



NEW YORK STATE
TEACHER
CERTIFICATION
EXAMINATIONS™



**PREPARATION
GUIDE**

**American Sign
Language CST
(61)**

The University of the State of New York • NEW YORK STATE EDUCATION DEPARTMENT • Office of Teaching Initiatives, Albany, New York 12234

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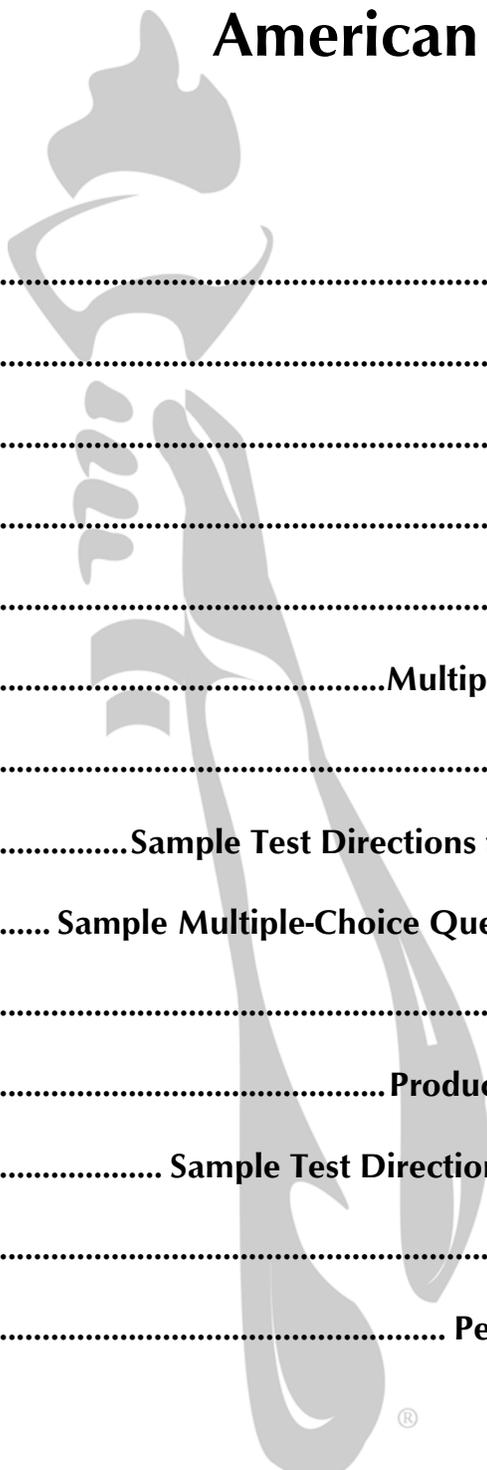
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PREPARATION GUIDE American Sign Language CST (61)

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■ INTRODUCTION

Purpose of This Preparation Guide

This preparation guide is designed to help familiarize candidates with the content and format of a test for the New York State Teacher Certification Examinations (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this guide useful as they discuss the test with candidates.

The knowledge and skills assessed by the test are acquired throughout the academic career of a candidate. A primary means of preparing for the test is the collegiate preparation of the candidate.

This preparation guide illustrates some of the types of questions that appear on a test; however, the set of sample questions provided in this preparation guide does not necessarily define the content or difficulty of an entire actual test. All test components (e.g., directions, question content and formats) may differ from those presented here. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department.

Organization of This Preparation Guide

Contained in the beginning sections of this preparation guide are general information about the NYSTCE program and how the tests were developed, a description of the organization of test content, and strategies for taking the test.

Following these general information sections, specific information about the test described in this guide is presented. The test objectives appear on the pages following the test-specific overview. The objectives define the content of the test.

Next, information about the multiple-choice section of the test is presented, including sample test directions. Sample multiple-choice questions are also presented, with the correct responses indicated and explanations of why the responses are correct.

Following the sample multiple-choice questions, a description of the productive proficiency assignment section of the test is provided, including sample directions. A sample productive proficiency assignment is presented next, followed by a description of a strong response to the assignment.

For Further Information

If you have questions after reading this preparation guide, you may wish to consult the NYSTCE Registration Bulletin. You can view or print the registration bulletin online at www.nystce.nesinc.com.

■ GENERAL INFORMATION ABOUT THE NYSTCE

How Were the NYSTCE Tests Developed?

The New York State Teacher Certification Examinations are criterion referenced and objective based. A criterion-referenced test is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of a teacher in New York State public schools.

Each test is designed to measure areas of knowledge called subareas. Within each subarea, statements of important knowledge and skills, called objectives, define the content of the test. The test objectives were developed for the New York State Teacher Certification Examinations in conjunction with committees of New York State educators.

Test questions matched to the objectives were developed using, in part, textbooks; New York State learning standards and curriculum guides; teacher education curricula; and certification standards. The test questions were developed in consultation with committees of New York State teachers, teacher educators, and other content and assessment specialists.

