		

Movement
• Simple (gross, one direction)
  eg: WOMAN, LUNCH, WANT, SEE
 	
• Complex (gross, change in direction, repetition)
  eg: SHARK, FIRST, OFTEN, MATTRESS, IMPOSSIBLE, DIZZY
 	
• Fine (fingers and hands)
  eg: *HOW-MANY, EASY, CHAIN, SOME*
 	
• Combination
  eg: CYCLONE, MELT, FRANCE		

COMMENTS / IMPLICATIONS FOR PROGRAMMING:

OTHER

FEATURE	OBSERVED	EVIDENCE / CONTEXT / ANNOTATION (refer Appendix A)

Classifiers
 	
• *uses classifiers*
    (refer appendix B)
  DCL   Descriptive
  LCL   Locative
  SCL   Semantic
  BCL   Body
  ICL   Instrument
  PCL   Plural
  BPCL Body Part		

Facial Expression • uses face to add emotional element to signed sequence • uses the face for non-manual grammatical markers		
Creative Use of Language • uses sign manipulation or exploitation of space for the purpose of puns or poetry		
COMMENTS / IMPLICATIONS FOR PROGRAMMING:		

South Australian Auslan Mapping Checklist

File record

S.A. AUSLAN MAPPING CHECKLIST[5] - File record

Child / Student:	**Date of Birth:**
Hearing Status: **Year level:**	**Male caregiver: Deaf / Hearing (circle)** **Female caregiver: Deaf / Hearing (circle)** **Home language(s): English / Auslan / Other (name):**

Examiner 1 _____ **Deaf / hearing (circle)**	**Examiner 2** _____ **Deaf / hearing (circle)**
Date / time of recording (s):	**Date of analysis:**

Description of recording context(s), situation(s), conversation partner(s):

Purpose for assessment (tick):

❑ **Collection of baseline data.**

❑ **Focussed assessment of particular skill.**

❑ **Evaluation of general progress in Auslan.**

❑ **Reassessment.**

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[5] Permission to adapt components of the ASL 'Signed Language development Checklist' (copyright 1994) has been granted by Dr. Judith Mounty on behalf of the Educational Testing Service USA

S.A. AUSLAN MAPPING CHECKLIST - Summary comments

Child / Student: **Date:**

Comments:

Implications for programming:

Signed

Examiner (1)   *Examiner (2)*