

TE_xES | Texas Examinations of Educator Standards

Preparation Manual



184 American Sign Language (ASL)

Copyright © 2006 by the Texas Education Agency (TEA). All rights reserved. The Texas Education Agency logo and TEA are registered trademarks of the Texas Education Agency. Texas Examinations of Educator Standards, TExES, and the TExES logo are trademarks of the Texas Education Agency.

This publication has been produced for the Texas Education Agency (TEA) by ETS. ETS is under contract to the Texas Education Agency to administer the Texas Examinations of Educator Standards (TExES) program and the Certification of Educators in Texas (ExCET) program. The TExES program and the Examination for the Certification of Educators in Texas (ExCET) program are administered under the authority of the Texas Education Agency; regulations and standards governing the program are subject to change at the discretion of the Texas Education Agency. The Texas Education Agency and

ETS do not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the administration of the testing program or the provision of related services.

PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES™). This initiative will affect all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects the SBEC's commitment to help align Texas education from kindergarten through college. The SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

If you have any questions after reading this preparation manual or you would like additional information about the new TExES tests or the educator standards, please visit the SBEC Web site at www.sbec.state.tx.us.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test items

Sample test items and answer key

TABLE OF CONTENTS

SECTION I	THE NEW TExES TESTS FOR TEXAS TEACHERS	1
	Development of the New TExES Tests Taking the TExES Test and Receiving Scores Educator Standards	
SECTION II	USING THE TEST FRAMEWORK	5
	Organization of the TExES Test Framework Studying for the TExES Test Test Framework (Including Proportions of Each Competency)	
SECTION III	APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS	15
	Item Formats —Single Items —Items With Stimulus Material	
SECTION IV	SAMPLE ITEMS	23
	Sample Items Answer Key	
SECTION V	PREPARATION RESOURCES	31
	Journals Other Sources Online Resources	
SECTION VI	GLOSSARY OF TERMS	33

SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees comprise Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as a focal point, draft standards are prepared to define the knowledge and skills required of the beginning educator.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-and-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test *scaled* score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of items answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
 - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you understand the score scale and interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report date of each test administration. Information about receiving unofficial scores on the Internet, the score scale, and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

The content covered by this test is organized into six competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed by the competencies are listed for reference at the beginning of the test framework, which begins on page 8. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

American Sign Language (ASL)

Competency:

The teacher demonstrates knowledge of general language acquisition, communication processes, historical and current research on American Sign Language, and signed languages used by Deaf communities in other countries.

Descriptive Statements:

The beginning teacher:

- Understands general language acquisition (i.e., general assumptions about how people acquire a first language, language development milestones in children, and factors affecting first-language acquisition) and communication processes (e.g., attention getting, eye contact, turn taking).
- Demonstrates knowledge of historical and current research on American Sign Language and knows how to apply this knowledge to analyze situations relevant to the acquisition and use of American Sign Language.
- Demonstrates awareness of general similarities and differences between American Sign Language and signed languages of other countries (e.g., French Sign Language, British Sign Language).

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section).
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the "Preparation Resources" section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by the SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 184: AMERICAN SIGN LANGUAGE (ASL)

- Competency 001 General Language Acquisition**
(approximately 15% of the test)
- Standards Assessed:**
- American Sign Language Standard I:**
The ASL teacher demonstrates knowledge of general language acquisition, communication processes, historical and current research on American Sign Language, and signed languages used by Deaf communities in other countries.
- Competency 002 Second-Language Acquisition**
(approximately 15% of the test)
- Standards Assessed:**
- American Sign Language Standard II:**
The ASL teacher demonstrates knowledge of language as a vehicle of culture, and knowledge of theories of second language learning.
- Competency 003 Teaching American Sign Language**
(approximately 25% of the test)
- Standards Assessed:**
- American Sign Language Standard III:**
The ASL teacher demonstrates knowledge of effective methodologies for teaching American Sign Language, its history, and its evolution to modern usage.
- Competency 004 Linguistics of American Sign Language**
(approximately 20% of the test)
- Standards Assessed:**
- American Sign Language Standard IV:**
The ASL teacher demonstrates knowledge of the grammatical features of American Sign Language and knowledge of comparative and contrastive attributes of American Sign Language and English.
- Competency 005 Sociology and Cultural Anthropology**
(approximately 10% of the test)
- Standards Assessed:**
- American Sign Language Standard V:**
The ASL teacher demonstrates knowledge of sociological theories, especially as related to the American Deaf culture and community, and can compare and contrast cultures.
- Competency 006 Aspects of American Deaf Culture**
(approximately 15% of the test)
- Standards Assessed:**
- American Sign Language Standard VI:**
The ASL teacher demonstrates knowledge of American Deaf culture and its evolution.

Competency 001

The teacher demonstrates knowledge of general language acquisition, communication processes, historical and current research on American Sign Language, and signed languages used by Deaf communities in other countries.