An individual's performance on a test is evaluated against an established standard. The passing score for each test is established by the New York State Commissioner of Education based on the professional judgments and recommendations of New York State teachers. Examinees who do not pass a test may retake it at any of the subsequently scheduled test administrations.

Organization of Content

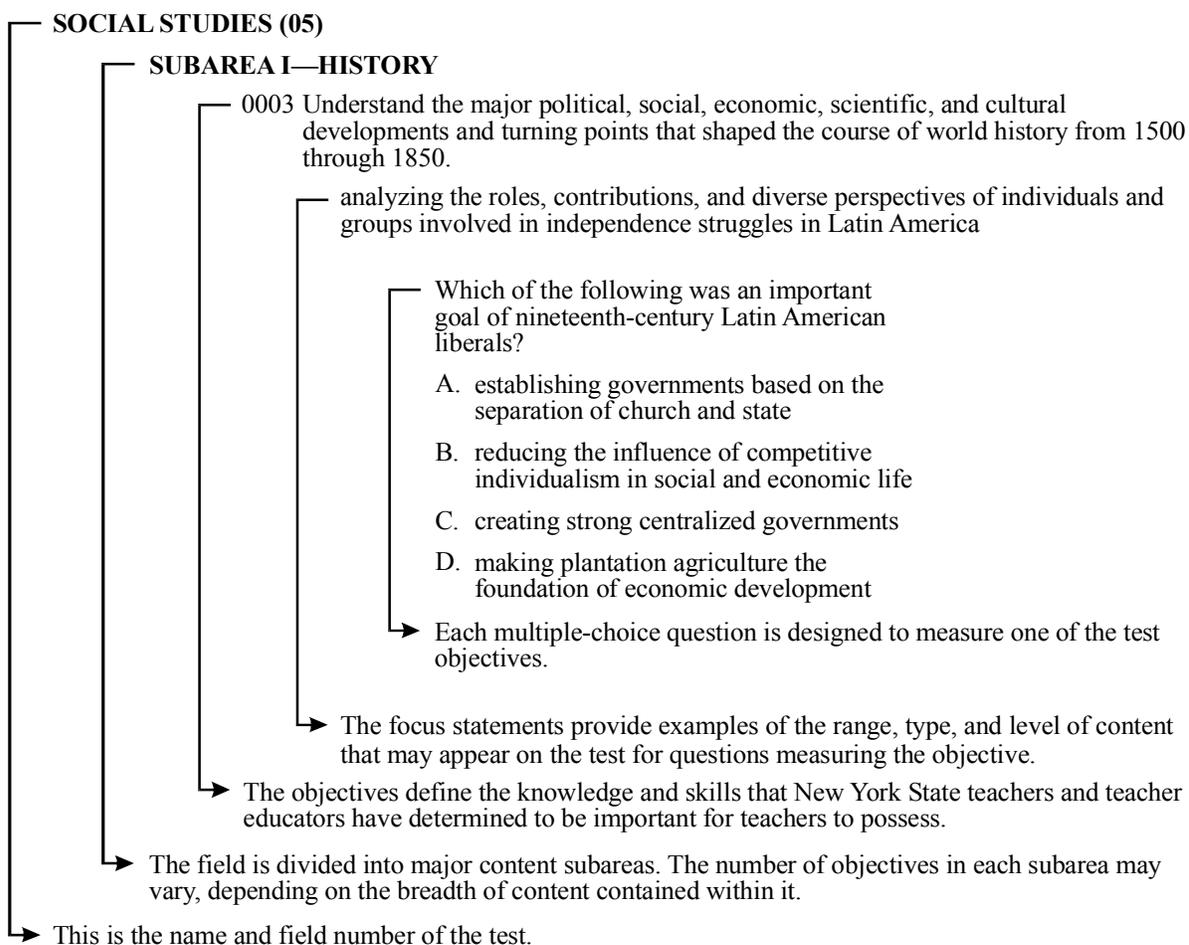
The content covered by each test is organized into **subareas**. These subareas define the major content domains of the test.

Subareas typically consist of several **objectives**. Objectives provide specific information about the knowledge and skills that are assessed by the test.

Each objective is elaborated on by **focus statements**. The focus statements provide examples of the range, type, and level of content that may appear on the tests.

Test questions are designed to measure specific test objectives. The number of objectives within a given subarea generally determines the number of questions that will address the content of that subarea on the test. In other words, the subareas that consist of more objectives will receive more emphasis on the test and contribute more to a candidate's test score than the subareas that consist of fewer objectives.

The following example, taken from the field of Social Studies, illustrates the relationship of test questions to subareas, objectives, and focus statements.



■ TEST-TAKING STRATEGIES

Be On Time.

Arrive at the test center on time so that you are rested and ready to begin the test when instructed to do so.

Follow Directions.

At the beginning of the test session and throughout the test, follow all directions carefully. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet. The test booklet will contain general directions for the test as a whole and specific directions for individual test questions or groups of test questions. If you do not understand something about the directions, do not hesitate to raise your hand and ask your test administrator.

