



**Georgia Assessments for the
Certification of Educators®**

PREPARATION GUIDE

American Sign Language





AMERICAN SIGN LANGUAGE

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SECTION I

PREPARING FOR THE TEST

Section I of this preparation guide is contained in a separate PDF file. Click the link below to view or print this section:

[Preparing for the Test](#)



SECTION 2

SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE®) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

This test contains questions that involve viewing recordings. There are two types of recordings. The first set of recordings is followed by selected-response questions that assess comprehension of the monologue or dialogue. The second set of recordings requires the identification of signing errors in a message. Please note that at the actual test administration, you will view the recordings rather than read the passages in your test booklet.

QUESTIONS

(The examinee will watch and read in the test booklet:)

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

(The examinee will watch:)

Female signer: Hi! How are things going? Getting ready for the new semester, I see?

Male signer: Yes, I'm just planning what I'll be doing for the first few class sessions. Have you seen that new documentary about Deaf culture? It was on TV last week. I'm thinking of showing that at the first session of my Deaf studies class.

Female signer: No, I didn't know about it. What topics does it cover? Is it good?

Male signer: It's pretty good. It covers most of the important events starting with the history of Deaf culture and American Sign Language up through the "Deaf President Now" protest and other current topics. There are some very interesting clips of early examples of signing, too. I had never seen those before! It doesn't really cover everything exactly the way I would have, but it does give a fairly comprehensive overview of Deaf culture and I think it will be a good introduction to this topic for my class.

Female signer: I'll have to look for that. Do you know if it's going to be shown again soon?

Male signer: I'm not sure, but there is a Web site where you can order a copy. I'll e-mail the Web address to you if you want.

Female signer: Yes! Thanks! I know someone who would be very interested in seeing that. I'll look forward to your e-mail, then. Good luck with your classes!

Male signer: Thanks! I had a nice summer, but I am looking forward to getting back into the classroom. See you later!

You will now have 45 seconds to review questions 1, 2, and 3 in your test booklet. Then the recording will be played again.

Now the recording will be played again.

(Recording is played again.)

You will now have 90 seconds to answer questions 1, 2, and 3.

(The examinee will read in the test booklet:)

1. Which of the following statements best explains why the man is going to e-mail the woman?
 - A. He wants to send her information about the Web site that is selling the documentary.
 - B. He is going to let her know when she can borrow his copy of the documentary.
 - C. He wants to invite her to see the documentary when he shows it in his class.
 - D. He is going to let her know when the documentary will be showing on television again.
2. What is the most likely relationship between the two signers?
 - A. a teacher and his student
 - B. a video rental clerk and a customer
 - C. a husband and wife
 - D. two colleagues
3. How does the man support his opinion of the documentary?
 - A. He criticizes the range of events included in the documentary.
 - B. He elaborates on what he would have added to the documentary.
 - C. He offers to lend his copy of the documentary to the woman.
 - D. He describes aspects of the documentary he finds important.

Section 2: Sample Questions

(The examinee will watch and read in the test booklet:)

Watch the recording, which contains signing errors; then answer question 4. The recording will be played twice.

(The examinee will watch:)

"I need to go to the store because I am out of olive oil."

(The sentence is signed with the following errors:

- *signer uses the sign to indicate running out of something that is not in a container rather than the sign for depleting a liquid in a container;*
- *signer uses the classifier for a mug or cup—a closed fist—rather than the classifier for a bottle—a rounded, open handshape.)*

You will now have 15 seconds to review question 4 in your test booklet. Then the recording will be played again.

Now the recording will be played again.

(Recording is played again.)

You will now have 30 seconds to answer question 4.

(The examinee will read in the test booklet:)

4. Which of the following errors was made in the sentence?
- A. The signer should have used the classifier for a bottle rather than the one for a mug or cup.
 - B. The signer should have spelled out *store*.
 - C. The signer should have used a sign for *because* rather than using a rhetorical question structure.
 - D. The signer should have used the nonmanual marker *cha*.

