

# DESCRIPTORS OF PROFICIENCY IN LSQ

## 1. DISCOURSE COMPETENCIES

⇒ Discourse type characterized by:

A1

- Simple, practical information
- Typical introductions and greeting phrases

A2

- Descriptions of locative objects and situations (places, spatial arrangements, etc.)
- Descriptions of people (expressions, physical features, clothing, items worn, etc.)

B1

- Descriptions of feelings
- Narratives of personal (lived) experiences

B2

- Different opinions and perspectives on a single subject
- Narratives of someone else's personal experiences

C1

- Opinion debates
- Critical stances (political, artistic or cultural ideas, etc.)

C2

- Expression of humour (a joke)
- Poetic expression (a poem, nursery rhyme, metaphor, etc.)
- Formulation of abstract ideas and concepts in various fields (academic, scientific, technical, artistic, etc.)

⇒ Delivery is characterized by:

A1

- Speed, pitch and volume that hinder comprehension
- Constant interruption to try and remember the signs

A2

- Slow, monotonous delivery (no variation or added effects)
- Speeding up or slowing down inappropriately (lack of control)
- Frequent interruptions to ask for the correct sign (How would you sign...?)

B1

- A more controlled flow (slow to moderate)
- Use of tone modulation (slowing down, speeding up) to try and create stylistic effects, which is not always successful
- Narratives of personal (lived) experiences

B2

- Standard flow with appropriately controlled pauses
- Self-corrections integrated into discourse without interrupting the flow (for example, to clarify a meaning or an incorrect shape)
- Appropriate changes in tone (speeding up and slowing down are justified)

C1

- Ability to sign in a comprehensible manner with one hand only
- Appropriate changes in tone, regardless of the register, type of discourse or subject matter

C2

- N/A

⇒ Discourse structure is characterized by:

A1

- No structure to the information communicated
- No attempt at taking turns in the conversation

A2

- Use of basic lexical markers to structure information (BEFORE, AFTER, etc.)
- Ineffective attempts at taking turns in the conversation
- Repetition of pragmatic mannerisms (THAT'S RIGHT, POINT1, etc.)

B1

- Occasional use of rhetorical questions to introduce information
- Non-controlled use of NMMs to generate evaluation (stylistic effect)
- Use of lexical verbal regulators (e.g. THAT'S IT, YES, NO, etc.)
- Taking appropriate turns in the conversation

B2

- Use of space to structure information (new information vs. known information, priority, etc.)
- A more regular use of rhetorical questions to introduce a new theme
- A more regular use of NMMs to generate evaluation
- Use of non-manual verbal regulators
- Suitable reformulation of information following a question
- Appropriate use of lexical markers on information structure (NOW, THEN, FIRSTLY, etc.)

C1

- Appropriate use of rhetorical questions to structure information
- Use of space to create an aside
- Appropriate use of NMMs to captivate the interlocutor
- Use of performance markers to express the subtext
- Ability to take turns in the conversation
- Sophisticated use of fingers for enumerating
- Ability to generate humour

C2

- Generation of pragmatic evaluation (stylistic effects) by using all language resources (phonological, lexical, syntactical, etc.), as well as body language, in order to capture the attention of the interlocutor
- Appropriate use of evaluation according to discourse type

⇒ Use of role-shifting is characterized by:

A1

- Absence of role-shifting

A2

- Mimetic use of complete RS, with only a few actions to illustrate the attitude and/or manner of the signer (drinking, eating, etc.)

B1

- A more appropriate use of full role-shifting in a wider variety of discourse contexts

B2

- Execution of partial role-shifting structures, including classifying constructions and/or a description of events (from the signer's perspective)

C1

- A more frequent use of full RS to represent actions, and of partial dominant-hand RS to describe or report events in the RS

C2

- Appropriate and frequent use of RS to report events, as well as the actions, thoughts and opinions of the signer
- Appropriate use of RS to report the collective actions and thoughts of a group or organization
- Appropriate use of partial non-dominant-hand RS
- Appropriate use of the three types of RS, according to the context

## 2. SOCIOLINGUISTIC COMPETENCIES

⇒ Register is characterized by:

A1

- Not considered
- Sentences produced to convey information in its most basic sense

A2

- Use of a more neutral register, without variations, which would be suitable for the majority of interlocutors

B2

- Attempt to use a more colloquial register when describing a personal experience

B2

- Use of both formal and informal register; some of the variations in register are appropriate to the context

C1

- Appropriate variations in register according to the context, and use of different registers in the same conversation

C2

- Spontaneous and natural use of several registers, and ability to quickly and appropriately adapt to the register of the interlocutor and to contextual variables

### 3. LEXICAL COMPETENCIES

⇒ Lexicon is characterized by:

A1

- Use of basic vocabulary
- Use of lexical signs only (no classifiers)
- Use of deictic POINTING (ME, YOU, THERE, HERE, OVER THERE)

A2

- Use of some classifiers with several errors
- Use of compensation strategies for lexical gaps, such as spelling, gestures or miming
- Overuse of referential POINTING (PTE3)
- Use of clumsy and cumbersome paraphrases

B1

- Appropriate use of colloquial vocabulary, with a few errors
- Use of classifiers with a few errors
- Use of signs with a related meaning to overcome lexical gaps
- Use of plural referential POINTING (US, THEM, etc.)