Pace Yourself.

The test schedule is designed to allow sufficient time for completion of the test. Each test session is four hours in length. You will be required to return your materials at the end of the four-hour session.

Do not spend a lot of time with a test question that you cannot answer promptly; skip that question and move on. If you skip a multiple-choice question, be sure to skip the corresponding row of answer choices on your answer sheet. Mark the question in your test booklet so that you can return to it later, but be careful to appropriately record on the answer sheet the answers to the remaining multiple-choice questions.

You may find that you need less time than the four hours allotted in a test session, but you should be prepared to stay for the entire time period. Do not make any other commitments for this time period that may cause you to rush through the test.

Read Carefully.

Read the directions and the questions carefully. Read all response options. Remember that multiple-choice test questions call for the "best answer"; do not choose the first answer that seems reasonable. Read and evaluate all choices to find the best answer. Read the questions closely so that you understand what they ask. For example, it would be a waste of time to perform a long computation when the question calls for an approximation.

Read the test questions, but don't read into them. The questions are designed to be straightforward, not tricky.

Mark Answers Carefully.

Your answers for all multiple-choice questions will be scored electronically; therefore, the answer you select must be clearly marked and the only answer marked. If you change your mind about an answer, erase the old answer completely. Do not make any stray marks on the answer sheet; these may be misinterpreted by the scoring machine.

IF YOU SKIP A MULTIPLE-CHOICE QUESTION, BE SURE TO SKIP THE CORRESPONDING ROW OF ANSWER CHOICES ON YOUR ANSWER SHEET.

You may use any available space in the test booklet for notes, but **your answers must be clearly marked on your answer sheet. ONLY ANSWERS THAT APPEAR ON YOUR ANSWER SHEET WILL BE SCORED.** Answers marked in your test booklet will not be scored.

For the productive proficiency assignments, you will be scored only on the video-recorded responses that you provide after you are instructed to begin signing.

Guessing

As you read through the response options, try to find the best answer. If you cannot quickly find the best answer, try to eliminate as many of the other options as possible. Then guess among the remaining answer choices. Your score on the test is based on the number of test questions that you have answered correctly. There is no penalty for incorrect answers; therefore, it is better to guess than not to respond at all.

Passages or Other Presented Materials

Some test questions are based on passages or other presented materials (e.g., graphs, charts). You may wish to employ some of the following strategies while you are completing these test questions.

One strategy is to read the passage or other presented material thoroughly and carefully and then answer each question, referring to the passage or presented material only as needed. Another strategy is to read the questions first, gaining an idea of what is sought in them, and then read the passage or presented material with the questions in mind. Yet another strategy is to review the passage or presented material to gain an overview of its content, and then answer each question by referring back to the passage or presented material for the specific answer. Any of these strategies may be appropriate for you. You should not answer the questions on the basis of your own opinions but rather on the basis of the information in the passage or presented material.

Check Accuracy.

Use any remaining time at the end of the test session to check the accuracy of your work. Go back to the test questions that gave you difficulty and verify your work on them. Check the answer sheet, too. Be sure that you have marked your answers accurately and have completely erased changed answers.

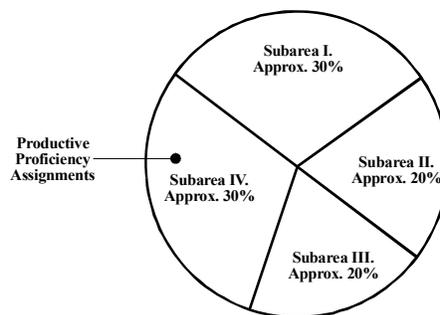
ABOUT THE AMERICAN SIGN LANGUAGE TEST

The purpose of the American Sign Language Content Specialty Test (CST) is to assess knowledge and skills in the following four subareas:

- Subarea I. Receptive Comprehension
- Subarea II. Linguistics of American Sign Language
- Subarea III. Deaf Culture
- Subarea IV. Productive Proficiency

The test objectives presented on the following pages define the content that may be assessed by the American Sign Language CST. Each test objective is followed by focus statements that provide examples of the range, type, and level of content that may appear on the test for questions measuring that objective.

The test contains approximately 70 multiple-choice test questions and two productive proficiency assignments. The test will begin with sets of multiple-choice receptive comprehension questions. Examinees will respond to each set of questions after viewing a video recording in American Sign Language. Each video recording will be played twice. At the end of the receptive comprehension section, examinees will be allowed to work at their own pace on the remainder of the multiple-choice questions. For the productive proficiency assignments, examinees will go to an individual testing room and respond in American Sign Language to two assignments presented in the test booklet. Responses will be video recorded. The figure below illustrates the approximate percentage of questions on the American Sign Language CST for each subarea.



The section that follows the test objectives presents sample test questions for you to review as part of your preparation for the test. To demonstrate how each objective may be assessed, each sample question is accompanied by the objective that it measures. The correct response and an explanation of why the response is correct follow each question. A sample productive proficiency assignment is also presented, accompanied by a description of a strong response to the assignment, performance characteristics, and scoring scale.