The beginning teacher:

- Understands general language acquisition (i.e., general assumptions about how people acquire a first language, language development milestones in children, and factors affecting first-language acquisition) and communication processes (e.g., attention getting, eye contact, turn taking).
- Demonstrates knowledge of historical and current research on American Sign Language and knows how to apply this knowledge to analyze situations relevant to the acquisition and use of American Sign Language.
- Demonstrates awareness of general similarities and differences between American Sign Language and signed languages of other countries (e.g., French Sign Language, British Sign Language).

Competency 002

The teacher demonstrates knowledge of language as a means of transmitting culture and demonstrates knowledge of theories of second-language learning.

The beginning teacher:

- Understands ways in which language transmits culture and that second-language acquisition involves developing awareness and understanding of a second culture.
- Understands the role of social and interactive processes in language acquisition.
- Recognizes similarities and differences between how culture is transmitted in both hearing and deaf communities.
- Understands and applies theories and concepts related to second-language learning (e.g., interlanguage, interference, fossilization, immersion).

Competency 003

The teacher demonstrates knowledge of effective methods for teaching American Sign Language, its history, and its evolution to modern usage.

The beginning teacher:

- Understands how to use the Texas Essential Knowledge and Skills (TEKS) for American Sign Language (ASL) as a Language Other Than English (LOTE) in curriculum design and teaching.
- Understands and applies a variety of methods and approaches for teaching American Sign Language (e.g., direct, functional-notional, natural, communication and interactive learning activities).
- Understands the advantages and disadvantages of a wide range of language-related evaluation and feedback techniques (e.g., observation, video portfolios, teacher-made assessments, peer assessment, teacher-guided and/or individual student self-assessment) and knows how and when to use assessment to enhance students' language learning.
- Knows how to identify, develop, and/or adapt appropriate materials, resources, and current technologies for instruction.
- Demonstrates knowledge of strategies for accommodating diverse language-learning styles.
- Modifies language to be comprehensible and appropriate for instruction.
- Incorporates aspects of Deaf culture into instruction, including multicultural aspects of the deaf community.
- Knows how to connect language study with the study of other academic disciplines.
- Understands the relevance of language learning outside the classroom and demonstrates knowledge of ways for students to participate effectively in social, professional, civic, and avocational activities using American Sign Language.
- Knows how to include people who are deaf and other deaf community resource personnel in classroom instruction.
- Demonstrates knowledge of current research about American Sign Language instruction and uses that knowledge to enhance instruction.
- Knows the history of American Sign Language and its evolution to modern usage.

Competency 004

The teacher demonstrates knowledge of the linguistic and grammatical features of American Sign Language and knowledge of comparative and contrastive characteristics of American Sign Language and English.

The beginning teacher:

- Demonstrates knowledge of the major linguistic features of American Sign Language (e.g., pluralization, distributional aspect, classifiers, subject–object agreement, temporal aspect, spatial agreement, signs indicating tense).
- Demonstrates knowledge of the phonological structure of American Sign Language, including phonological parameters (i.e., handshape, movement, location, palm orientation, and nonmanual signals).
- Understands the effects of phonological processes on signs and combinations of signs (e.g., assimilation, metathesis, alternative locations of signs, two-hand relationships, noun–verb pairs), and demonstrates the ability to analyze and correct student production errors that are phonologically based.
- Demonstrates knowledge of grammatical features of American Sign Language (e.g., nonmanual signals, rhetorical questions, negation, "yes/no" questions, "wh-" questions).
- Understands and identifies the morphological features of American Sign Language (i.e., numerical incorporation, distributional aspect, classifiers, subject–object agreement, temporal aspect, spatial agreement, free/bound morphemes, and free/bound compound morphemes).
- Understands the function of fingerspelling, lexical borrowing, and numbers in American Sign Language.
- Demonstrates knowledge of the syntax of American Sign Language (e.g., sign/word order, topicalization, ASL gloss, sentence constructions and types).
- Understands the organization of various forms of discourse in American Sign Language and can recognize linguistic features (i.e., discourse markers) that identify the structure of the discourse.
- Understands various sociolinguistic aspects of American Sign Language (e.g., register variation, regional variation), including the use of American Sign Language and its derivative, contact sign (formerly referred to as Pidgin Sign English [PSE]).
- Recognizes and can explain to students that they may encounter invented sign systems.
- Demonstrates knowledge of comparative and contrastive characteristics of American Sign Language and English.

Competency 005

The teacher demonstrates knowledge of sociological theories, especially as related to the American Deaf culture and community.

The beginning teacher:

- Knows how to compare and contrast hearing/Deaf cultures and can analyze and apply general sociological theories.
- Demonstrates an understanding of the deaf community and recognizes that the Deaf are a cultural and linguistic minority within the majority culture.
- Understands the multicultural aspects of and diversity within the American Deaf culture.
- Demonstrates knowledge of the characteristics of people who are culturally Deaf and of the deaf community.
- Demonstrates an understanding of the ways to participate in the deaf community (e.g., social, political, linguistic, audiological).