B2

- Use of a varied lexical repertoire to name a vast range of subjects
- Use of handling classifiers, size and shape specifiers and semantic classifiers with a few errors
- Appropriate use of paraphrases to conceal lexical and structural gaps

C1

- Use of a broad, accurate and appropriate lexical repertoire
- Use of handling classifiers, size and shape specifiers and semantic classifiers without error

C2

- Use of synonyms in order to avoid repetition
- Ability to come up with vocabulary to overcome a lexical gap
- Use of classifiers to overcome a lexical gap

⇒ Form of signs is characterized by:

A1

- Incorrect use of parameters: handshape, location, movement, orientation, arrangement, contact (the shapes of the signs are not recognizable without knowing the context)
- Incorrect use of hand dominance for two-handed signs, or reversal of dominance for one-handed signs

A2

- Inaccurate use of parameters: handshape, location, movement, orientation, arrangement, contact (recognizing the sign without knowing the context)

B1

- Use of appropriate phonological assimilations (links between signs)

B2

- Attempt to change the form of the sign to create stylistic effects (accent, attenuation, etc.), which is most often unsuccessful

C1

- Modulation of the phonological form to create stylistic effects; most often successful, but with some inaccuracies

C2

- Successful modulation of the phonological form to create stylistic effects

⇒ Structure of signs is characterized by:

A1

- Production of monomorphemic signs (only one part, ex. MOM)

A2

- Production of compound signs (two parts, ex. PARENTS)
- Production of common derivations (FOREST, VOCABULARY, etc.)
- \*A derivation is formed when a non-hand movement or behaviour is added to the sign to change its meaning

B1

- Production of common inflections (WATCH vs SEVERAL-PEOPLE-WATCH, EAT vs FINISHED-EATING, etc.)
- An inflection is produced when a verb is modified to add indications of number or time
- Production of some modifications to the verb movement, or adding an NMM to make an adverb (WAIT vs WAIT-A-LONG-TIME, BELIEVE vs TOTALLY-BELIEVE, GIVE vs GIVE-TO-EVERYONE, etc.)

B2

- Use of classifiers to clarify shades of meaning (handshape and movement, ex: TAKE-A-PILE, TAKE-A-NEEDLE, TAKE-...)

C1

- Use of NMMs to change the intensity of meaning (e.g. squinting eyes to increase intensity, pouting to decrease intensity, etc.)

C2

- Appropriate use of lexical creation methods to name new objects, concepts or referents that they do not know the sign for (iconicity, derivation, inflection, composition).



#### 4. GRAMMATICAL SKILLS

⇒ Syntactical use of space is characterized by:

A1

- Use of deictic pronouns (ME, YOU, HERE, THERE)
- Use of POINTING, or another inappropriate shape, to signal possession
- Production of linear sentences without referential use of space and without verb agreement
- Use of the AND and IF signs to mark coordination and condition

A2

- Determinative use of POINTING without error
- Referential use of POINTING with errors
- Topographic use of space to express simple information, such as actions and relationships (for example, family)
- Production of sentences without verbal agreement, but the use of POINTING to mark verbal referents (PT LOVES PT: she loves him)
- Expression of coordination in a linear way

B1

- Use of manual reference markers (POINTING and direct localization)
- Use of possessive pronouns with errors in space and order (order in French)
- Use of direct localization to inflect the verb, and still some POINTING, regardless of the verb class
- Ability to express coordination in space and produce lists
- Use of space to express comparisons
- Beginning to use more than one spatial referent map to situate events

B2

- Appropriate use of anaphoric reference
- Appropriate use of manual reference markers (POINTING and direct localization) and some other non-manual reference markers (eyes, body)
- Appropriate use of manual and spatial markers to express possession
- Use of manual and non-manual markers to inflect a verb
- Appropriate expression of coordination in space and suitable reference to coordinated elements
- Production of some parallel encodings
- More use of referential spatial maps to situate events, and beginning to reuse the maps for later reference to those events
- Use of space to express the construction of complex dependence (relative, conditional and circumstantial subordinate clauses [while...], etc.)

C1

- Use of NMMs to change the intensity of a meaning (e.g. squinting eyes to increase intensity, pouting to reduce intensity, etc.)
- Appropriate use of cataphoric reference
- Appropriate use of manual reference markers (POINTING and direct localization) and non-manual reference markers (eyes, body)
- Appropriate verb inflection, regardless of the verb class
- Appropriate expression of finger listing for more than three coordinated elements
- Production of multiple parallel encodings
- Moving without error from one spatial reference map to another to situate events, and reuse of these maps for reference later, also without error

C2

- Appropriate use of cataphoric reference
- Appropriate use of manual reference markers (POINTING and direct localization) and non-manual reference markers (eyes, body)
- Appropriate verb inflection, regardless of the verb class
- Appropriate expression of finger listing for more than three coordinated elements
- Production of multiple parallel encodings
- Moving without error from one spatial reference map to another to situate events, and reuse of these maps for reference later, also without error

⇒ Sentence structure is characterized by:

A1

- Absence of sentences

A2

- Production of short, simple sentences, often in the order of the French (SVO)
- Production of responses that are 1 to 2 sentences long
- Production of coordinated sentences

B1

- Variety of simple sentences, which better follow the LSQ order and use some more complex phrases
- Production of 3 to 5 sentences between pauses
- Production of a few comparative sentences

B2

- Production of a variety of complex sentences with a few errors (conditional, topic, etc)
- Production of a continuous sequence of sentences, with a few interruptions

C1

- Production of complex sentences, whose structure very often corresponds to the LSQ structure
- A spontaneous and appropriate series of sentences, without incongruous pauses
- Ability to create complex sentences without using lexical markers, and using spatial referents to indicate connections of dependence (IF, BUT, AND, THAT, etc.)

C2

- Fluent production of a variety of complex sentences, which always correspond to the LSQ structure
- Production of a spontaneous and appropriate series of sentences, with planned and well-timed pauses
- Appropriate production of all types of sentences (simple, complex without dependent clauses, and complex with dependent clauses) and variations in form according to the context