The sample questions are designed to illustrate the nature of the test questions; they should not be used as a diagnostic tool to determine your individual strengths and weaknesses.

AMERICAN SIGN LANGUAGE TEST OBJECTIVES

Receptive Comprehension Linguistics of American Sign Language Deaf Culture Productive Proficiency

The New York State teacher of American Sign Language has the knowledge and skills necessary to teach effectively in New York State public schools. The ASL teacher comprehends a variety of signed messages and communicates effectively in American Sign Language. The ASL teacher understands the linguistic structure of American Sign Language, recognizes that language reflects a body of shared values and assumptions that constitutes a distinctive culture, and is aware of the historical development and contemporary characteristics of Deaf culture in the United States. Most importantly, the ASL teacher understands that the primary purpose of language is communication: for socializing, for providing and acquiring information, for expressing personal feelings and opinions, and for persuading others to adopt courses of action.

SUBAREA I—RECEPTIVE COMPREHENSION

0001 Understand the literal content of messages.

For example:

- determining the stated main idea in a message
- demonstrating understanding of a stated cause or effect in a situation described in a message
- demonstrating understanding of a question or comment likely to be encountered in a social situation
- demonstrating understanding of a request for information in a message
- demonstrating understanding of directions or a sequence of events in a message
- demonstrating understanding of content conveyed through fingerspelling

0002 Apply skills of inference and interpretation to messages.

For example:

- discerning implied cause-and-effect relationships in a message
- inferring assumptions, purpose, intent, or point of view underlying a message
- selecting an appropriate paraphrase of a message
- drawing conclusions from facts stated in a message

0003 Apply skills of critical analysis to messages.

For example:

- characterizing the tone, mood, or point of view of a message
- analyzing the social context of an exchange (e.g., a meeting of friends, a discussion among professional colleagues)
- analyzing two conflicting points of view on a given issue
- assessing the sufficiency of information in a message

SUBAREA II—LINGUISTICS OF AMERICAN SIGN LANGUAGE

0004 Understand the basic linguistic structure (phonological, morphological, and syntactical) of American Sign Language.

For example:

- distinguishing between a phoneme and a morpheme in American Sign Language
- demonstrating knowledge of the phonological structure of American Sign Language and the effects of phonological processes on signs and combinations of signs (e.g., assimilation, metathesis, alternative locations of signs, two-hand relationships)
- demonstrating knowledge of the morphological structure of American Sign Language, including the use of classifiers, and distinguishing among the morphological features of signs (i.e., lexical, derivational, and inflectional features)
- demonstrating knowledge of classifiers and nonmanual features at the phonological, morphological, and syntactical levels
- demonstrating knowledge of the syntax of American Sign Language (e.g., word order issues, sentence construction, types of sentences)
- demonstrating knowledge of comparative and contrastive linguistic attributes of American Sign Language and English

0005 Understand basic concepts of discourse, pragmatics, and sociolinguistics as they relate to American Sign Language.

For example:

- demonstrating an understanding of historical and contemporary linguistic research on American Sign Language, especially research that contributed to the recognition of ASL as a true language
- demonstrating knowledge of the organization of various forms of discourse in American Sign Language and recognizing linguistic features (i.e., discourse markers) that identify the structure of the discourse
- demonstrating knowledge of the general pragmatics of American Sign Language; that is, general principles governing the communicative use of the language (e.g., the constraints encountered in using the language in various social interactions, how a person's language use may affect other participants in a conversation)
- demonstrating understanding of various sociolinguistic aspects of American Sign Language (e.g., register variation, dialectal variation), including the use of American Sign Language and its derivative, contact sign (formerly referred to as Pidgin Sign English [PSE])
- recognizing differences between American Sign Language and invented sign systems (e.g., various systems of Manually Coded English)

SUBAREA III—DEAF CULTURE

0006 Understand the evolution of American Deaf culture.

For example:

- demonstrating an understanding of important developments, events, and individuals in the history of American Deaf culture
- analyzing various historical and contemporary models and perceptions about people who are deaf (e.g., medical-audiological versus cultural-linguistic)
- recognizing the origins, characteristics, and effects of oppression and discrimination on people who are deaf in the United States
- demonstrating knowledge of the history of deaf people's creativity, experiences, and achievements
- demonstrating knowledge of important federal and state legislation regarding the education and civil rights of individuals who are deaf

0007 Understand contemporary American Deaf culture.

For example:

- demonstrating an understanding of the language, values, mores, and traditions of Deaf culture in the United States
- demonstrating an understanding of diversity within American Deaf culture (e.g., generational, regional, multicultural)
- recognizing rules for social and communicative interaction within Deaf culture and between deaf persons and hearing persons in the United States (e.g., appropriate communication behaviors for gaining attention, opening and closing conversations, maintaining clear sight lines)
- demonstrating a familiarity with the literary, artistic, and cultural expressions of American Deaf culture (e.g., storytelling, fiction, art, poetry, theater, humor)
- demonstrating knowledge of cultural institutions related to the Deaf community (e.g., agencies, organizations, clubs, educational facilities) and how Deaf culture is transmitted from generation to generation
- demonstrating familiarity with the roles, accomplishments, and influence of deaf individuals in popular culture and the arts

SUBAREA IV—PRODUCTIVE PROFICIENCY

0008 In response to a prompt, construct connected signed discourse in American Sign Language that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.