Competency 006

The teacher demonstrates knowledge of American Deaf culture and its evolution, including the social, political, educational, and audiological aspects of Deaf culture, as well as federal and state legislation regarding the education and civil rights of individuals who are deaf.

The beginning teacher:

- Demonstrates knowledge of the history and evolution of Deaf culture, including the oppression of and discrimination against people who are deaf.
- Demonstrates an awareness of International Deaf cultures and organizations.
- Understands how people who are deaf are viewed (clinical/pathological vs. cultural-linguistic) and the perspectives of the majority and minority cultures.
- Demonstrates knowledge of educational facilities (e.g., schools for the deaf, public schools, private schools, charter schools), various philosophies of educational instruction, and educational issues of concern to the deaf community.
- Demonstrates knowledge of services and cultural organizations (e.g., national, state) related to the deaf community.
- Understands the history and current status of technology and how communication access is evolving for individuals who are deaf or hard of hearing.
- Understands Deaf culture's language, values, customs, traditions, and rules for social interaction.
- Understands multiculturalism and diversity within American Deaf culture.
- Demonstrates knowledge of the folklore of the Deaf and their culture (e.g., humor, storytelling, myths, legends, art, poetry, theater).
- Demonstrates knowledge of major contributions and accomplishments of individuals within the deaf community in historical events, popular culture, and the arts.
- Demonstrates knowledge of federal and state laws regarding the education and civil rights of individuals who are deaf.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the TExES test in this field and to suggest possible ways to approach thinking about and answering the multiple-choice items. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The American Sign Language (ASL) test is designed to include 60 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these items will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice items on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice items assess your ability to recall factual information **and** to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to respond to a multiple-choice item, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

You may see the following two types of multiple-choice items on the test.

- Single items
- Items with stimulus material

You may have one or more items related to a single stimulus. When you have at least two items related to a single stimulus, the group of items is called a cluster. After the last item of a cluster, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for responding to each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final responses must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single-item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the item. The following item is an example of this type. It tests knowledge of American Sign Language (ASL) competency 006: *The teacher demonstrates knowledge of American Deaf culture and its evolution, including the social, political, educational, and audiological aspects of Deaf culture, as well as federal and state legislation regarding the education and civil rights of individuals who are deaf.*

For a deaf individual, which of the following perceptions of Deaf culture is most likely to foster self-determination and a sense of empowerment?

- A. a culture made up of people who have a hearing loss that interferes with the normal reception of speech
 - B. a culture made up of people who primarily relate to the world visually and share a language that is visually received and gesturally produced
 - C. a culture made up of people who have learning challenges due to hearing loss
 - D. a culture made up of people who seek to assimilate themselves as much as possible into hearing culture
-

Suggested Approach

Read the item carefully and critically. Note that the item asks about *perceptions* of Deaf culture that may exist and not about the nature of Deaf culture itself. Which of the perceptions of Deaf culture described in the answer choices would most likely foster self-determination and a sense of empowerment among individuals who are deaf? Keeping these considerations in mind, eliminate any obviously wrong answer choices, select the correct answer, and mark it on your answer sheet.

Option A describes a perception of Deaf culture that focuses on the concepts of loss and interference. In this perception of Deaf culture, people who are deaf are seen as lacking: they experience difficulty because of a perceived "loss" (i.e., the inability to hear). A perception of Deaf culture as a culture made up of people who have a "loss" implies that deaf people are somehow inherently lacking. This perception is unlikely to foster self-determination and a sense of empowerment. Option A may be eliminated as the best response to this item.

Option B describes a perception of Deaf culture that affirms that deaf people operate primarily in a visual modality. This culture that is based on sight is not presented as lacking or deficient in comparison to cultures based on sound. In fact, Deaf culture is not compared to hearing culture or any other culture at all; it is a full culture in and of itself, as opposed to being a variant of hearing or "mainstream" culture. Option B describes a perception of Deaf culture in which the culture is defined on its own terms and is not defined in terms of loss, deficiency, or interference. This perception is more likely than the others to foster self-determination and a sense of empowerment. Option B may be the best response to this item.

Option C describes a perception of Deaf culture that says that all deaf people face learning challenges. The people who make up Deaf culture are defined in terms of loss; they lack something that members of "mainstream" culture possess, and this causes them difficulties. This perception of loss and universal learning difficulty throughout the culture is unlikely to foster self-determination and a sense of empowerment. Option C may be eliminated as the best response to this item.

Option D describes a perception of Deaf culture that assumes all deaf people want to assimilate into hearing culture as much as possible. In this perception, being deaf is not valued. Deaf people are viewed as wanting to be a part of hearing culture and not valuing or wanting to be a part of Deaf culture at all. This perception of Deaf culture is unlikely to foster self-determination and a sense of empowerment. Option D may be eliminated as the best response to this item.

