



**California
Subject
Examinations for
Teachers®**

TEST GUIDE

**AMERICAN SIGN LANGUAGE
SUBTEST III**

**Sample Questions and Responses
and Scoring Information**

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Sample Test Questions for CSET: American Sign Language Subtest III

Below is a set of multiple-choice questions and constructed-response questions in written English that are similar to the questions you will see on videotape in ASL on Subtest III 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.

Please note that at the actual test administration, you will watch in ASL rather than read the questions on Subtest III of CSET: American Sign Language.

(The examinee will see on tape in ASL only:)

Female signer: Thank you for coming by for another meeting. How are you?

Male signer: I am very well, thank you. How's it going [*informal sign WHAT'S-UP*] with you?

Female signer: Very well, thank you. Now, at the group interview we discussed your work at the Deaf Community Service Agency, and everyone here was very impressed with both your administrative experience and your leadership abilities. I wanted to meet again today to go over in more detail some of the duties that would be expected of you in this position and to answer any questions that you might have.

Male signer: That would be great. I'm especially interested in learning more about how the different departments interact with one another.

Female signer: That's not a problem. I'd be glad to tell you more about how the departments are structured. Later, I can introduce you to the heads of the other departments, as you would be working very closely with them if you decide to take this position.

Male signer: Great. I think open communication between different people and departments is extremely important in any agency. Would it be possible to speak with some of the support staff, as well?

Now you will see the three questions for the first time.

(The examinee will see on tape in ASL only:)

1. Which of the following is the best response to the male signer's final question?
 - A. I'm sorry, but the department heads will be busy then.
 - B. Yes. You will be working directly for me.
 - C. No, the position does not require you to supervise anyone.
 - D. Of course. I'll set up a meeting for you right away.

(The examinee will see on tape in ASL only:)

2. Which of the following conclusions is best supported by the conversation?
 - A. The male signer has just finished graduate school.
 - B. The female signer has worked with the male signer before.
 - C. The agency wants to hire the male signer.
 - D. The agency needs more support staff.

(The examinee will see on tape in ASL only:)

3. Which of the following expressions used in the conversation was *not* appropriate for the situation?
 - A. How are you?
 - B. How's it going [*informal sign WHAT'S-UP*] with you?
 - C. That would be great.
 - D. That's not a problem.

(The conversation will be repeated on tape in ASL. Then each question will be repeated on tape in ASL and the examinee will be given an opportunity to record a response on the answer document after each question is shown.)

(The examinee will see on tape in ASL only:)

4. **For this exercise, you will see a series of five sentences signed in ASL. Each sentence contains two errors. After you have seen a sentence twice, re-sign the sentence, correcting both errors. You will be told when to begin signing. You will have 30 seconds to sign each response. You will be told when the 30 seconds are up.**

Sentence A. Do you want to play soccer with me?

(Sentence A is signed with the following errors and then repeated:

- 1) *Signer uses wh- facial expression instead of yes/no facial expression.*
- 2) *Signer signs PLAY with an initialized P.)*

Now sign the correct sentence.

(The examinee will have 30 seconds to re-sign the sentence.)

Sentence B. Can I borrow five dollars? I have no money with me.

(Sentence B is signed with the following errors and then repeated:

- 1) *Signer signs NONE instead of NO.*
- 2) *Signer signs DOUBT instead of CAN.)*

Now sign the correct sentence.

(The examinee will have 30 seconds to re-sign the sentence.)

Sentence C. If you can't come, call me and let me know.

(Sentence C is signed with the following errors and then repeated:

- 1) *Signer signs DECIDE + ER instead of IF.*
- 2) *Signer signs I-CALL-YOU instead of YOU-CALL-ME.)*

Now sign the correct sentence.

(The examinee will have 30 seconds to re-sign the sentence.)

(Two more sentences are presented in the same manner as the above three examples.)

(The examinee will see on tape in ASL only:)

- 5. Watch the following exercise. The exercise will be shown twice. You will then have two minutes to plan your response. When you are told to do so, begin to respond in ASL. You may take up to two minutes to sign your response. You will be told when the two minutes are up.**

It has been proposed that American Sign Language should be adopted as an official language of the United States.

Signing in ASL, take a position for or against this proposal and explain why you have taken this position.

(The exercise will be repeated on tape in ASL. The examinee will have two minutes to plan a response to the exercise above, then two minutes to respond on tape in ASL.)