For example:

- narrating events or actions that occurred over a given period of time
- discussing the advantages and disadvantages of an idea or proposed course of action
- responding to a hypothetical situation (e.g., a traffic accident) by explaining or describing events or circumstances or by proposing a solution to the problem
- describing a favorite pastime or personal achievement
- discussing a significant feature of your education or preparation for your career

MULTIPLE-CHOICE QUESTIONS— SECTIONS ONE AND TWO

At the Test Administration

Sections One and Two of the American Sign Language CST both consist of multiple-choice questions.

For Section One, the multiple-choice questions correspond to ASL vignettes—such as a brief presentation or conversation—presented on a video recording. You will watch a vignette on the video recording and then read the questions in your test booklet that correspond to that vignette. The vignette is then shown a second time and an interval of time is provided for you to select your responses to the multiple-choice questions and record them on the answer document before the next vignette is shown.

After all the video-recorded vignettes have been shown, you will proceed to Section Two and work at your own pace on the remaining multiple-choice questions presented in the test booklet. There is no video component to Section Two. When you have finished answering the questions in Section Two, your test materials will be collected and you will receive instructions about Section Three of the test, which may be administered in another room. Since all three sections of the test must be completed within the assigned test session, you will be required to submit your test materials for Sections One and Two and begin Section Three, if you have not already done so, when there is one half-hour left in the test session.

In This Preparation Guide

Three pieces of information are presented for each multiple-choice test question:

1. the number of the test objective that the sample question illustrates,
2. a sample test question,
3. an indication of the correct response and an explanation of why it is the best available response.

Keep in mind when reviewing the questions and response options that there is one best answer to each question. Remember, too, that each explanation offers one of perhaps many perspectives on why a given response is correct or incorrect in the context of the question; there may be other explanations as well.

On the following page are sample test directions similar to those that candidates see when they take the test.

SAMPLE GENERAL TEST DIRECTIONS

TEST DIRECTIONS

This test consists of three sections: Section One, for which you will view video recordings and answer multiple-choice questions contained in this test booklet; Section Two, for which you will read and respond to multiple-choice questions contained in this test booklet; and Section Three, for which you will read assignments and respond in American Sign Language (ASL). Sections One and Two will be administered in this room. Section Three is contained in a separate test booklet and may be administered in a separate room. Your responses to Section Three will be video recorded. The directions for each section appear before the section.

Each question in this booklet is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer sheet in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen. *Use only a No.2 lead pencil.*

- Sample Question: 1. What is the capital of New York?
- A. Buffalo
 - B. New York City
 - C. Albany
 - D. Rochester

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. (A) (B) ● (D)

You should answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You may use the margins of the test booklet for scratch paper, but you will be scored only on the responses on your answer sheet.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM. Your test materials must be returned to a test administrator when you finish the test.

Turn the page for the directions to Section One.

SAMPLE TEST DIRECTIONS FOR SECTION ONE (RECEPTIVE COMPREHENSION)

DIRECTIONS FOR SECTION ONE

For the first section of this test, you will view video recordings in American Sign Language (ASL). For each video recording, you will answer a set of multiple-choice questions contained in this test booklet.

Before each video recording is played, you will see on the screen the sequence numbers of the test questions associated with the video recording. The video recording will be played a first time, then there will be a pause while you review the questions. Then the video recording will be played a second time.

After the video recording has been played twice, there will be an interval of time for you to answer the associated set of multiple-choice questions in the test booklet. The amount of time that you have to answer the questions will be displayed on the screen. Record your answer on the answer sheet in the space that corresponds to the question number. At the end of that time, the sequence numbers of the test questions for the next video recording will be shown.

Once the test has begun, the video recordings cannot be stopped or replayed. Therefore, watch carefully. If you have any questions, please ask them now.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

■ SAMPLE MULTIPLE-CHOICE QUESTIONS, CORRECT RESPONSES, AND EXPLANATIONS



(You will read in the test booklet:)

Watch the video recording; then answer questions 1, 2, and 3. The video recording will be played twice.

(You will view a video recording of the following remarks in American Sign Language:)

Another matter that we need to be thinking about is the school's open house. It is scheduled for Thursday, April 29, from 6:00 to 9:00 in the evening. That is only four weeks away, and we are expecting a large turnout. If anyone has any ideas about special preparations that we should be making, we will discuss them when we meet again in two weeks—that's April 15. Everyone wants this to be the success that it has been in the past.