The analysis of these four options should lead you to the conclusion that the perception described in option B is most likely to foster self-determination and a sense of empowerment. Therefore, the correct response is option B.

ITEMS WITH STIMULUS MATERIAL

Some items are preceded by stimulus material that relates to the items. Some types of stimulus material included on the test are reading passages, graphics, tables, or a combination of these. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

One or more items may be related to a single stimulus. You can use several different approaches to respond to these types of items. Some commonly used approaches are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement, and/or its content, then read the item and refer again to the stimulus material to verify the correct answer.

Strategy 2 Read the item *before* considering the stimulus material. The content of the item will help you identify the purpose of the stimulus material and locate the information you need to respond to the item.

Strategy 3 Use a combination of both strategies: apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the item, you should read it carefully and critically. You may want to underline its important points to help you respond to the item.

As you consider items set in educational contexts, try to use the teacher's point of view to respond to the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered.

Suggested Approach

First read the stimulus (a description of a class activity planned by a teacher of ASL).

Use the information below to answer the two questions that follow.

A teacher of intermediate ASL students arranges for his class to see a performance of a signed play by a local deaf theatre troupe. The play depicts the everyday lives of deaf people from a variety of ethnic and cultural backgrounds.

Now you are ready to respond to the item or items associated with this stimulus. The item below tests knowledge of American Sign Language (ASL) competency 003: *The teacher demonstrates knowledge of effective methods for teaching American Sign Language, its history, and its evolution to modern usage.*

Which of the following activities would best help the teacher to prepare the class for this trip to the theatre?

- A. performing selected scenes of the play for the students
 - B. introducing key vocabulary during a class discussion about the main themes of the play
 - C. asking students to read a transcript of the play and then write a summary of it
 - D. showing a video of the play with voice-over interpretation
-

Consider carefully the information presented in the stimulus about an ASL teacher arranging to take his class to see a performance by a local deaf theatre troupe, then read the first item, which asks you to identify the activity that would best help the teacher to prepare students to see the play. Recall that the play is entirely signed and the students are at the intermediate level.

Option A suggests that the teacher perform scenes from the play for the students. There is no mention of any activities (e.g., introduction of key words, use of comprehension checks) other than the teacher performing the scenes himself. Without help accessing the vocabulary or expressions that the teacher uses in the scenes, the intermediate level students may not understand what they are seeing. Simply watching scenes performed by the teacher will not help students to understand the ASL used in the play or to access the themes and events in the play. Option A is not the best response to this item.

Option B suggests that the teacher conduct a class discussion about the themes that the students will see in the play. During this discussion, the teacher introduces important vocabulary that is used in the play. By discussing these themes beforehand, the students gain a basic understanding of what they will see in the play but still maintain the need to use their ASL comprehension skills while watching the play. Learning key new vocabulary before seeing the play helps the students understand more easily what the actors are signing during the course of the play. Option B describes an activity that gives students guidance but leaves them room to discover and appreciate the play on their own by using the skills they have developed in class. Option B may be the best response to this item.

Option C suggests that students read the play in transcription and write a summary of it. This preparation draws only on reading skills and does not help students to access the play in its original language, signed ASL. Although students may understand the plot after reading a transcript, they will not be prepared for understanding or appreciating the play while it is being performed. This activity relies on written glosses of ASL and does nothing to deepen students' knowledge of ASL or appreciation of Deaf culture. Option C is not the best response to this item.

Option D suggests that the teacher show a video of the play that has voice-over interpretation. This activity, however, does not help the hearing students in the class use their knowledge of ASL to understand the play. And for deaf or hard-of-hearing students, watching a play with voice-over interpretation is equally unhelpful. Simply watching a recording of the play, with no guidance or discussion, will not help these students understand or appreciate it. Option D is not the best response to this item.

Of the alternatives offered, option B presents the best activity for the teacher to use in order to prepare the class for the trip to the theatre. Therefore, the correct response is option B.

Now you are ready to respond to the next item. The item below tests knowledge of American Sign Language (ASL) competency 003: *The teacher demonstrates knowledge of effective methods for teaching American Sign Language, its history, and its evolution to modern usage.*

The theatre trip best allows the teacher to demonstrate the connection between the study of ASL and which of the following?

- A. the power of ASL as an expressive language used by many disciplines
 - B. an understanding of the history of Deaf culture
 - C. the similarities between Deaf and hearing cultures
 - D. an appreciation of the similarities shared by all languages
-

Consider carefully the information presented in the stimulus, then read and reflect on the second item, which focuses on the connection between the study of ASL in the classroom and the world outside the classroom. The item asks you to determine what connection is being drawn.

Option A suggests that the theatre trip allows for a connection to be drawn between the study of ASL in the classroom and the use of ASL as an important language in many disciplines. The performance of the signed play shows students how ASL is used as a language of artistic and communicative expression. There is a clear connection between the language itself, as it is studied in the classroom, and the active, creative use of the language in theatre. Option A may be the best response to this item.