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

Language and Communication: Receptive Comprehension

1. **Correct Response: D.** (SMR Code: 5.1) As the male signer is directly requesting a meeting with staff members, the most appropriate response for the female signer to give is that she will set up the meeting.
2. **Correct Response: C.** (SMR Code: 5.2) The meeting is to discuss the details of the position, not to evaluate the male signer. In addition, the female signer indicates that the agency is impressed with the male signer's experience and abilities. Therefore, the most likely conclusion that can be supported by the dialogue is that the company is interested in hiring the male signer.
3. **Correct Response: B.** (SMR Code: 5.3) The expression WHAT'S-UP is too informal to use within the formal setting of a job interview.

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

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

Question #4

A strong response to this error analysis constructed-response assignment would locate and correct the errors of language structure and/or articulation found within each sentence while retaining the original meaning of the sentence.

Language and Communication: Expressive Production

Question #5

A strong response to this expressive production constructed-response assignment would address the assigned topic in ASL and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The signer would sign fluently, using a variety of sentences and linguistic structures. The signer's vocabulary would show mastery of a broad vocabulary. The signer would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The signer would exhibit good to excellent articulation and control of aspect.

A response to question #5 could include, but is not limited to, the following topics:

- a position for or against the stated proposal; and
- an analysis of the advantages and/or disadvantages of the proposal.

Scoring Information for CSET: American Sign Language Subtest III

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 four constructed-response questions in Subtest III of CSET: American Sign Language. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 2–5 minutes. Responses to the Language and Communication: Receptive Comprehension and Language and Communication: Expressive Production 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 and pages 8–9). Each response will be assigned a score based on an approved scoring scale (see pages 8–9).

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

Performance Characteristics and Scoring Scales for CSET: American Sign Language Subtest III

A. LINGUISTICS OF THE TARGET LANGUAGE—AMERICAN SIGN LANGUAGE (ASL) (ERROR ANALYSIS)

Performance Characteristics. The following performance characteristic will guide the scoring of responses to the Linguistics of the Target Language—American Sign Language (ASL) (Error Analysis) constructed-response question on CSET: American Sign Language Subtest III.

SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
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*Relevant Subject Matter Requirements for Linguistics of the Target Language—
American Sign Language (ASL) (Error Analysis)*

- Identify, analyze, and correct grammatical and mechanical errors in ASL.

For the ten tasks, a "Correct" response is described by the following:

The candidate's response acceptably corrects the syntactic or linguistic errors found in the sentence, i.e., the response has located and corrected the errors of language structure and/or articulation found within the sentence and has retained the original meaning.

American Sign Language Subtest III

Scoring Scale. Scores will be assigned to the Linguistics of the Target Language—American Sign Language (ASL) (Error Analysis) constructed-response question on CSET: American Sign Language Subtest III according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	8–10 tasks correct
2	4–7 tasks correct
1	0–3 tasks correct
U	all responses unscorable (i.e., unrelated to the assignment, unreadable, not in American Sign Language or not containing a sufficient amount of original work to score)
B	all responses blank

B. LANGUAGE AND COMMUNICATION: RECEPTIVE COMPREHENSION AND LANGUAGE AND COMMUNICATION: EXPRESSIVE PRODUCTION

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the Language and Communication: Receptive Comprehension and Language and Communication: Expressive Production constructed-response questions on CSET: American Sign Language Subtest III.

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

Relevant Subject Matter Requirements for Receptive Comprehension

- Demonstrate an understanding of the main ideas and significant details of ASL discourse in a variety of authentic contexts, both formal and informal.
- Make deductive and inductive inferences based on information contained in both formal and informal ASL discourse.
- Analyze and evaluate both formal and informal ASL discourse in relation to its purpose, context, and point of view.

Relevant Subject Matter Requirements for Expressive Production

- Communicate effectively in ASL, employing a variety of message types, in both formal and informal situations.
- Exhibit good control of aspect.
- Express accurately ideas in culturally appropriate language across a range of content.
- Construct connected ASL discourse that demonstrates fluency and correct articulation.
- Construct connected ASL discourse that demonstrates a wide range of vocabulary.
- Construct connected ASL discourse that demonstrates inflectional and linguistic structures.

Scoring Scale. Scores will be assigned to each response to the Language and Communication: Receptive Comprehension and Language and Communication: Expressive Production constructed-response questions on CSET: American Sign Language Subtest III according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	<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"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	<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"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence.
1	<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"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.
U	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, unreadable, not in American Sign Language, or does not contain a sufficient amount of original work to score.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>