Okay, the last thing left on the agenda is coverage of the senior dance. They need four people to serve as chaperones during the event. It's Saturday, May 21, from 8:00 P.M. to midnight. I was one of the ones who did it last year and it was actually fun. Any volunteers?



Objective 0001

Understand the literal content of messages.

(You will read in the test booklet:)

1. On what date is the open house scheduled?
 - A. April 15
 - B. April 21
 - C. April 29
 - D. May 21
-

Correct Response: C. At the beginning of the remarks, the speaker states that the school's open house is scheduled for Thursday, April 29.



Objective 0002

Apply skills of inference and interpretation to messages.

(You will read in the test booklet:)

2. Which of the following is the best summary of the speaker's remarks?
- A. The speaker is seeking suggestions about preparations for the school's open house and asking for volunteer chaperones for the senior dance.
 - B. The speaker is informing the audience of the main items on the agenda for the group's next meeting.
 - C. The speaker is concerned that the school's open house and senior dance will not be the successes that they were in past years.
 - D. The speaker is trying to get ideas for ways to increase attendance at the school's open house and senior dance.
-

Correct Response: A. The main purpose of the first agenda item is to prompt the audience to begin thinking about preparations for the school's upcoming open house. The second agenda item addressed by the speaker concerns the need for volunteer chaperones for the senior dance.



Objective 0003

Apply skills of critical analysis to messages.

(You will read in the test booklet:)

3. These remarks are most likely made in which of the following contexts?
- A. a meeting of the student council
 - B. a school assembly meeting
 - C. a faculty meeting
 - D. a meeting of a school club
-

Correct Response: C. The speaker's remarks about the need for chaperones at the senior dance make it clear that one adult is addressing other adults in a school setting. The speaker's comments about the open house suggest that the audience is composed of school staff members. A faculty meeting would be a likely context for these remarks.

■ SAMPLE TEST DIRECTIONS FOR SECTION TWO

DIRECTIONS FOR SECTION TWO

Section Two consists of multiple-choice questions that are contained in this test booklet. Read each question and record your answer on the answer sheet in the space that corresponds to the question number.

Turn the page and continue with Section Two.



Objective 0004

Understand the basic linguistic structure (phonological, morphological, and syntactical) of American Sign Language.

4. Which of the following is an accurate description of the linguistic process *assimilation* as it relates to ASL?
- A. A second-language learner internalizes an error in ASL and continues to make a similar error despite repeated corrections by the teacher and other ASL users.
 - B. The articulation of one sign influences the articulation of another sign, so that a phonological feature of the two signs (e.g., handshape) becomes similar.
 - C. A second-language learner develops an interlanguage that becomes more and more similar to the target language as the person's proficiency improves.
 - D. A sign evolves with phonological and morphological features that are iconic, so that the sign looks similar to the actual thing to which it refers.
-

Correct Response: B. Assimilation is a phonological process concerning signs that are articulated in sequence. Assimilation takes place when a phonological feature of one sign (e.g., handshape, location) influences the articulation of an adjoining sign, so that the feature becomes the same or similar in both signs.



Objective 0005

Understand basic concepts of discourse, pragmatics, and sociolinguistics as they relate to American Sign Language.

5. Recognition that ASL is a natural language with distinct phonological, word, and sentence structures originally came from the work of which of the following ASL researchers?
- A. Carol A. Padden
 - B. Edward S. Klima
 - C. Ursula Bellugi
 - D. William C. Stokoe
-

Correct Response: D. William C. Stokoe's research on American Sign Language in the 1960s first prompted the linguistic community to acknowledge that ASL possesses all the properties of a natural language.



Objective 0006

Understand the evolution of American Deaf culture.

6. Which of the following developments in recent years is considered by many members of the American Deaf community as posing the greatest threat to the cohesiveness of American Deaf culture and the transmission of this culture from generation to generation?
- A. the closing of residential schools for individuals who are deaf
 - B. the increased use of assistive technologies, such as TTY
 - C. the entry of individuals who are deaf into professions that are dominated by hearing individuals
 - D. the increased use of communication tools, such as the Internet, that are also used by the hearing community
-

Correct Response: A. Unlike other language-minority children in the United States who acquire their primary language and culture from their parents, most deaf children have hearing parents who are not fluent in American Sign Language and did not grow up within American Deaf culture. Traditionally, American Deaf culture has been transmitted from one generation to the next, as well as within the same generation, at residential schools for children who are deaf. In recent years, the continued existence of these schools has been threatened by efforts to bring children who are deaf into mainstream educational settings.



Objective 0007

Understand contemporary American Deaf culture.