Option B suggests that the trip to the theatre allows students to connect their study of ASL with an understanding of the history of Deaf culture. The play is described as depicting the everyday lives of deaf people, but there is no indication of the time period in which the play is set. The play itself does not specifically address deaf history, and the teacher does not appear to discuss the history of ASL theatre or performance groups as part of the class activity. Option B is not the best response to this item.

Option C suggests that the theatre trip allows the teacher to demonstrate the connection between studying ASL and seeing similarities between Deaf and hearing cultures. The focus of the activity, however, is on having students participate in a Deaf cultural event that focuses on Deaf life, and the event itself is presented entirely in ASL. There is no mention of hearing culture at all. Option C is not the best response to this item.

Option D suggests that the theatre trip allows the teacher to draw a connection between the study of ASL and an appreciation of the similarities of all languages. The play is presented entirely in ASL. The activity focuses on the use of ASL outside of the classroom, and there is no mention of any discussion of how the use of ASL in the play might compare with the use of other languages in similar artistic formats. Option D is not the best response to this item.

Of the alternatives offered, option A describes the strongest connection that can be drawn from this activity. Therefore, the correct response is option A.

SECTION IV

SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency number that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency numbers will not appear on the actual test form.

An answer key follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual test.

American Sign Language (ASL)

Competency 001

1. A deaf child acquiring ASL as a first language from adults fluent in ASL uses the index finger to sign MOTHER, FATHER, and MORE. This mistake in language use supports which of the following theories about language acquisition?
 - A. Language acquisition takes place more rapidly when children are corrected after every mistake.
 - B. Language acquisition usually begins with positive utterances and then moves to negative utterances.
 - C. Language acquisition reflects a process of experimenting with and internalizing language forms.
 - D. Language acquisition primarily occurs through the imitation of adult models of language.

Competency 001

2. Which of the following patterns of usage is most common among children who are progressing normally through language-development milestones in their first language and who are still at the *one-word stage* of language development?
 - A. creating new words by combining commonly heard morphemes
 - B. making clear distinctions between words with similar phonological features
 - C. expanding the meaning of common nouns (e.g., in English, referring to any furry animal as a "dog")
 - D. limiting messages to ones that adults can easily understand

Competency 001

3. The most important outcome of William Stokoe's original 1960 study of ASL was:
 - A. the recognition that ASL is a natural language with its own distinct grammatical structure.
 - B. the invention of a notational system for writing ASL.
 - C. the recognition that ASL has a number of morphemes that do not correspond to any morphemes in English.
 - D. the discovery that distinct registers of ASL are used in different contexts.

Competency 002

4. Which of the following accurately describes a relationship between a community's language and other aspects of a community's culture?
- A. Members of a community hold similar central beliefs and moral values because they share a common language.
 - B. Concepts and relationships that play an important role in community life are often reflected in the language.
 - C. Social customs are most often transmitted from one generation to the next through written forms of the language.
 - D. Cultural practices prevent outside linguistic influences and internal social changes from affecting language forms.

Competency 002

5. Deaf folklore and traditions are most often passed from generation to generation through which of the following means?
- A. written records and documents
 - B. face-to-face interactions with community members
 - C. visual media such as photos and videotapes
 - D. contact between family members

Competency 002

6. Which of the following language strategies would best help a teacher promote students' overall second-language acquisition?
- A. using language that is just far enough above students' current competence level to be understandable yet challenging
 - B. communicating at a pace slow enough for students to be able to note consciously each individual phoneme and morpheme
 - C. using language that is just far enough below students' current competence level to be understood effortlessly
 - D. communicating at a pace slow enough for students to be able to repeat back individual phonemes and morphemes the teacher uses

Competency 003

7. Which of the following assessments would best allow a teacher of second-year ASL to measure students' ability to use pronoun classifiers when communicating in ASL?
- A. showing students a video of several people interacting, and asking them to describe in ASL what they have just seen
 - B. asking students to work in pairs conducting interviews in ASL about each other's hobbies and interests
 - C. giving students a written exam in which they describe in English the rules that govern pronoun use in ASL
 - D. having students memorize and present dialogues in ASL which contain pronoun classifiers

Competency 003

8. Some students in a beginning ASL class are very self-conscious about communicating in a second language. Which of the following would be the most effective way for the teacher to lower the students' anxiety level and promote their confidence in their ability to learn ASL?
- A. Organize instruction in terms of targeted grammatical structures that students need to learn.
 - B. Focus classroom language activities on substitution drills and short, memorized dialogues.
 - C. Allow productive language skills to emerge gradually, ignoring minor grammatical errors.
 - D. Encourage vocabulary development by preparing lists of the most commonly used words.

