



**California  
Subject  
Examinations for  
Teachers®**

**TEST GUIDE**

**AMERICAN SIGN LANGUAGE  
SUBTEST II**

**Sample Questions and Responses  
and Scoring Information**

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## Sample Test Questions for CSET: American Sign Language Subtest II

Below is a set of multiple-choice questions and a constructed-response question that are similar to the questions you will see on Subtest II of CSET: American Sign Language. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

1. Knowledge of a language's derivational morphology would most likely help an individual to:
  - A. reproduce the language's phonemes correctly, even when they appear in unfamiliar words.
  - B. recognize the language's grammatical markers, such as those indicating number and location.
  - C. organize the language's words into syntactically correct phrases and sentences.
  - D. understand how new words are created based on the language's lexical roots.
2. According to the theories of comprehensible input, learners' communication skills in a second language are most likely to develop when:
  - A. their errors are corrected only if they interfere with the communication of meaning.
  - B. they are exposed only to grammatical constructions and vocabulary that they already know well.
  - C. their errors are consistently corrected immediately after they occur.
  - D. they are exposed to language structures both at and just beyond their current level of competence in the language.

3. Which of the following is an example of phonological assimilation in ASL?
- A. The sign I/ME is formed with a bent-B handshape when it appears before the sign KNOW.
  - B. In the phrase FATHER STUDY, an extra movement is inserted between the two signs.
  - C. The sign DEAF is formed starting at the jaw instead of at the cheek after the sign MOTHER.
  - D. In the phrase EVERY NIGHT, the hands move in a sweeping motion in front of the body.
4. Which of the following statements best characterizes compound signs such as THINK^SAME-AS in ASL?
- A. Compound signs are most often formed from the combination of a sign and a fingerspelled word or morpheme.
  - B. Compound signs are indicated through the addition of a backward tilt of the head and raised eyebrows.
  - C. In the formation of compound signs, the original signs' hold-movement sequences may be reduced or altered.
  - D. In the formation of compound signs, the original signs must come from the same syntactic category.
5. When giving a formal presentation in ASL, a signer would most likely adjust his or language by:
- A. using a larger signing space.
  - B. signing with less body movement for role shift.
  - C. using fingerspelling more often.
  - D. signing with fewer rhetorical questions.

*(The examinee will see on tape in ASL and read in the test booklet:)*

6. **Read and/or watch the following exercise. The exercise will be shown twice. When you are told to do so, begin to respond in written English. You may take up to ten minutes to write your response. You will be told when the ten minutes are up.**

Using your knowledge of ASL linguistics, complete the three tasks below.

- Explain what is meant by nonmanual markers.
- Write or gloss two examples of nonmanual markers as they appear in ASL.
- Explain how the nonmanual markers function in the examples you have given.

*(The exercise will be repeated on tape in ASL. The examinee will have ten minutes to respond in written English.)*



# Annotated Responses to Sample Multiple-Choice Questions for CSET: American Sign Language Subtest II

## General Linguistics

1. **Correct Response: D.** (SMR Code: 1.1) Derivational morphology focuses on ways in which one class of words can be derived from another class of words. For example, in ASL, nouns can be derived from verbs, as in SIT/CHAIR and FLY/PLANE. Understanding the principles of a language's derivational morphology aids in understanding how roots and words can be changed to form new lexical items.
2. **Correct Response: D.** (SMR Code: 1.3) Comprehensible input refers to the concept that learners of a language will only acquire a language when they are regularly exposed to language that is just beyond their current level of competency. Learners can comprehend this language as long as appropriate context is given. Comprehensible input includes the concept of  $i + 1$ , in which learners are pushed just beyond their current level of understanding.