5. Which of the following examples best illustrates the morphological process of lexicalization in ASL?
- A. The plural of some nouns in some contexts can be formed by repeating the noun sign.
 - B. A rhetorical question is often used to introduce the result of an action rather than using a sign for *because*.
 - C. The fingerspelling for *job* has evolved into the sign JOB.
 - D. Nonmanual markers can function as manner adverbs such as *carelessly* or *in a regular way*.
6. The changes that have occurred to the ASL signs CREDIT-CARD, MOVIE, and PHONE best illustrate which of the following linguistic variations?
- A. variation in how signs are used in different regions
 - B. variation in how signs are used in formal and informal situations
 - C. variation in how signs are used by different generations
 - D. variation in how signs are used by different genders
7. Which of the following communicative acts is more appropriate within the Deaf community when compared to other communities in the United States?
- A. using a person's first name repeatedly while telling a story about the individual
 - B. excusing oneself subtly when passing between two people in conversation
 - C. briefly flashing the lights to signal the end of an intermission during a play
 - D. getting a person's attention by waving or tapping on the table at which the person is sitting
8. Historically, which of the following factors has most influenced the location and development of Deaf communities in the United States?
- A. extensive public transportation system
 - B. residential schools for the deaf
 - C. close proximity to family members
 - D. availability of specialized medical care for the deaf

Section 2: Sample Questions

9. Which of the following roles do Deaf film festivals play in contemporary American Deaf culture?
- A. They continue the tradition of making the kinds of silent films that were popular at the beginning of the twentieth century.
 - B. They provide Deaf filmmakers an artistic venue to inform, to entertain, and to express themes important to Deaf culture.
 - C. They provide the Deaf community access to current popular films via captioning and live interpretation.
 - D. They replace other social gatherings that were popular in the past, such as theater performances of Deaf plays.
10. Which of the following educational practices for deaf students is most influenced by a cultural/linguistic view of deafness?
- A. teaching academic content in ASL and introducing English as a second language
 - B. teaching oral methods as soon as possible with early intervention activities during preschool
 - C. teaching students to use a manually coded version of English such as Signed Exact English
 - D. using classroom modifications such as FM systems to enhance any residual hearing

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	The woman asks if the documentary will be shown again. The man doesn't know, but offers to send the woman an e-mail with information about a Web site where she can order a copy of the documentary.	0001
2	D	This conversation focuses on the man's preparation for the upcoming semester and involves no personal questions or comments. The tone of the conversation is friendly but not intimate. The most likely relationship between these two speakers is that of two colleagues.	0002
3	D	The man in this conversation likes the documentary and supports his opinion by mentioning the scope of events covered (e.g., the "Deaf President Now" protest) and remarking that he had never seen some early examples of signing.	0003
4	A	The classifier used with <i>oil</i> is incorrect and should be an open rounded hand, which is used with bottles, rather than a closed hand, which is used with cups or mugs.	0004
5	C	One example of lexicalization in ASL can be illustrated when a sign that started out being fingerspelled has become blended into an independent unit. This unit is no longer a series of individual letter signs. In this case, the sign for <i>job</i> started as a fingerspelled word, but has become abbreviated into a single unit and is not considered a fingerspelled word any longer. Rather, the sign has been derived through lexicalization from a fingerspelled word.	0005
6	C	The signs CREDIT-CARD, MOVIE, and PHONE have all gone through changes. For example, the older sign for <i>credit-card</i> involved the motion of using a device that transferred the credit-card numbers onto carbon paper and the newer sign involves the motion of swiping a card through a computerized system. This is an example of how different generations have changed signs to reflect changes in technology.	0006
7	D	Tapping a table or waving a hand in someone's peripheral vision are common methods for gaining a Deaf person's attention within the Deaf community. These same actions could possibly be considered rude in other communities in the United States where attention is gained through more auditory methods like calling someone's name.	0007