Competency 004

9. Which of the following discourse features would best indicate that a signer is using an informal register of ASL?
- A. using a larger than normal signing space
 - B. executing two-handed signs with only the dominant hand
 - C. using rhetorical questions instead of topicalization
 - D. executing signs at a slower than normal pace

Competency 004

10. In ASL, the handshape for a sign may change to match the handshape of another sign in a sequence (e.g., in the ASL phrase WHY NOT, the signs WHY and NOT are reduced together to create one sign with the sign WHY initiated with an open B handshape anticipating the sign NOT). This is an example of which of the following phonological processes in ASL?
- A. alternative locations of signs
 - B. assimilation
 - C. two-hand relationships within signs
 - D. reduplication

Competency 004

11. A beginning ASL student tells his teacher that someone showed him how to distinguish between the meanings of "jungle" and "forest" by using initialized signs. The student demonstrates by making the citation sign for TREE, first with the handshape for J and then with the handshape for F. The teacher tells the student not to use these signs. Which of the following is the best rationale for the teacher's response?
- A. These signs represent a dialectal variation of ASL that may not be understood universally.
 - B. Mastering the use of initialized signs such as these is a topic generally reserved for advanced ASL courses.
 - C. Initialized signs are primarily used in formal situations such as lectures given in ASL and are not likely to be of much use to the student.
 - D. These signs are from a sign system of Manually Coded English and are inappropriate to use in ASL.

Competency 005

12. In which of the following ways is American Deaf culture most similar to hearing culture in the United States?
- A. in the importance it places on achieving a single common means of communication
 - B. in its social institutions
 - C. in the ways in which it passes cultural knowledge from parent to child
 - D. in the diversity of its membership

Competency 005

13. Which of the following best describes people who self-identify as culturally Deaf?
- A. They advocate full integration of the hearing and deaf communities.
 - B. They use ASL as their primary language of communication.
 - C. They are the children of parents who are deaf or hard of hearing.
 - D. They live in geographical areas with large deaf populations.

Competency 005

14. Historically, which of the following has played the greatest role in developing a sense of cohesiveness and unity among members of Deaf culture?
- A. the passage of laws designed to protect the rights of people who are deaf
 - B. the existence of residential schools for individuals who are deaf
 - C. the gradual entry of deaf individuals into an ever wider variety of professions
 - D. the development of technologies that allow deaf individuals to communicate

Competency 006

15. Which of the following educational issues was of greatest concern for students and faculty who participated in the Deaf President Now movement at Gallaudet University (1988)?
- A. increased involvement of the deaf in determining university programs and goals
 - B. the use of both oral language and ASL in university courses
 - C. the university's emphasis on research rather than on teaching
 - D. the provision of opportunities for the deaf to interact with hearing persons in authentic situations

Competency 006

16. Ben Bahan's *Bird of a Different Feather* in ASL is an example of which of the following literary forms in Deaf culture?
- A. ABC story
 - B. legend of origins
 - C. anecdote
 - D. allegorical fable

Competency 006

17. Andrew Foster, the first African American to graduate from Gallaudet University, is renowned for his work in:
- A. establishing schools for deaf students in Africa.
 - B. recruiting and training deaf African Americans to teach in schools for deaf students in the United States.
 - C. desegregating schools for deaf students in the United States.
 - D. promoting the establishment of clubs for deaf African Americans across the South.

ANSWER KEY

Item Number	Correct Answer	Competency
1	C	001
2	C	001
3	A	001
4	B	002
5	B	002
6	A	002
7	A	003
8	C	003
9	B	004
10	B	004
11	D	004
12	D	005
13	B	005
14	B	005
15	A	006
16	D	006
17	A	006

SECTION V

PREPARATION RESOURCES

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Journals

American Annals of the Deaf, Council of American Instructors of the Deaf (CAID) and Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD),
<http://gupress.gallaudet.edu/annals>

Deaf Life Magazine, <http://www.deaflife.com>

Journal of Deaf Studies and Deaf Education, Oxford University Press, <http://deafed.oupjournals.org/>

Sign Language and Linguistics, http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=SL%26L

Sign Language Studies, Gallaudet University Press, <http://gupress.gallaudet.edu/SLS.html>

The Tactile Mind Quarterly, The Tactile Mind Press, <http://www.thetactilemind.com>

Other Sources

Baker-Shenk, C., and Cokely, D. (1991). *American Sign Language: Student Texts (Units 1–9; 10–18; 19–27)*. Washington, D.C.: Gallaudet University Press.

Baker-Shenk, C., and Cokely, D. (1991). *American Sign Language: A Teacher's Resource on Grammar and Culture*. Washington, D.C.: Gallaudet University Press.

Carroll, C., and Mather, S. (1997). *Movers and Shakers—Deaf People Who Changed The World*. San Diego, CA: Dawn Sign Press.

Cohen, L. H. (1994). *Train Go Sorry: Inside a Deaf World*. Boston, MA: Houghton Mifflin Company.

Ellis, R. (1997). *Second Language Acquisition*. New York, NY: Oxford University Press.

Fromkin, V., and Rodman, R. (2002). *An Introduction to Language (7th ed.)*. New York, NY: Thomson Heinle.