7. Which of the following individuals is best known for his contributions to American Deaf culture as a playwright, drama educator, and founding member of the National Theatre of the Deaf?
- A. Roy J. Stewart
 - B. Charles Krauel
 - C. Gilbert Eastman
 - D. Chuck Baird
-

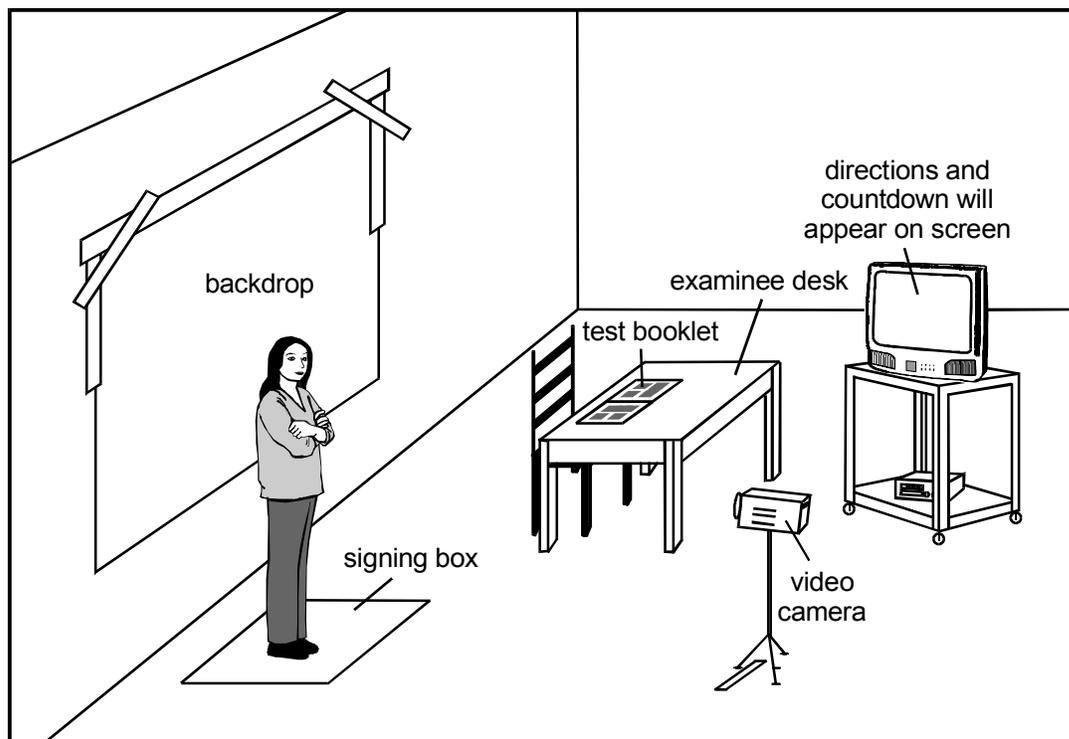
Correct Response: C. Gilbert Eastman was among the seventeen founding members of the National Theatre of the Deaf, which was organized in 1967. He was also the first chairman of the drama department at Gallaudet University and has written many plays that have received wide acclaim.

PRODUCTIVE PROFICIENCY ASSIGNMENTS— SECTION THREE

At the Test Administration

Section Three of the American Sign Language CST consists of two productive proficiency assignments that require responses in ASL. This section is administered to one examinee at a time in an individual room. The examinee is seated at a table or desk facing a TV monitor and next to a video camera positioned so as to record the examinee's responses (see diagram of a typical room setup below).

Because your responses to the assignments will be videotaped, you should wear clothing that provides a good background against which to demonstrate your sign communication ability, i.e., solid-colored attire that contrasts with your skin tone. Avoid clothing with prints or stripes or shirts with graphics.



Test directions. For Section Three, you will first read the test directions in a test booklet. Then, you will read the directions for the first assignment, which are presented in written English both in the test booklet and on a video recording.

Studying the assignment. The assignment itself is presented only in the test booklet. You will have two minutes to read the assignment and consider how you will respond. The video recording will show a silent two-minute countdown during this time so that you know how much time you have left.

Responding to the assignment. After the two-minute study period is up, you will have two minutes to respond to the assignment. To provide your response to the assignment, you must stand in a designated space in front of the video camera and sign your response in ASL. Your signed response will be recorded by the test administrator. While you are signing your response, the video recording will again show a silent two-minute countdown so that you know how much time you have left.

If you finish your response before the two minutes are up, you may sit down at the desk while waiting for the two minutes to expire and the next assignment to begin.

Completing the test. When the two-minute response period for the first assignment is over, you will be directed to the second assignment in the test booklet, which is administered in the same manner. When the response time for the second assignment is over, your test administrator will check to ensure that your responses have been properly recorded; then your test materials will be collected and you will be dismissed.

In This Preparation Guide

On the following pages are:

- ▶ Sample test directions for the productive proficiency assignment section
- ▶ A sample productive proficiency assignment
- ▶ A description of a strong response to the assignment
- ▶ The performance characteristics and scoring scale

On the actual test, candidates will be given different productive proficiency assignments from the one provided as a sample in this preparation guide.

