ENGLISH AS A SECOND LANGUAGE
Adapted from Gallaudet University, English Department Handouts (1992)

For some deaf and hard of hearing (D/HH) students, English is a second language. Some assessment strategies for second language learners are to:

- Maintain focus on the deaf or hard of hearing student’s demonstration of subject knowledge (for example: in Science or Social Studies), rather than focusing solely on grammar, spelling and punctuation (as you would in a Language Arts class).
- Provide the student with testing options: performance presentation in lieu of a written assignment, an interactive test (signed/verbal) rather than written test, etc.
- Provide guidelines and grading criteria for writing assignments.

ASSIGNING AND GRADING WRITTEN WORK

- Meet individually with the deaf or hard of hearing student to clarify your course expectations and grading policy.
- Accept and provide feedback on drafts before grading the assignment.
- Allow your student to work closely on drafts with a tutor or educational assistant (EA).
- Assign your student to online grammar and vocabulary building labs if needed.

For more tips and help please see:
Listen Up http://www.listen-up.org/edu/teach.htm
Mobility International USA http://www.miusa.org/ncde/tipsheets/foreignlanguage