Humphries, T., and Padden, C. (2003). *Learning American Sign Language: Levels I and II Beginning and Intermediate*. Upper Saddle River, NJ: Allyn & Bacon.

Lane, H. (1989). *When the Mind Hears: A History of the Deaf*. New York, NY: Vintage Publishers.

- Lane, H., Hoffmeister, R., and Behan, B. (1996). *A Journey into the Deaf World*. San Diego, CA: Dawn Sign Press.
- Lentz, E., Mikos, K., and Smith S. (1993). *Signing Naturally Level 1—Vista Curriculum Series*. San Diego, CA: Dawn Sign Press.
- Lentz, E., Mikos, K., and Smith S. (1992). *Signing Naturally Level 2—Vista Curriculum Series*. San Diego, CA: Dawn Sign Press.
- Lentz, E., Mikos, K., and Smith S. (2001). *Signing Naturally Level 3—Vista Curriculum Series*. San Diego, CA: Dawn Sign Press.
- Padden, C., and Humphries, T. (1988). *Deaf in America—Voices from a Deaf Culture*. Boston, MA: Harvard University Press.
- Peters, C. (2000). *Deaf American Literature: From Carnival to the Canon*. Washington, D.C.: Gallaudet University Press.
- Stremlau, T. M. (Ed.) (2002). *The Deaf Way II Anthology: A Literary Collection by Deaf and Hard of Hearing Writers*. Washington, D.C.: Gallaudet University Press.
- Valli, C., and Lucas, C. (2001). *Linguistics of American Sign Language: An Introduction* (3rd ed.). Washington, D.C.: Gallaudet University Press.
- Van Cleve, J., and Crouch, B. (1989). *A Place of Their Own: Creating the Deaf Community in America*. Washington, D.C.: Gallaudet University Press.
- Wilcox, S., and Wilcox, P. (1997). *Learning to See: Teaching American Sign Language as a Second Language* (2nd ed.). Washington, D.C.: Gallaudet University Press.

Online Resources

- American Sign Language Teachers Association (ASLTA)*, www.aslta.org
- ASLinfo.com*, information and resources related to American Sign Language (ASL), interpreting, and Deaf culture, www.aslinfo.com (accessed June 21, 2005)
- ASL University*, <http://www.lifeprint.com/asl101/index.html>
- Deaf.com*, a gateway to Deaf community resources, www.deaf.com (accessed June 21, 2005)
- Macalester College*, Department of Anthropology, www.deaflibrary.org
- National Association of the Deaf (NAD)*, <http://demo.nad.org>
- NTID Deaf Index*, <http://www.ntid.rit.edu/terpref>
- The Tactile Mind Press*, www.thetactilemind.com

SECTION VI

GLOSSARY OF TERMS

assimilation	A phonological process in which one sign influences the articulation of another sign, so that a phonological feature (e.g., the handshape) of the two signs becomes the same or similar.
bilingual/ bicultural	Individuals who are bilingual are able to communicate in two languages with equal or nearly equal fluency. Individuals who are bicultural have learned to function in two distinct sociocultural environments: their primary culture, and that of the dominant mainstream culture of the society in which they live. The situation in the American Deaf community is generally one of maintained bilingualism and biculturalism. Most deaf people know some form of English and ASL and participate to some extent in both Deaf and hearing culture.
citation form	The form of a sign when it is produced in isolation, such as the form of a sign as it appears in a sign language dictionary.
clinical/ pathological model	The clinical/pathological model of deafness emphasizes a medical view of deafness and focuses on the physical state of hearing loss. In this model, deafness is physically defined.
communication process theory	Theories about general physiological processes that take place during communication (e.g., a message becomes encoded in the signaler's nervous and muscular systems, the message leaves the signaler via the vocal tract or hands, the message is transmitted to the brain of the receiver via the eye or ear).
contact sign	The contact language that has arisen as a result of language contact between members of the Deaf and hearing communities in the United States. Contact sign is sometimes referred to as Pidgin Sign English (PSE); however, many linguists today do not consider it a true pidgin because its grammar and lexicon are more complex than those of most (spoken language) pidgins (see "pidgin").
creole	A pidgin that has become the native tongue of a language community (see "pidgin").
cultural/linguistic model	The cultural/linguistic model of deafness emphasizes a sociocultural view of deafness and focuses on the social and cultural experience of being deaf. In this model, deafness is culturally and linguistically defined.
Deaf culture/deaf community	The term Deaf culture refers to a culturally self-defining group within the deaf community. Members of Deaf culture view themselves as composing a distinct culture with its own values, traditions, and native language (ASL). The term deaf community refers to a group of people who are united by their physical deafness but who do not necessarily share the cultural, linguistic (ASL), and value-based identity defined by Deaf culture.
dialect	A pattern of grammar, vocabulary, and articulation associated with the language users of a particular region and/or social background. The standard variety of a language is also a dialect—it is simply the dialect of the language that is accepted as the norm by the users of that language.

