



TEST DESIGN AND FRAMEWORK

TEST DESIGN

American Sign Language

The **American Sign Language** assessment consists of **one test**. The test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the table below. Further information regarding the content included in each subarea can be found in the test framework.

■ American Sign Language (Test Code 150)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Receptive Comprehension	0001–0004	24	
➤ Language Structures and Comparisons	0005–0007	18	
➤ Cultural Perspectives, Connections, and Comparisons	0008–0010	18	
➤ Expressive Production	0011		2
	TOTAL	60	2
	Percentage of Test Score	75%	25%



Georgia Assessments for the
Certification of Educators®

TEST DESIGN AND FRAMEWORK

TEST FRAMEWORK

American Sign Language

RECEPTIVE COMPREHENSION

0001 Derive essential information from a variety of culturally authentic signed messages in American Sign Language.

For example:

- determining a main idea or supporting details
- identifying a sequence of steps
- recognizing a stated cause-and-effect relationship
- demonstrating knowledge of common idiomatic expressions and colloquialisms likely to be encountered in a signed message
- demonstrating knowledge of customary greetings, questions, or comments likely to be encountered in social situations

0002 Infer information from a variety of culturally authentic signed messages in American Sign Language.

For example:

- drawing conclusions based on information presented in a signed message
- predicting the outcome of a situation
- discerning an implied cause-and-effect relationship
- inferring a signer's intent, assumptions, or point of view
- inferring the relationship between participants in a conversation
- determining the tone or mood of one or more individuals



0003 Analyze a variety of culturally authentic signed messages in American Sign Language.

For example:

- analyzing the social or cultural context of a signed message (e.g., a meeting between family members, a discussion among professional colleagues)
- determining the intent of one or more individuals
- analyzing the assumptions of one or more individuals
- comprehending often-used figurative language in American Sign Language (e.g., similes, metaphors)

0004 Analyze errors in a short message in American Sign Language.

For example:

- identifying errors in a short message in American Sign Language (e.g., errors of classifier choice, errors in use of nonmanual modifiers and morphemes)

LANGUAGE STRUCTURES AND COMPARISONS

0005 Understand the linguistic structure of American Sign Language.

For example:

- demonstrating knowledge of the phonological structure (e.g., segmentation) and parameters (e.g., handshape, orientation, movement, location, nonmanual markers) of American Sign Language
- demonstrating knowledge of phonological processes that occur in American Sign Language (e.g., assimilation, alternative locations of signs, two-handed relationships, hold and movement patterns)
- demonstrating knowledge of the morphological structure and features of American Sign Language (e.g., distinguishing among lexical, derivational, and inflectional features of signs in American Sign Language; lexicalization of fingerspelled words)
- demonstrating knowledge of morphological processes that occur in American Sign Language (e.g., assimilation, reduplication, pluralization, incorporation, compounding)
- demonstrating knowledge of the syntactic and semantic structures and features of American Sign Language (e.g., sentence construction, types of sentences, linguistic devices used to create connected and cohesive discourse, use of space, signs with multiple meanings)
- demonstrating knowledge of the use of classifiers and classifier predicates in American Sign Language
- demonstrating knowledge of nonmanual features of American Sign Language at the phonological, morphological, and syntactic levels (e.g., the function of facial features and expressions, eye gaze, body shift and orientation in American Sign Language)



0006 Understand sociolinguistic and pragmatic features of American Sign Language and variations within American Sign Language.

For example:

- recognizing major regional differences in vocabulary and usage among American Sign Language users
- demonstrating an understanding of major changes that have occurred in American Sign Language over time
- demonstrating an understanding of the origins and major features of differences in the usage of American Sign Language (e.g., differences of culture/ethnicity, educational background, gender, age)
- demonstrating knowledge of discourse strategies used in American Deaf culture (e.g., attention getting, turn taking, interrupting, leave taking, use of name signs, ensuring line of sight)

0007 Understand the similarities and differences among American Sign Language, English, contact signing, and invented sign systems.