Section 2: Sample Questions

For question	The correct response is	Reason	Test Objective
8	B	Many of the larger communities of Deaf individuals in the United States are clustered near locations where residential schools for the deaf are located. These locations have fostered a tight-knit community and have created strong support networks for Deaf individuals.	0008
9	B	Deaf film festivals often feature films created by Deaf filmmakers about historical events in Deaf culture, political commentaries about issues important to Deaf people, animations featuring signing, and other types of films that reflect the Deaf community and Deaf culture.	0009
10	A	A cultural/linguistic view of deafness would encourage the use of ASL as a first language for deaf students. This view would transfer into educational practices by promoting the use of ASL as the primary language in the classroom to teach academic content.	0010








SECTION 3

SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE®) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Test administration information
- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ A description of a strong response to each sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

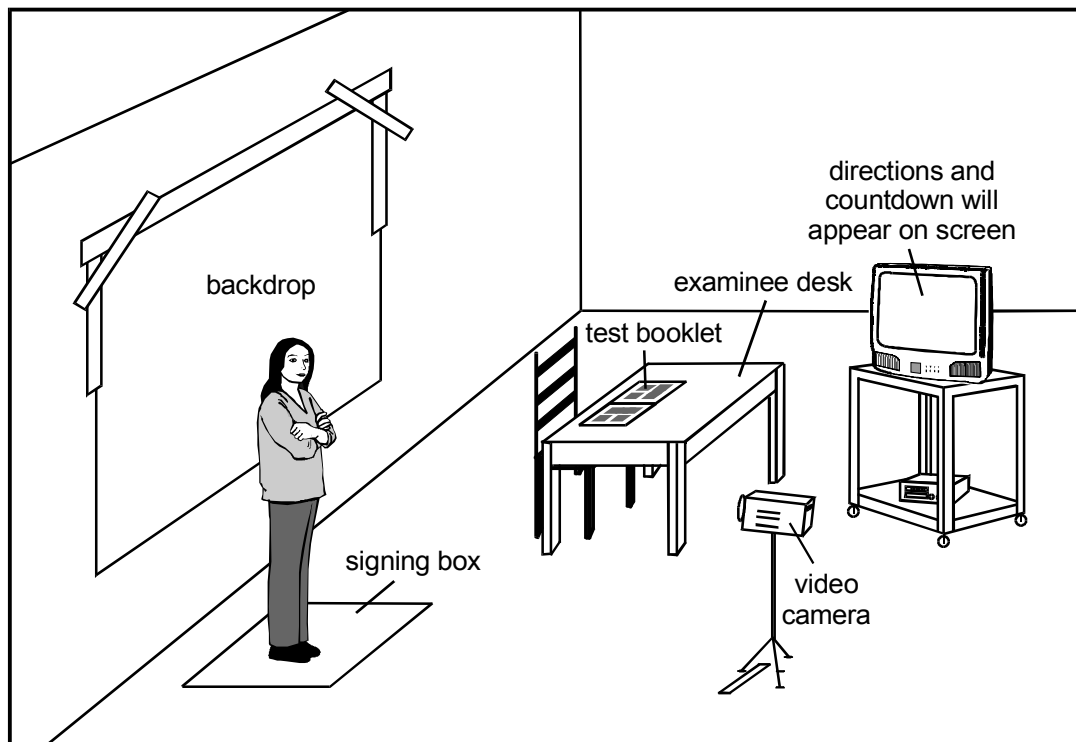
For each sample assignment, you may want to take the following steps to prepare for the test:

-  Review the constructed-response assignment directions.
-  Print the assignment.
-  Use scrap paper to make notes, write an outline, or otherwise prepare your response.
-  Practice signing your response. Time yourself and keep within the two-minute limit.
-  After you complete the assignment, review the strong response description and the scoring criteria.

TEST ADMINISTRATION INFORMATION

Section Three of the American Sign Language assessment consists of two expressive production assignments that require responses in ASL. This section is administered to one examinee at a time in a separate 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.

Section 3: Sample Constructed-Response Assignments

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 be sure that your responses have been properly recorded; then your test materials will be collected and you will be dismissed.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

You will respond to the two assignments in this section 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 that is presented to you.