## Linguistics of the Target Language—American Sign Language (ASL)

3. **Correct Response: A.** (SMR Code: 2.1) The bent-B handshape in the sign KNOW replaces the index finger in the sign ME. The handshape of one sign influences the handshape of an adjacent sign; the change in handshape shows the process of assimilation.
4. **Correct Response: C.** (SMR Code: 2.1) In the compound sign THINK^SAME-AS, the sign THINK is made in the usual manner, but the movement for the sign SAME-AS is altered. This sign is made very close to the forehead instead of in its usual location. This combination becomes a new sign in the lexicon.
5. **Correct Response: A.** (SMR Code: 2.4) In a formal presentation, the signer is usually required to present in front of a group. In this setting, it is important that everyone be able to see the presentation clearly. Increasing the size of the signing space allows everyone to see the signs more clearly.

# Examples of Responses to Sample Constructed-Response Questions for CSET: American Sign Language Subtest II

## Linguistics of the Target Language—American Sign Language (ASL)

### Question #6 (Strong Response)

Nonmanual markers are ASL linguistic forms that are shown on the face or body and express grammatical relationships as well as grammatical forms. Some examples of nonmanual markers include the position of the eyebrows, eye gaze, the position or movement of the mouth, and the addition of head nods or shakes. These markers differ from ordinary facial expressions and body movements in that they carry grammatical meaning. Nonmanual markers can, for example, negate sentences, form questions, and modify verb forms.

Two examples of nonmanual markers in use are as follows:

1) Forming a yes/no question: When signing a yes/no question, the signer raises his or her brows, leans his or her head forward; and holds the last sign in a sentence.

\_\_\_\_\_q

Ex.: BOB, MARY LIKE

2) Forming a wh- question: When signing a wh- question, the signer lowers his or her brows, leans his or her head forward, and holds the last sign in a sentence.

\_\_\_\_\_wh-q

Ex: WHICH CAR, YOU LIKE BEST, WHICH

**Question #6 (Weak Response)**

Nonmanual markers are the facial expressions signers make while signing. They can show the mood of the signer; for example, when signing about a bad day, a signer can include a negative facial expression in order to emphasize how bad the day was. Nonmanual markers can also be used to show when a sentence is a question or a statement. When signers ask questions, their facial expressions are different from when they are making a statement.

# Scoring Information for CSET: American Sign Language Subtest II

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There are two constructed-response questions in Subtest II of CSET: American Sign Language Subtest II. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10 minutes. Responses to the constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below). Each response will be assigned a score based on an approved scoring scale (see page 9).

Your performance on the subtest will be evaluated against a standard determined by the California Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

## Performance Characteristics for CSET: American Sign Language Subtest II

The following performance characteristics will guide the scoring of responses to the constructed-response questions on CSET: American Sign Language Subtest II.

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

***Relevant Subject Matter Requirements for Linguistics of the Target Language—  
American Sign Language (ASL)  
(Language Structures)***

- Demonstrate an understanding of the phonology of ASL.
- Demonstrate an understanding of the morphology of ASL.
- Demonstrate an understanding of the syntax of ASL.
- Demonstrate an understanding of the semantics of ASL.
- Demonstrate a basic understanding of transcription conventions in ASL.
- Describe changes that have occurred in ASL over time.

***Relevant Subject Matter Requirements for Linguistics of the Target Language—  
American Sign Language (ASL)  
(Contrastive Analysis)***

- Analyze and contrast linguistic structures of ASL and English.
- Compare and contrast how meaning is expressed in ASL and English.

## Scoring Scale for CSET: American Sign Language Subtest II

Scores will be assigned to each response to the constructed-response questions on CSET: American Sign Language Subtest II according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
<b>3</b>	<p>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English—American Sign Language (ASL).</p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is an accurate application of relevant subject matter knowledge.</li> <li>• There is appropriate and specific relevant supporting evidence.</li> </ul>
<b>2</b>	<p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English—American Sign Language (ASL).</p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• There is acceptable relevant supporting evidence.</li> </ul>
<b>1</b>	<p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English—American Sign Language (ASL).</p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is only partially or not achieved.</li> <li>• There is limited or no application of relevant subject matter knowledge.</li> <li>• There is little or no relevant supporting evidence.</li> </ul>
<b>U</b>	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, unreadable, not in written English, or does not contain a sufficient amount of original work to score.</p>
<b>B</b>	<p>The "B" (Blank) is assigned to a response that is blank.</p>