



# California Subject Examinations for Teachers®

## TEST GUIDE

### LANGUAGES OTHER THAN ENGLISH— AMERICAN SIGN LANGUAGE (ASL)

#### SUBTEST III

#### Subtest Description

This document contains the Languages Other Than English (LOTE)—American Sign Language (ASL) subject matter requirements arranged according to the domains covered by Subtest III of CSET: American Sign Language. In parentheses after each named domain is the domain code from the LOTE—ASL subject matter requirements.

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**Languages Other Than English—American Sign Language (ASL)  
Subtest III: Language and Communication: Receptive  
Comprehension; Language and Communication:  
Expressive Production; Linguistics of the Target Language—  
American Sign Language (ASL)**

**Part I: Content Domains for Subject Matter Understanding and Skill in  
Languages Other Than English—American Sign Language (ASL)**

**LANGUAGE AND COMMUNICATION: RECEPTIVE COMPREHENSION (SMR Domain 5)**

Candidates demonstrate proficiency in the comprehension of American Sign Language (ASL) discourse as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate the ability to understand ASL discourse for various purposes in different contexts, including a variety of message types and levels of formality, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and make inferences about both limited and extended ASL discourse, including monologues, conversations, news reports, narratives and descriptions in various time frames, speeches, and debates. Candidates are not only able to identify the main ideas and supporting details of ASL discourse, but also to infer the meaning of unfamiliar signs from their contexts, understand ASL discourse on a number of levels, analyze it from multiple perspectives, and give detailed personal interpretations that are supported by a broad range of cultural knowledge and understanding. Finally, they demonstrate the ability to think critically about ASL discourse and to evaluate it in relation to stylistic variations and social relationships, as well as the signer's purposes, assumptions, and intended audience.

**0001 Literal Comprehension of ASL Discourse (SMR 5.1)**

- a. Demonstrate an understanding of the main ideas and significant details of ASL discourse in a variety of authentic contexts, both formal and informal. For example:
  - ◆ Understand the main idea of a signed message.
  - ◆ Respond appropriately to a request for information.
  - ◆ Choose or provide an appropriate response to a signed question or comment.
  - ◆ Recognize a stated cause or effect in a situation described in ASL discourse.
  - ◆ Identify the sequence of steps described in a set of signed directions or instructions.
  - ◆ Recognize localization and spatial relationships as described in ASL discourse.

**LANGUAGES OTHER THAN ENGLISH—AMERICAN SIGN LANGUAGE (ASL)  
SUBTEST III: LANGUAGE AND COMMUNICATION: RECEPTIVE COMPREHENSION;  
LANGUAGE AND COMMUNICATION: EXPRESSIVE PRODUCTION; LINGUISTICS OF THE  
TARGET LANGUAGE—AMERICAN SIGN LANGUAGE (ASL)**

**0002 Inferential and Interpretive Comprehension of ASL Discourse (SMR 5.2)**

- a. Make deductive and inductive inferences based on information contained in both formal and informal ASL discourse. For example:
- ◆ Draw conclusions based on information presented in ASL discourse.
  - ◆ Characterize the attitude or emotions of one or more signers.
  - ◆ Infer the social relationships among participants in a conversation (e.g., age, social status, gender).
  - ◆ Analyze a personal relationship implied but not stated in a conversation.
  - ◆ Interpret the cultural context of a message or conversation.
  - ◆ Recognize implied cause-and-effect relationships in ASL discourse.
  - ◆ Understand figurative language (e.g., metaphors, similes) used in ASL discourse.
  - ◆ Analyze ASL discourse to determine a signer's assumptions that are implied but not explicitly stated.

**0003 Critical Analysis of ASL Discourse (SMR 5.3)**

- a. Analyze and evaluate both formal and informal ASL discourse in relation to its purpose, context, and point of view. For example:
- ◆ Analyze a signer's assumptions or point of view.
  - ◆ Analyze the historical, social, or cultural context of ASL discourse.
  - ◆ Evaluate the sufficiency and reliability of evidence presented in support of statements made in ASL discourse.
  - ◆ Evaluate the social and cultural appropriateness of the language used in ASL discourse.
  - ◆ Analyze the communicative and discourse strategies employed in ASL discourse.