After you have completed signing your responses, you may be seated.

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

- **Purpose:** The extent to which the response addresses the assignment in a culturally appropriate manner for the intended audience and purpose
- **Coherence and Development:** The extent to which the response delivers a clear, organized, and coherent message that is developed using specific, relevant details
- **Grammar and Syntax:** The extent to which the response demonstrates accurate and appropriate use of ASL syntax and grammatical forms as well as non-manual modifiers and morphemes
- **Vocabulary:** The extent to which the response demonstrates a wide range of accurate, precise ASL vocabulary and appropriate use of idiomatic expressions
- **Fluency:** The extent to which the response demonstrates a steady rate and appropriate pace of sign production in connected discourse
- **Articulation and Use of Space:** The extent to which the response demonstrates clear, correctly formed articulation of ASL with appropriate use of the signing space

Once the 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.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Read the instructions below. You will have two 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 two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin signing.

Imagine that you are having a conversation in American Sign Language with a close friend about whether to move closer to work or school or to commute a long distance. Using American Sign Language, offer your friend your thoughts on this question. In your response you may wish to include, but are not limited to, the following topics:

- factors to consider in whether to move closer to work or school or to commute a long distance;
- advantages and disadvantages of moving versus commuting a long distance; and
- which decision you would make and why.

Section 3: Sample Constructed-Response Assignments

■ Description of a Strong Response to Sample Constructed-Response Assignment One

A strong response to this expressive production constructed-response assignment would address the assigned topic in American Sign Language 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, including appropriate idiomatic expressions. The signer's vocabulary would show mastery of a broad range of signs and usages. The signer would handle simple and complex linguistic constructions, avoiding errors that interfere with communication and avoiding influence from forms of manually coded English. The signer would exhibit good to excellent articulation and control of aspect.

A response to Assignment One could include, but is not limited to, the following topics:

- factors to consider in whether to move closer to work or school or to commute a long distance. These factors could include the cost of living in each area; the cost of gas, insurance, and car maintenance; the time it takes to commute; and the frequency of travel.
- advantages and disadvantages of moving versus commuting a long distance. These advantages and disadvantages could include saving money on gasoline if one moves closer to work or school; saving the expense and inconvenience of moving by staying where one is; the environmental impact of driving; or the distance to family and friends.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Read the instructions below. You will have two 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 two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin signing.

Imagine that you are being interviewed for a position as a teacher of American Sign Language. During the interview, you are asked to describe what you anticipate will be the most satisfying aspects of becoming a teacher of American Sign Language. Using American Sign Language, respond to the interviewer. In your response, you may wish to include, but are not limited to, the following topics:

- a description of what you anticipate to be the most satisfying aspects of becoming a teacher; and
- reasons why those aspects will be particularly satisfying.

Section 3: Sample Constructed-Response Assignments

■ Description of a Strong Response to Sample Constructed-Response Assignment Two

A strong response to this expressive production constructed-response assignment would address the assigned topic in American Sign Language 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, including appropriate idiomatic expressions. The signer's vocabulary would show mastery of a broad range of signs and usages. The signer would handle simple and complex linguistic constructions, avoiding errors that interfere with communication and avoiding influence from forms of manually coded English. The signer would exhibit good to excellent articulation and control of aspect.

A response to Assignment Two could include, but is not limited to, the following topics:

- a description of satisfying aspects of becoming a teacher. This description could include aspects like the pleasure of seeing students learn and grow; or an experience of having a specific student become more interested in learning ASL.
- a reason why those aspects will be particularly satisfying. These reasons could include the satisfaction of knowing that students are better prepared to participate in the larger world after having learned what you have taught them; or the satisfaction of exposing students to a new language and culture they may not have known very much about.

CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

PURPOSE	The extent to which the response addresses the assignment in a culturally appropriate manner for the intended audience and purpose
COHERENCE AND DEVELOPMENT	The extent to which the response delivers a clear, organized, and coherent message that is developed using specific, relevant details
GRAMMAR AND SYNTAX	The extent to which the response demonstrates accurate and appropriate use of ASL syntax and grammatical forms (e.g., ASL word order; indexical pronouns; reduplication; classifiers; numerical incorporation; inflection; verbal aspect; verbal directionality; avoidance of English grammar and grammatical features such as forms of the verb <i>to be</i> , articles, and prepositions) as well as non-manual modifiers and morphemes (e.g., facial expression, body position)
VOCABULARY	The extent to which the response demonstrates a wide range of accurate, precise ASL vocabulary (e.g., semantic accuracy, avoiding excessive use of fingerspelling and circumlocution) and appropriate use of idiomatic expressions
FLUENCY	The extent to which the response demonstrates a steady rate and appropriate pace of sign production in connected discourse
ARTICULATION AND USE OF SPACE	The extent to which the response demonstrates clear, correctly formed articulation of ASL with appropriate use of the signing space

Section 3: Sample Constructed-Response Assignments

Each response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the criteria on the previous page.

Score	Description
3	<p>The "3" response reflects thorough understanding and strong command of ASL as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response fully addresses the assignment and is culturally appropriate for the intended audience and purpose. • Ideas are consistently clear, well-organized, and coherent and are fully developed with specific, relevant details. • The candidate demonstrates thoroughly accurate and appropriate use of ASL syntax, grammatical forms, non-manual modifiers, and morphemes. Minor errors may exist, but they do not interrupt communication. • The candidate demonstrates broad command and wide range of accurate, precise ASL vocabulary and thoroughly appropriate use of idiomatic expressions. Fingerspelling and/or circumlocution, if they occur, are minimal. • The candidate demonstrates a steady rate and appropriate pace of sign production in connected discourse. • The candidate demonstrates clear, correctly formed articulation of ASL and effective use of the signing space.
2	<p>The "2" response reflects general understanding and command of ASL as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response generally addresses the assignment and is, for the most part, culturally appropriate for the intended audience and purpose. • Ideas are generally clear, organized, and coherent and are generally developed with some specific, relevant details. • The candidate demonstrates generally accurate and appropriate use of ASL syntax and some incorporation of ASL grammatical forms, non-manual modifiers, and morphemes. Some lapses from or errors in ASL grammar and/or syntax may cause minor interruptions in communication. • The candidate demonstrates general command and range of ASL vocabulary and generally appropriate use of idiomatic expressions; although some errors occur, they do not impede meaning. Some unnecessary fingerspelling and/or circumlocution may also occur. • The candidate demonstrates a generally steady rate of sign production, but pauses or efforts to rephrase may disrupt the pace. Discourse is generally connected. • In general, signs are correctly formed and appropriately placed in the sign space. Although some misformed signs may occur, they cause only minor interruptions in communication.
1	<p>The "1" response reflects limited or no understanding or command of ASL as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response partially addresses or fails to address the assignment and may be culturally inappropriate for the intended audience and purpose. • Ideas lack clarity, organization, and coherence; development, if present, includes few to no specific, relevant details. • The candidate demonstrates limited or no accurate or appropriate use of ASL syntax, grammatical forms, non-manual modifiers, and morphemes. Frequent lapses from and errors in ASL grammar and/or syntax significantly impede communication. • The candidate demonstrates limited to no command or range of ASL vocabulary. There may be much imprecision and many inaccuracies. Idiomatic expressions, if used, may be inappropriate. Errors and excessive use of unnecessary fingerspelling and/or circumlocution are distracting, resulting in limited or no meaning. • The candidate does not maintain a steady rate of sign production. Frequent pauses, slow signing, and efforts to rephrase result in fragmented discourse. • Many misformed signs distract from or seriously impede communication. Sign space is used inappropriately.

Please note: A response that is unrelated to the assignment, is unintelligible, is not primarily in the target language, or does not contain a sufficient amount of original work to score will be considered *unscorable*. If there is no response to the assignment, then the response will be considered *blank*.