



California
Subject
Examinations for
Teachers®

TEST GUIDE

AMERICAN SIGN LANGUAGE SUBTEST I

Sample Questions and Responses
and Scoring Information

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Sample Test Questions for CSET: American Sign Language Subtest I

Below is a set of multiple-choice questions and a constructed-response question that are similar to the questions you will see on Subtest I 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. Which of the following best describes the significance of ASL stories such as the Civil War story "Sign Language Saves a Life"?
 - A. This type of story emphasizes the similarities between Deaf and hearing cultures.
 - B. This type of story is used to show the versatility of ASL as a literary language.
 - C. This type of story emphasizes the inherent value of being part of the Deaf community.
 - D. This type of story is used to show the connections between ASL and English literary forms.
2. Which of the following aspects of American Deaf culture is most reflected in the National Theatre of the Deaf's production *My Third Eye*?
 - A. the value of collaboration and community in Deaf culture
 - B. the importance of using ASL in Deaf culture
 - C. the value of maintaining residential schools for the deaf in Deaf culture
 - D. the importance given to politically active individuals in Deaf culture

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3. Which of the following is the most significant determinant of whether an individual is perceived as part of the American Deaf culture?
- A. cause of deafness
 - B. other family members' participation in the Deaf community
 - C. involvement in Deaf political issues and organizations
 - D. proficiency in ASL
4. Andrew Foster, the first African American to graduate from Gallaudet University, is most famous for his work in:
- A. establishing schools for deaf students in Africa.
 - B. recruiting and training deaf African Americans to teach in residential schools for the deaf in the United States.
 - C. defending the civil rights of deaf African Americans who were discriminated against in the workplace.
 - D. writing plays about the experiences of deaf people in Africa.
5. In Deaf culture, which of the following best describes the significance of events such as Deaf conferences and Deaf sports events?
- A. Such events highlight important similarities between Deaf and hearing communities.
 - B. Such events are important expressions of Deaf identity and the maintenance of cultural traditions.
 - C. Such events demonstrate the significance attached to individual achievement within the Deaf community.
 - D. Such events allow the Deaf community to teach hearing individuals about their culture.

(The examinee will see on video in ASL and read on screen:)

6. **Read and/or watch the exercise that follows. 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 or in written English. You may take up to fifteen minutes to sign or write your response. You will be told when the fifteen minutes are up.**

Responding in ASL or written English, identify and discuss an important turning point in American Deaf culture. In your response you **must** address, but are not limited to, the following three tasks:

- Choose a turning point in the history of American Deaf culture and explain why you chose it.
- Explain the significance of this turning point.
- Analyze the effects of this turning point on American Deaf culture.

Be sure to give specific examples to support your answer.

(The exercise will be repeated on video in ASL. The examinee will have two minutes to plan a response to the exercise above and decide whether to respond in ASL or in written English, then fifteen minutes to respond either on video in ASL or in written English. If the examinee chooses to respond in written English instead of ASL, the examinee would record the response on screen.)

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

Literary and Cultural Texts and Traditions

1. **Correct Response:** C. (SMR Code: 3.1) "Sign Language Saves a Life" is an example of a story in which a character's success is based on his or her knowledge of ASL. Stories of this type focus on ways in which having inside knowledge of Deaf culture is beneficial to the main character(s).
2. **Correct Response:** A. (SMR Code: 3.1) In developing *My Third Eye*, cast members shared and incorporated their own personal experiences, and these experiences became interwoven into the performance itself. As a theatre piece, *My Third Eye* represents a collaborative effort of a group of Deaf artists, and the nature of the work itself reflects the value of collaboration and community in Deaf culture.

Cultural Analysis and Comparisons

3. **Correct Response:** D. (SMR Code: 4.2) ASL is the language of Deaf culture. Without proficiency in the language of the culture of deaf people, a person is not likely to gain full understanding of the culture. Proficiency in ASL shows both engagement with and understanding of Deaf culture.
4. **Correct Response:** A. (SMR Code: 4.3) Dr. Andrew Foster was a pioneer in education for deaf individuals and instrumental in founding more than 30 schools for deaf children in more than 20 African countries. "Andrew Foster is to Africa what Thomas Hopkins Gallaudet is to the United States of America," said a former student and colleague, and he has been called the "Father of Deaf Education in Africa." In 2004, Gallaudet University dedicated its auditorium to Foster for his contribution to the education of deaf people.
5. **Correct Response:** B. (SMR Code: 4.4) Events such as Deaf conferences and Deaf sports events bring Deaf people together socially. These events serve as an opportunity for Deaf people to celebrate and reaffirm their cultural identity.

Example of a Strong Response to a Sample Constructed-Response Question for CSET: American Sign Language Subtest I

Cultural Analysis and Comparisons

Question #6 (Score Point 4 Response)

The founding of the American School for the Deaf (originally named the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons) in Hartford, Connecticut, in the early nineteenth century was a significant turning point for American Deaf culture in many ways. The school brought deaf people together in a community, laid the foundation for the development of American Sign Language (ASL), and changed the way the education of deaf people was viewed in U.S. society. A sense of community, the use of ASL, and access to education are three important values in the American Deaf culture. The founding of the American School for the Deaf was an early focal point for the development and expression of all three of these values.