SAMPLE TEST DIRECTIONS FOR SECTION THREE (PRODUCTIVE PROFICIENCY)

DIRECTIONS FOR SECTION THREE

This section of the test consists of two assignments for which you will respond in American Sign Language (ASL). Your responses will be video recorded. You will have two minutes to read each assignment in your test booklet and consider your response, then two minutes to sign your response in ASL. You should provide a response to each assignment that allows you to show your proficiency in ASL. You must respond only in ASL; use of non-ASL signing, including non-ASL grammar, vocabulary, and sign production, may result in an unscorable response. Below each assignment, you will find several suggestions to help direct your response. It is not necessary that you address every point in the list, nor are you limited to the points provided. However, what you sign must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the topic by addressing either the suggested points or points of your choosing.

You may NOT write in this test booklet. You will be scored only on the video recorded responses that you provide after you are instructed to begin signing.

Your responses will be evaluated on the basis of the following criteria:

- **DEVELOPMENT:** fullness and development of the topic
- **COHERENCE:** clarity and coherence of the message
- **FLUENCY:** fluency and ease of expression
- **VOCABULARY:** command of vocabulary and idiomatic expressions
- **SYNTAX:** handling of syntax and grammatical constructions
- **SIGN PRODUCTION:** clarity of signs

Once the video recording has begun, it cannot be stopped, nor can you re-record your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

SAMPLE PRODUCTIVE PROFICIENCY ASSIGNMENT



Objective 0008

In response to a prompt, construct connected signed discourse in American Sign Language that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.

(You will see and hear on the video recording and read in the test booklet:)

- 8. Read the instructions below. You will have 2 minutes to study these instructions. Then, when you are told to do so, begin to respond in American Sign Language. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin signing.**

(You will read in the test booklet:)

Imagine that you are being interviewed for a teaching position in a large school district with a variety of school settings, sizes, and openings. You are asked to express a preference for your placement. Using American Sign Language, describe the type of school setting in which you would prefer to work. You may wish to include, but are not limited to, the following topics:

- the grade level or levels that you would like to teach;
- the course or courses that you would prefer teaching; and
- why this type of setting would be particularly appropriate to your preparation, interests, or strengths.

(You will have 2 minutes to study the above instructions. Then, you will have 2 minutes to respond. You must stand in the designated area in front of the video camera while providing your response. You may be seated when you have completed your response.)



Responses to each productive proficiency assignment are evaluated on the basis of the following criteria:

- fullness of development of the topic;
- clarity and coherence of the message;
- fluency and ease of expression;
- command of vocabulary and idiomatic expressions;
- handling of syntax and grammatical constructions; and
- clarity of signs.

An excellent response to the assignment would be communicated in American Sign Language and would fully address the assigned topic and develop the topic by extensive elaboration on specific points. The response would be delivered in a consistently clear manner. The candidate would sign fluently, using a variety of constructions. The candidate would display mastery of a broad vocabulary, including appropriate idiomatic expressions. The candidate would handle simple and complex language structures, avoiding errors that interfere with communication. The candidate would exhibit good to excellent articulation of signs.

PERFORMANCE CHARACTERISTICS AND SCORING SCALE

Performance Characteristics

The following characteristics guide the scoring of responses to the productive proficiency assignments.

DEVELOPMENT	fullness of development of the topic
COHERENCE	clarity and coherence of the message
FLUENCY	fluency and ease of expression
VOCABULARY	command of vocabulary and idiomatic expressions
SYNTAX	handling of syntax and grammatical constructions
SIGN PRODUCTION	clarity of signs

Scoring Scale

Scores will be assigned to responses to the productive proficiency assignments according to the following scoring scale.

Score Point	Score Point Description
4	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. The candidate delivers a consistently clear message. The candidate signs fluently and uses a variety of constructions. The candidate displays mastery of a broad vocabulary, including appropriate idiomatic expressions. The candidate handles simple and complex language structures, making only minor grammatical errors that do not interfere with communication. The candidate exhibits good to excellent articulation of signs.
3	The candidate adequately addresses the assigned topic, with some elaboration of a few points. The candidate generally delivers a clear message. The candidate signs with some hesitation, using a limited variety of constructions. The candidate uses appropriate but limited idiomatic expressions and vocabulary. The candidate shows good command of simple language structures, with some errors in more complex statements and makes noticeable grammatical errors that cause minor interruptions in intelligibility. There are minor mistakes in articulation of signs that do not interfere with communication.
2	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate delivers a message that is intermittently difficult to understand. The candidate signs with frequent hesitation, using simple and repetitive constructions. The candidate uses very simple vocabulary, lacking some key words and expressions. The candidate handles only simple language structures, with uneven command, and makes frequent grammatical errors that significantly impede comprehension. Articulation of signs is sufficiently faulty to make comprehension sometimes difficult.
1	The candidate inadequately addresses the assigned topic, without elaborating on any points. The candidate generally fails to communicate a clear message. The candidate hesitates frequently, making communication fragmented and choppy. The candidate exhibits inadequate command of vocabulary to communicate a complete construction. The candidate shows little command of basic elements of language structure, grammar, and syntax. Frequent errors are made in articulation of signs, making communication generally very difficult to understand.