**LANGUAGE AND COMMUNICATION: EXPRESSIVE PRODUCTION (SMR Domain 6)**

Candidates demonstrate proficiency in the production of American Sign Language (ASL) discourse as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate the ability to communicate effectively in ASL in everyday situations and react competently when asked to respond to a complication or an unexpected turn of events. They communicate clearly and accurately to participate effectively in most formal and informal signed conversations on practical, social, professional, and abstract topics and are able to narrate and describe in multiple dimensions of time, providing detailed accounts and exhibiting good control of aspect. Candidates demonstrate the ability to communicate effectively in ASL using correct articulation for various purposes in different contexts and employ a variety of message types. Candidates accurately express ideas in culturally appropriate language across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They are able to deliver presentations on a wide range of topics, employing communication strategies and language tailored to the situation, and present narrations and descriptions that relate relevant and supporting facts in extended and cohesive discourse.

**LANGUAGES OTHER THAN ENGLISH—AMERICAN SIGN LANGUAGE (ASL)  
SUBTEST III: LANGUAGE AND COMMUNICATION: RECEPTIVE COMPREHENSION;  
LANGUAGE AND COMMUNICATION: EXPRESSIVE PRODUCTION; LINGUISTICS OF THE  
TARGET LANGUAGE—AMERICAN SIGN LANGUAGE (ASL)**

**0004 Producing ASL Discourse for a Variety of Purposes in Authentic Contexts (SMR 6.1)**

- a. Construct connected ASL discourse that communicates a message effectively in both formal and informal situations, demonstrating fluency and correct articulation, a wide range of vocabulary, and inflectional and linguistic structures. For example:
- ◆ Communicate appropriately within the context of everyday situations.
  - ◆ Respond to a variety of unexpected situations by explaining or describing events or by requesting assistance.
  - ◆ Narrate or describe a personal experience.
  - ◆ Describe the reasoning behind a personal or professional decision.
  - ◆ Explain the advantages and disadvantages of an idea or a proposed course of action.
  - ◆ Communicate formally and informally about topics of current public and personal interest, demonstrating an ability to use different registers and communication styles in appropriate contexts.
  - ◆ Deliver signed presentations on a wide variety of topics to diverse audiences.
  - ◆ Formulate and defend a hypothesis in response to a given situation.
  - ◆ Take a position on an issue and support it with persuasive evidence.
  - ◆ Demonstrate the ability to communicate effectively on abstract topics and themes.

**LINGUISTICS OF THE TARGET LANGUAGE—AMERICAN SIGN LANGUAGE (ASL)  
(SMR Domain 2)**

*NOTE: The domain statement from SMR Domain 2: Linguistics of the Target Language—American Sign Language (ASL) has been provided here in its entirety as a reference. Only content from SMR 2.2 (Error Analysis) is contained in Subtest III. Content from all other SMRs within SMR Domain 2 is contained in Subtest II. Please refer to the Subtest II Subtest Description for a complete listing of Domain 2 content.*

Candidates demonstrate a broad and deep knowledge of American Sign Language (ASL) linguistics at the postsecondary level, as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate an understanding of ASL, including phonological structures, the rules by which lexical items are formed, and the ways in which phrases, clauses, and sentences are structured, and can explain the major levels and features of ASL grammar. They are able to describe ASL phonological features, transcription conventions, morphological rules, syntactic patterns, and semantics. Candidates are able to describe the rules for sign and sentence formation, as well as the structure, function, and meaning of ASL discourse, including pragmatic features, sociolinguistic features, and features for producing coherence in discourse. Candidates are familiar with rhetorical and stylistic devices and the levels of language appropriate for various tasks and communicative purposes. In addition, candidates understand the historical changes in ASL and its variations, including differences in articulation, vocabulary, and grammatical structures, as well as register.

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SUBTEST III: LANGUAGE AND COMMUNICATION: RECEPTIVE COMPREHENSION;  
LANGUAGE AND COMMUNICATION: EXPRESSIVE PRODUCTION; LINGUISTICS OF THE  
TARGET LANGUAGE—AMERICAN SIGN LANGUAGE (ASL)**

**0005 Error Analysis (SMR 2.2)**

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