Before the school was established, deaf people in the United States tended to be isolated. Most lived with their families, who were usually hearing, and had little or no interaction with other deaf people. The school brought deaf children together with others like themselves; for many, it was the first time they had experienced a sense of community. The school was also a model for other residential schools. Taken together, the residential schools provided the setting for the emergence of the American Deaf community and Deaf culture. From them came a group of educated deaf adults who shared a common language and common experiences. Community is still very highly valued in American Deaf culture.

Many graduates from the American School became teachers at other residential schools. This spread the cultural community that started in Connecticut across the country. A key part of that community was the language they used for teaching and communicating with students. Because the American School was committed to the use of the natural, manual language that children used, that sign language, which developed into ASL, became the shared language of the national deaf community. Today, communicating in ASL is a primary expression of American Deaf culture.

Finally, through its success, the American School changed the way the education of deaf people was viewed in this country. The school's goals included providing literacy and occupational skills. In accomplishing these goals the school showed that deaf people could achieve all levels of education and become self-reliant and self-supporting.

In conclusion, the founding of the American School for the Deaf was an important turning point for American Deaf culture because of its influence on three key aspects of American Deaf culture, namely the importance of community, the use of ASL, and access to education.

Scoring Information for CSET: American Sign Language Subtest I

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.

Responses to constructed-response questions are scored by qualified California educators using focused holistic scoring.

Because the constructed-response questions on CSET: American Sign Language Subtest I are of two types—one type requiring a short (focused) response taking approximately 5 minutes to complete, and another type requiring an extended response taking approximately 15 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the constructed-response questions. Scorers will judge the overall effectiveness of your responses while focusing on the appropriate performance characteristics that have been identified as important for this subtest (see below and page 8). Each response will be assigned a score based on an approved scoring scale (see pages 7 and 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 I

A. SHORT (FOCUSED)-RESPONSE QUESTION

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the short (focused)-response constructed-response question on CSET: American Sign Language Subtest I.

| | |
|---------------------------------|---|
| 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

- Analyze and interpret a wide range of ASL literary and cultural works in a variety of forms.
- Evaluate the use of language in ASL works to convey meaning, to inform, to persuade, or to evoke a response.
- Analyze the elements of ASL literary and cultural works.
- Interpret the use of rhetorical and literary techniques in ASL literary and cultural works.

Scoring Scale. Scores will be assigned to each response to the short (focused)-response constructed-response question on CSET: American Sign Language Subtest I 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 World Languages—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 World Languages—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 World Languages—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 written English, 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> |

B. EXTENDED-RESPONSE QUESTION

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the extended-response constructed-response question on CSET: American Sign Language Subtest I.

| | |
|---|---|
| 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. |
| DEPTH AND BREADTH OF UNDERSTANDING | The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements. |

Relevant Subject Matter Requirements

- Demonstrate an understanding of the nature and components of culture.
- Demonstrate an understanding of cross-cultural and intercultural interactions.
- Demonstrate an understanding of how cultural processes exemplify cultural perspectives in American Deaf culture.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within American Deaf culture, and analyze their influence on the culture's development and evolution.
- Demonstrate familiarity with the formation of ASL and Deaf communities and how they influence the development and evolution of American Deaf culture.
- Demonstrate an understanding of how political, social, economic, and educational systems and institutions are shaped by and influence American Deaf culture.
- Demonstrate an understanding of how the development of American Deaf culture and the interaction of Deaf and hearing cultures influence the development of ASL.
- Demonstrate an understanding of how American Deaf culture employs, influences, and interacts with technology, including attitudes toward technology within American Deaf culture.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward American Deaf culture.
- Analyze how political perspectives and legislation influence the development and evolution of American Deaf culture.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf culture.
- Demonstrate an understanding of how the products of American Deaf culture exemplify its cultural perspectives.

Scoring Scale. Scores will be assigned to each response to the extended-response constructed-response question on CSET: American Sign Language Subtest I according to the following scoring scale.

| SCORE POINT | SCORE POINT DESCRIPTION |
|-------------|---|
| 4 | <p>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages—American Sign Language (ASL).</p> <ul style="list-style-type: none">• The purpose of the assignment is fully achieved.• There is a substantial and accurate application of relevant subject matter knowledge.• The supporting evidence is sound; there are high-quality, relevant examples.• The response reflects a comprehensive understanding of the assignment. |
| 3 | <p>The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages—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.• The supporting evidence is adequate; there are some acceptable, relevant examples.• The response reflects an adequate understanding of the assignment. |
| 2 | <p>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages—American Sign Language (ASL).</p> <ul style="list-style-type: none">• The purpose of the assignment is partially achieved.• There is limited accurate application of relevant subject matter knowledge.• The supporting evidence is limited; there are few relevant examples.• The response reflects a limited understanding of the assignment. |
| 1 | <p>The "1" response reflects little or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages—American Sign Language (ASL).</p> <ul style="list-style-type: none">• The purpose of the assignment is not achieved.• There is little or no accurate application of relevant subject matter knowledge.• The supporting evidence is weak; there are no or few relevant examples.• The response reflects little or no understanding of the assignment. |
| U | <p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, unreadable, not in American Sign Language or written English, 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> |