For example:

- comparing and contrasting linguistic structures of American Sign Language and English (e.g., morphological processes, word order, structures for expressing time and mood, ways of expressing differences in register such as level of formality)
- comparing and contrasting how meaning is expressed in American Sign Language and English (e.g., the use of classifiers, superordinate terms, use of lexical items with multiple meanings, lexical nonequivalence, nonmanual markers)
- recognizing differences between American Sign Language and Manually Coded English (e.g., SEE1, SEE2, CASE)
- recognizing differences between American Sign Language and contact signing
- comparing and contrasting how lexical items are borrowed into American Sign Language and English (e.g., fingerspelled words, signs from other sign languages)
- comparing and contrasting differences in discourse strategies used in American Deaf culture (e.g., attention getting, greetings, turn taking, interrupting, leave taking, forms of address) with sociolinguistic and communication strategies used in other communities in the United States



CULTURAL PERSPECTIVES, CONNECTIONS, AND COMPARISONS

0008 Understand historical events and perspectives of American Deaf culture.

For example:

- demonstrating knowledge of significant individuals and major historical events within American Deaf culture and analyzing their influence on the development and evolution of the culture
- demonstrating understanding of the history and development of American Sign Language and Deaf communities and how they influence the development of American Deaf culture
- demonstrating understanding of how political, social, economic, technological, and educational systems and institutions have been shaped by and continue to influence American Deaf culture
- analyzing how political perspectives and legislation (e.g., PL 94–142, ADA, IDEA) have influenced and continue to have an impact on American Deaf culture

0009 Understand the relationship between the products (e.g., literary and artistic works, media, technology, entertainment) and perspectives of American Deaf culture.

For example:

- demonstrating knowledge of major artistic and literary works, genres, time periods, and creators (e.g., paintings, sculpture, plays, poetry, dance, storytelling, ABC and number stories, humor) and analyzing how they reflect the perspectives of American Deaf culture
- demonstrating an understanding of forms of media and entertainment within American Deaf culture (e.g., films and film festivals, video, television, Deaf sporting events, conferences, captioned movies) and analyzing how they reflect the perspectives of American Deaf culture
- demonstrating familiarity with the use of various forms of technology to access and exchange information within the Deaf community and between Deaf and hearing individuals (e.g., relay services, TTY, e-mail, pagers, instant messaging, captioning, videoconferencing, vlogs)
- comparing and contrasting the products and perspectives of American Deaf culture with the products and perspectives of other communities in the United States
- recognizing ways in which understanding the products and perspectives of American Deaf culture can contribute to understanding important concepts of other disciplines (e.g., literature, art, science)



0010 Understand the relationship between the practices (e.g., education, social and communicative practices) and perspectives of American Deaf culture.

For example:

- demonstrating knowledge of the cultural values and practices of the Deaf community (e.g., group decision making, sharing information, reciprocity, visual orientation, public/private space, cultural taboos)
- analyzing the interrelationship between schools for the Deaf and Deaf culture
- demonstrating knowledge of cultural institutions and organizations related to the Deaf community (e.g., National Association of the Deaf [NAD], Georgia Association of the Deaf [GAD], Deaf clubs, Deaf sports groups)
- analyzing how views of D/deaf people (e.g., medical/pathological, cultural/linguistic) relate to social, legal, and educational practices (e.g., PL 94–142, IDEA, ADA)
- comparing and contrasting the practices and perspectives of American Deaf culture with the practices and perspectives of other communities in the United States
- recognizing ways in which understanding the practices and perspectives of American Deaf culture can contribute to understanding important concepts of other disciplines (e.g., history, sociology, technology)
- recognizing the value of knowing American Sign Language for career development as well as for personal enjoyment and enrichment (e.g., attending Deaf art and media events, attending Deaf cultural events, attending silent dinners)



EXPRESSIVE PRODUCTION

0011 In response to an assignment, communicate an effective message in American Sign Language, using vocabulary, linguistic structures, and pragmatics appropriate for the given audience and purpose.

Including, but not limited to:

- addressing all components of the assignment in a culturally appropriate manner for the intended audience and purpose
- delivering a consistently clear, organized, and coherent message that develops the topic using specific, relevant details
- demonstrating accurate and appropriate use of American Sign Language syntax and grammatical forms, such as:
 - ASL word order
 - pronouns (e.g., index, eye gaze, directional verbs, body shifts, reference points)
 - listing
 - reduplication
 - classifiers
 - numerical incorporation
 - inflection
 - verbal aspect
 - verbal directionality
 - nonmanual modifiers and morphemes (e.g., facial expression, body position)
 - avoidance of English grammar and grammatical features such as forms of the verb *to be*, articles, and prepositions
- demonstrating 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
- demonstrating a steady rate and appropriate pace of sign production in connected discourse
- demonstrating clear, correctly formed articulation of American Sign Language with appropriate use of the signing space