discourse	A continuous stretch of language, generally longer than a sentence. Discourse may take many different forms (e.g., conversation, argument, joke, lecture) and serves many different functions (e.g., informing, commanding, requesting, acknowledging, apologizing). Discourse structures in a given language are governed by norms that are often unique to the language.
etymology	The study of the history and evolution of words and their meanings.
fossilization	A process in which errors in second-language use or production become internalized and very resistant to change or correction.
gloss	A gloss is a representation of ASL in written form. A gloss is not a direct translation of ASL into English. Although there is not a standard system for creating glosses, most glossing systems use capital letters to represent ASL signs in written English (e.g., CAT, HOUSE, STUDENT).
iconic(ity)	Refers to language signals (signs or words) whose physical forms closely relate to characteristics of the thing to which they refer. In sign languages, iconic signs resemble the thing to which they refer, while in spoken languages, words that sound like the thing they represent (that is, onomatopoeic words) may be considered to be iconic.
immersion	An approach or a method of second-language teaching in which the target language is also the medium of instruction (see "target language").
interference	Errors in language use or production that arise as a result of negative transfer from another language. Persons learning a second language may experience interference from their first language, or persons learning a third language may experience interference from either or both of their first two languages.
interlanguage	According to theories of second-language acquisition, an interlanguage evolves within a person during the process of learning a second language. This intermediate language contains properties of the learner's first and second languages and varies as the second language evolves.
invented sign system	Signing systems (e.g., Seeing Essential English [SEE1], now called the Morphemic Sign System [MSS], Signing Exact English [SEE2], now called SEE) that were artificially devised in order to teach English to deaf children. These systems use manual signs to represent English visually. Invented signs are part of these systems and are used for English words or word parts, and all signs are used in English grammatical order.
L1 and L2	Linguistic shorthand for "first language" and "second language," respectively.
language register	A variety of language used in particular social situations that would be considered inappropriate or out of place in other social situations (e.g., formal, informal, consultative, intimate, etc.).
lexical borrowing	A process in which one language borrows a lexical item from another language and incorporates it into its system. In ASL, such a lexical item is generally referred to as a loan sign.

lexicon	The vocabulary of a language (its lexical items).
Manually Coded English (MCE)	Any of several artificial sign systems that were invented to represent English manually. Examples include but are not limited to Signed English (SE), Seeing Essential English (SEE1), Morphemic Sign System (MSS), Signing Exact English (SEE2), and Conceptually Accurate Signed English (CASE) (see "invented sign system").
metathesis	A phonological process in which the sequence of two phonological features of a sign or word is switched due to the (phonological) influence of an adjoining sign or word (e.g., in ASL, a sign's location in the sign space may influence how an adjoining sign is articulated).
minimal pair	A pair of words or signs that are identical except for one phoneme.
morphology	The study of the smallest units that carry meaning (morphemes) in a given language. Morphology includes the study of words (lexical morphology) and word formation (derivational morphology) and the study of inflections (inflectional morphology).
nonmanual signals	Nonmanual signals are the facial expressions and body movements that accompany the production of signs in ASL. Nonmanual signals can be used phonologically (i.e., as a phonological parameter of a sign) or syntactically (e.g., as an indicator of topicalization, as an indicator of a rhetorical question).
oral education	Oral/aural education methods are characterized by instruction in spoken English, curriculum in speech and aural habilitation, and the expectation that students will use speech, speechreading, and auditory skills for communication.
phonological process	A process in which the articulation of a phoneme is affected by the phonemes that surround it.
phonology	The study of the smallest contrastive parts or parameters (phonemes) of a given language. "Contrastive" in this context means that if a particular parameter changed, it would have an effect on meaning in that language. Phonology includes the study of how phonemes are produced (articulated), structured, and organized in a given language and the effects phonemes have on one another when they are articulated in sequence (see "assimilation," "metathesis"). It is important to note that individual phonemes or parameters have an effect on meaning but do not carry meaning by themselves.
pidgin	A language that emerges when members of two language communities attempt to communicate, often for business purposes. Pidgins have a significantly reduced grammatical structure, lexicon, and stylistic range. A pidgin that has become the native tongue of a language community is referred to as a creole. Contact sign is sometimes referred to as Pidgin Sign English (PSE), but it is generally not considered by linguists to be a pidgin (see "contact sign").
pragmatics	General principles governing the communicative use of a language, including ways in which the meaning conveyed by a particular word/sign or sentence may depend on the context in which it is used (e.g., the relationship between the speaker or signer and the other participant[s] in a communicative act).

sign language	A natural language such as ASL, British Sign Language, French Sign Language, etc.
syntax	The study of the rules in a language governing the way words/signs are combined to form sentences.
target language	In a second-language classroom, the target language is the language that is being taught. The target language is sometimes also used as the language of instruction (see "immersion").
Total Communication	An educational philosophy developed by Roy Holcomb in which teachers and students use both oral and manual modalities, including gesture, pantomime, reading, and writing, in order to convey messages.

